



# HILL WEST *Primary*

FOUR OAKS

## Home Learning Pack

Year 4

Week Beginning 22.02.21



## Home Learning Links

### Oak National Academy

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

[www.thenational.academy](http://www.thenational.academy)

### BBC Bitesize

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

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

### Phonics English Hubs

Online phonics lessons for the Letters and Sounds phonics programme.

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

### World Book Online

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

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=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/>

<b>Key Question Week 7:</b> How would you survive as a Blitzed Brit?
<b>Key Text for Linked Learning:</b> Goodnight Mr Tom
<b>Linked Learning:</b> History, DT
This week, the children will be continuing the topic of World War Two. They will recap the causes of World War 2 and learn about what life was like in the cities of England during the Blitz. Children will also consider how people may have viewed the war at the time, and what their opinions may have been. In English, children will focus on their class novel, <i>Goodnight Mr Tom</i> , focusing primarily on their reading skills, including: referring to the text when making comments about what they have read; predicting what might happen; and 'reading between the lines' using clues in the text. Children will begin to empathise with each character and use 'show don't tell' methods of description to build up to writing character descriptions of the main characters, Willie and Tom. Children will build their variety of sentence structures by being introduced to embedded clauses to give extra information.
<b>Maths:</b> Children will revisit compact column addition this week, building to adding groups of 3 and 4 2-digit numbers using this method. They will move on to addition, counting up and using expanded column subtraction to find the difference, then apply these skills to problem solving.
<b>Science:</b> Children will explain that living things can be grouped in different ways.
<b>History:</b> See above.
<b>Geography:</b> Children will compare the human and physical topography of the UK.
<b>Computing:</b> Children will use search engines to find information, evaluating the usefulness and reliability of the information.
<b>Art:</b> Children will continue their work on David Hockney. They will revisit their prior learning on perspective in order to recreate a sketch of Hockney's 'Garrowby Hill'.
<b>Design Technology:</b> Children will research and gather information about the need for personal air raid shelters in WWII.
<b>PDW / R.E:</b> Children will learn about how to overcome language as a barrier by learning some simple sign language.
<b>P.E:</b> In P.E this week, children will involve others in a game by passing to them
<b>MFL:</b> Children will continue to learn about key celebrations in France.
<b>Mini Quiz:</b> Children will complete a quiz to consolidate their learning.

# Timetable

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

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

# Handwriting Monday - Friday

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

rr

nn

mm

- The image below shows how these letters are correctly joined:



# Monday Vocabulary

Here are two words from chapter 14 of 'Goodnight Mr Tom'.

- Astounded
- Absorbed

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

<u>Etymology:</u>	<u>Prefix:</u>	<u>Root word:</u>	<u>Suffix:</u>
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# Monday English - How can we describe Tom and Willie?

- For the next few weeks, our English work will be based on our class novel: 'Goodnight Mister Tom'. We hope you have been able to listen every week using the YouTube audiobook - if not, please listen to the first three chapters before starting your work.

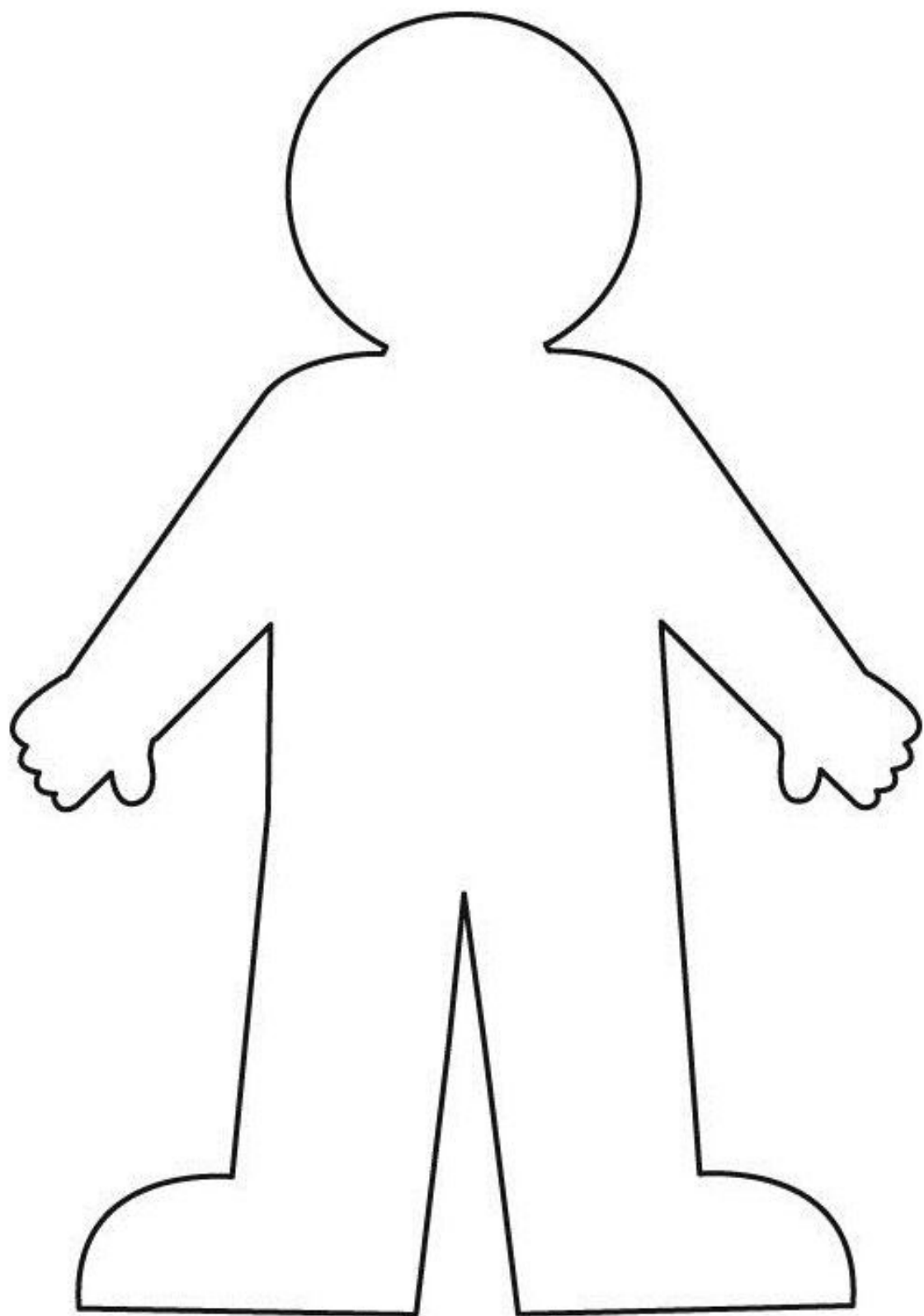
## Character Task

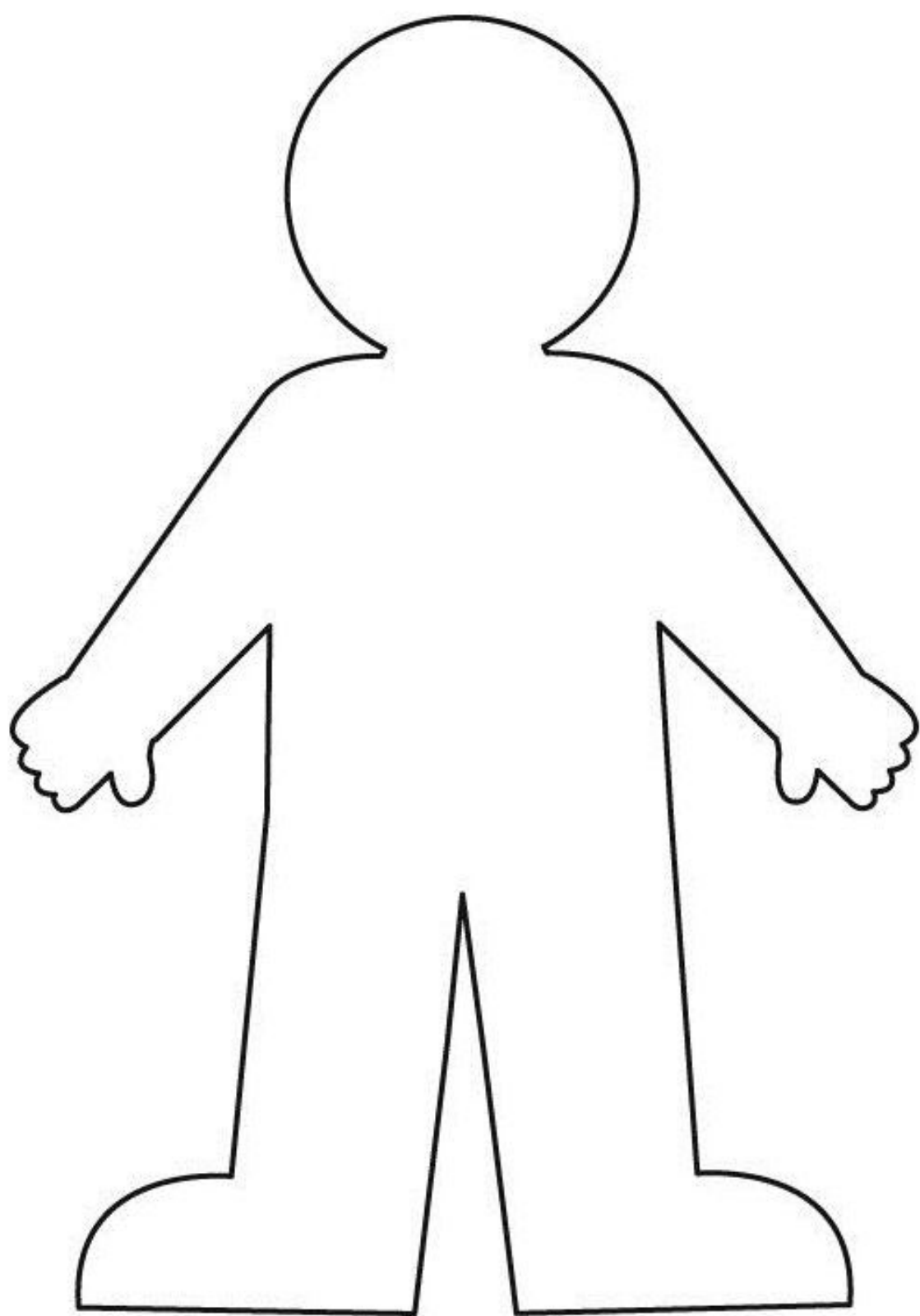
- We are going to show what we know about Tom and Willie so far by creating a role on the wall for each character. You can write and draw pictures.
- Outside of the character outline: add details of the character's appearance and actions.
- Inside of the character outline: add details of the character's personality, thoughts and feelings.

Here is a link to the film version of 'Goodnight Mister Tom'. You can watch the first few scenes and see what information you find to add to your roles on the wall: <https://www.youtube.com/watch?app=desktop&v=7j8awfdvxaw>









# Monday Maths - Adding 3 2-digit numbers

Day 1: Add three 2-digit numbers using compact addition.

We can add three 2-digit numbers using **expanded addition**.

First **partition** the numbers and set out neatly. Leave a space under the last number...

Let's try  $56 + 37 + 28$ ...

Add the 1s.  $6 + 7 + 8 = ?$

Put the 20 in the **waiting line** under the 10s and 1 in the **answer line** under the 1s.

Add the 10s.  $50 + 30 + 20 + 20 = ?$

Finally recombine,  $120 + 1 =$

50	6
30	7
+ 20	8
20	
120	1

$120 + 1 = 121$

Day 1: Add three 2-digit numbers using compact addition.

Let's compare that with the **compact method**...

50	6
30	7
+ 20	8
20	
120	1

$120 + 1 = 121$

56
37
+ 28
2
121

Day 1: Add three 2-digit numbers using compact addition.

Let's try  $46 + 35 + 77$ . Will the answer be more than 100? More than 200?

40	6
30	5
+ 70	7
10	
150 8	

$150 + 8 = 158$

Expanded addition.

46	
35	
+ 77	
1	
158	

Compact addition.

Day 1: Add three 2-digit numbers using compact addition.

Let's try  $53 + 85 + 67$ . Will the answer be more than 100? More than 200?

50	3
80	5
+ 60	7
10	
200 5	

$200 + 5 = 205$

Expanded addition.

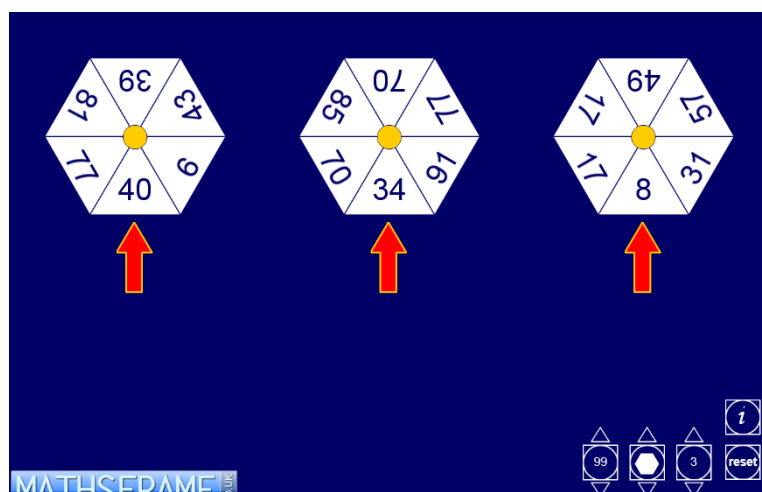
53	
85	
+ 67	
1	
205	

Compact addition.

### Activity 1: Number Spinners!

Use the number spinners website and set up your spinners like my picture below. Spin all three spinners to create 3 2-digit numbers and add them together! Repeat and see how many calculations you can do.

<https://mathsframe.co.uk/en/resources/resource/112/itp-number-spinners>



## Activity 2

Choose three cards. Add the numbers.

Do this six times. You must do a different addition each time!

47

66

58

45

74

### Challenge

I added three consecutive numbers with a total of 222. What were the numbers?

# Monday Geography - Features of the UK

- Match each feature of the UK to its photo and decide if it is a human or physical feature. Sort them into two groups.
- Use an atlas or online map to locate each feature and mark it on your map of the UK.

Big Ben (Houses of Parliament In London)
Angel of the North (Gateshead)
Clifton Suspension Bridge (Bristol)
Wembley Stadium (London)
Edinburgh Castle (Scotland)
RIVER SEVERN (longest river in UK)
Ben Nevis (Highest mountain in UK)
Forest of Dean (In Gloucestershire)
Durdle Door (Jurassic Coast)
Lake Windermere (Largest lake in England)







# Monday History - The Blitz

What was it like to be in a British city during World War 2?

- Access the webpages below - read and watch to find out all about the Blitz.

<http://www.primaryhomeworkhelp.co.uk/war/blitz.htm>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-living-through-the-air-raids/zjnyrj6>

## Activity One: Imagine an air raid

When an enemy plane was spotted over the city, an air raid siren would sound.

- Play the sound and imagine waking up in the night to hear it:

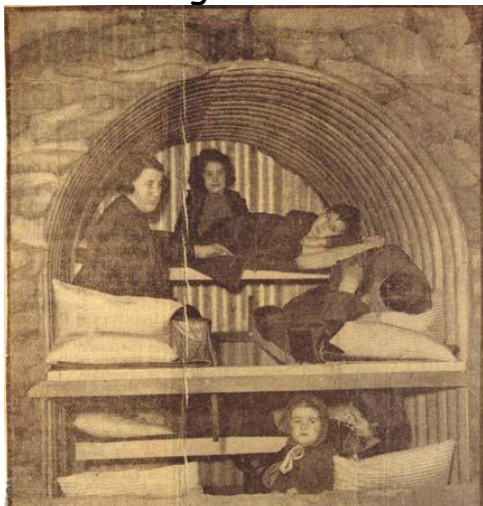
<https://www.youtube.com/watch?v=erMO3m0oLvs>

To stay safe, everybody had to find a shelter. If you lived near an underground train station, you might go there. If you were lucky, you might have had your own shelter in your back or front garden.

- Find a table in your house. Using a big sheet or blanket, cover the table so all the edges are covered down to the ground. Leave a small opening for yourself and climb underneath. Imagine waiting in here for hours, sometimes with several families, for the 'all clear' siren to sound.

## Activity Two

- Look at the photo below. Using this and your experience imagining an air raid, write a short description of what you think it would have been like during an air raid.





# Tuesday Spelling - 'anti' prefix

## For this week's spellings...

we are looking at the prefix anti-.



**antifreeze**



**antibiotic**



**anticlockwise**



**antiperspirant**



**anti-ageing**



**antivenom**

### Spelling Challenge

Find the 'anti' word to match each of the definitions below. Write and spell it correctly.

A cure given or an action to reverse a process, situation or feeling.

Behaviour that is against the law or causes distress to other people.

Moving in the opposite direction to the hands on a clock. anti-clockwise

Used in vehicles to stop engines freezing.

Given to fight against the effects of a poison, especially those from a snake, spider or scorpion.

Something that is meant to slow the signs of growing older.

Applied to the armpits to stop or reduce sweating.

A medicine that is prescribed by a doctor to fight against an illness or infection.

Often used to describe an item of clothing worn by pilots and astronauts. antigravity

Something that stops infection and disease, for example to a scratch or cut.

# Tuesday English - Making Character Inferences

Yesterday we added everything we know so far about Willie and Tom to our roles on the wall. Sometimes, the author gives us clues about a character's thoughts and feelings by giving us clues in the text so we have to work out what they think and feel ourselves. This is called inferencing.

**Reading Task:** Use the clues from 'Goodnight Mister Tom' to find out even more about the characters!

- Read each short extract and decide what it shows you about the character's thoughts and feelings.

**Here is an example of an inference I have made:**

**Chapter 11: Willie has friends round**

Tom: *'I just thought I'd be around like, in case he needs anythin'. Tends to git over-excited.'*

This shows me that Tom is protective of Willie as he wants to be there in case anything happens. It also shows he is caring and thoughtful.

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**1. Chapter 1: Meeting**

Willie - eating the first meal Mister Tom cooks for him, p.12.

*He bit into the bread but a large lump made swallowing difficult.*

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**2. Chapter 1: Meeting**

Mister Tom - when spotting a large bruise on Willie's shin, p.13.

*'That's a nasty ole thing,' (the bruise on Willie's leg) Tom said pointing to it.*

*'What gave you that?' Willie paled and pulled the sock up quickly.*

*'Best drink that afore it gits cold,' said Tom, sensing that the subject needed to be changed.*

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**3. Chapter 2: Little Weirwold**

Willie - the first time he gets into his bed, p.34.

*...he (Sammy) leapt on to the bed between Willie's arms and licked his face. Slowly, Willie put his arms around him, gave a small cry and burst into tears.*

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**5. Chapter 3: Saturday**

Willie - when he and Mister Tom visit Doctor Little and his wife, p.42.

*...Willie...was now retreating rapidly on hearing the tubby man being called 'Doctor'.*

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**Chapter 2: Little Weirwold**

Mister Tom - speaking to Mrs Fletcher, p.25.

*'Could do with a thick jersey. Not fer me mind,' and he looked at Willie trundling on ahead.*

*'You ent gotta clothe 'em, you know. They shoulda brought that with them.'*

*'Well, he havent,' said Tom gruffly. 'Can you knit me a jersey or can you not, that's what I'm askin?'*

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- Now you have made some inferences about Tom and Willie, go back to your roles on the wall from yesterday - do you have some more information you could add to them?

# Tuesday Maths - Adding 4 Numbers

Day 2: Add four 2-digit numbers using compact addition.

Let's try adding four 2-digit numbers with the **compact method**.

Let's try  $72 + 46 + 25 + 53$ . Will the answer be more than 100? More than 200?

$$\begin{array}{r} 72 \\ 46 \\ 25 \\ + 53 \\ \hline 1 \\ 196 \end{array}$$

Add the 1s.  $2 + 6 + 5 + 3 = ?$

Where does the 1 and the 6 go?

Add the 10s.  $70 + 40 + 20 + 50 + 10 = ?$

Day 2: Add four 2-digit numbers using compact addition.

Let's try  $56 + 69 + 48 + 70$ . Will the answer be more than 200 this time? How do you know?

$$\begin{array}{r} 56 \\ 69 \\ 48 \\ + 70 \\ \hline 2 \\ 243 \end{array}$$

Add the 1s.  $6 + 9 + 8 + 0 = ?$

Where does the 2 and the 3 go?

Add the 10s.  $50 + 60 + 40 + 70 + 20 = ?$

## Activity 1

Use compact addition to solve these additions:

$62 + 75 + 84 + 53$

$76 + 71 + 27 + 82$

$83 + 81 + 94 + 37$

$95 + 12 + 60 + 76$

$84 + 72 + 85 + 96$

$98 + 89 + 78 + 97$

## Activity 2

1. Tim is buying four drinks for his friends. He doesn't want to spend more than £3. Their chosen drinks are 78p, 83p, 66p and 75p. The buns are 45p. Does he keep within his £3 limit?
2. On Monday, Sam sends 46 texts, Padma sends 67, Zoe sends 82 and Ahmed sends 58. They are all 13 years old. How many texts do they send in total?
3. A skyscraper has windows on each of its four sides. On the north side it has 106 windows. On the south side it has 78 windows. On the east and west sides it has 88 and 84. The window cleaner is paid £20 per hour. How many windows does she have to clean on the skyscraper?
4. On Monday, Parvati reads 66 pages of her book; on Tuesday she reads 78 pages. On Wednesday she reads 56 pages and on Thursday and Friday she reads 82 pages. The book has 506 pages. How many pages has she read?
5. T-shirts are priced according to size. Small are £17, medium are £24, large are £29, extra large are £38. Amit buys three small, a medium and an extra large. How much does he spend?
6. On Saturday, at the school football championships, the audience consists of 67 men, 45 women and 84 children. There are 22 players on the field and a referee. How many people are in the crowd watching the match?
7. Bill's dog is 12 years old and very fussy! He likes a different type of dog-food each day. The four types of dog-food in the local shop are 48p, 52p, 37p and 63p per can. If Bill buys four different cans, how much does he spend?

## Activity 3

A palindrome reads the same backwards as forwards, e.g. the words: mum, level or madam. Palindromic numbers do the same, e.g. 4114 or 55 or 727.

Add four 2-digit numbers to give each of these palindromic answers:

202

191

333

252

### Challenge

What is the largest possible palindromic total you can find by adding four 2-digit numbers?

# Tuesday Computing - Using a Search Engine

We are going to use a search engine to find out information about World War 2 Anderson Shelters.

Watch the video to find out how a search engine works:

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

**Anderson Shelter Research:** Create a research booklet to use for our DT project this term where we will make our own Anderson shelters.

Use the questions below to help you guide your research.

- Who created them? When were they created?
- What was the purpose of them?
- What were they made out of?
- How big were they? Where would they be built?
- What was in them? How many people could fit in them?
- Were they a nice place stay in? Why?
- Who had them? How much were they?
- What characteristics would the shelter need to have? (What did they need to be able to do?)

Here is a great website to start you off:

<http://primaryhomeworkhelp.co.uk/war/shelters.htm>



# Tuesday & Friday PE

Options for this week! Remember to get your heart rate up for at least two hours over the week!

- Complete the next lesson of PE with Mr Dineen on YouTube (Lessons 8 & 9)
- Choose your favourite songs and follow along with a dance on Just Dance: <https://www.youtube.com/channel/UC5-3tkqR92QINQyCrVocb1Q?app=desktop>
- Using a ball, or something you can throw, create your own 'Sevens Challenge' based on the one shared last week. Challenge your family or even send in the challenge to your teachers!
- Complete a 'Cosmic Kids Yoga' of your choice on YouTube.
- Are you feeling super fit?! Try the alphabet fitness challenge - spell out your name and carry out the move for each letter. If you have a short name, include your second name or initial too!

## ALPHABET FITNESS KEY

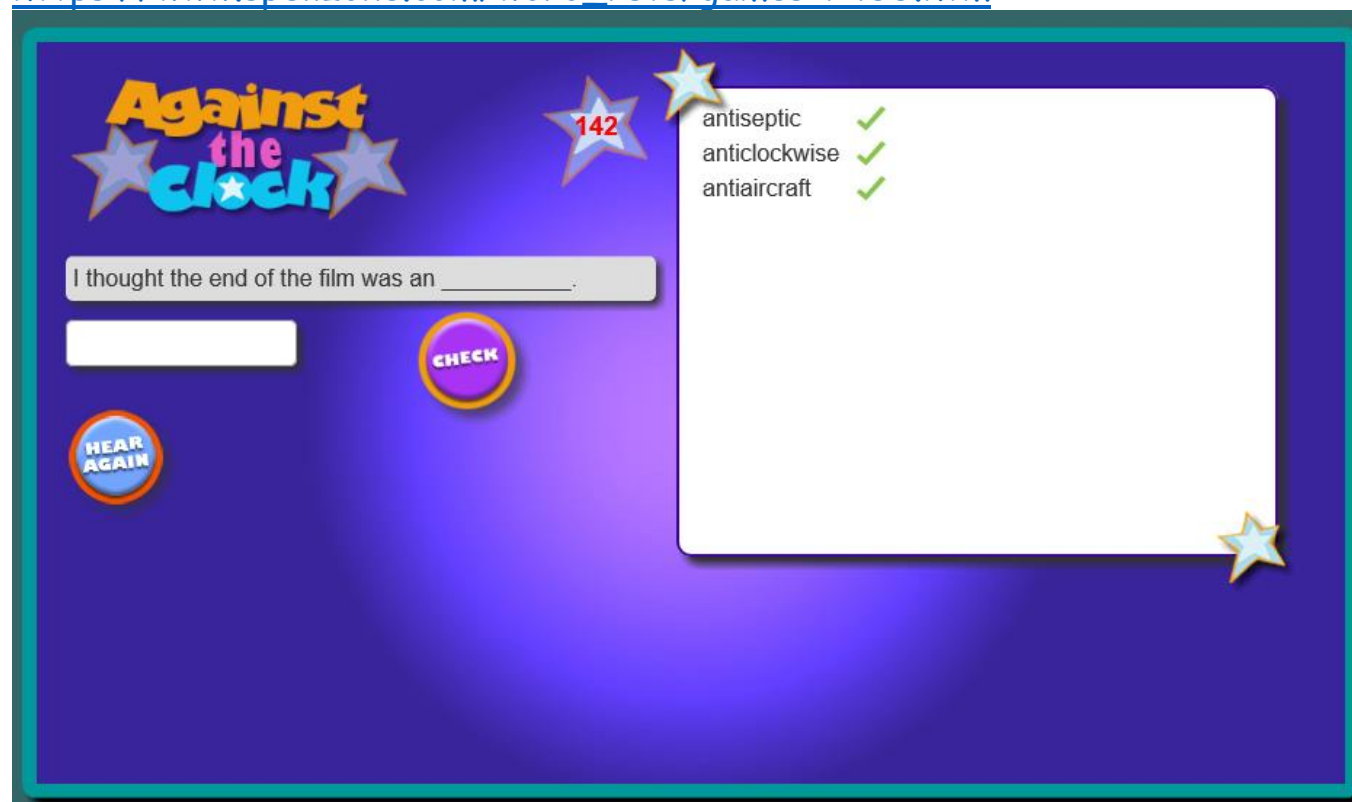
<b>A</b> = 40 Jumping Jacks	<b>N</b> = 20 Second Plank
<b>B</b> = 20 Crunches	<b>O</b> = 40 Jumping Jacks
<b>C</b> = 30 Squats	<b>P</b> = 15 Arm Circles
<b>D</b> = 10 Pushups	<b>Q</b> = 30 Crunches
<b>E</b> = 20 Mountain Climbers	<b>R</b> = 15 Pushups
<b>F</b> = 10 Burpees	<b>S</b> = 15 Mountain Climbers
<b>G</b> = 10 Arm Circles	<b>T</b> = 30 Second Wall Sit
<b>H</b> = 20 Squats	<b>U</b> = 15 Squats
<b>I</b> = 30 Jumping Jacks	<b>V</b> = 15 Burpees
<b>J</b> = 30 High Knees	<b>W</b> = 30 Jumping Jacks
<b>K</b> = 10 Pushups	<b>X</b> = 15 Crunches
<b>L</b> = 25 Lunges	<b>Y</b> = 10 Pushups
<b>M</b> = 20 Burpees	<b>Z</b> = 1-Minute Wall Sit

# Wednesday Spelling - 'anti' words

## Game Time!

Play 'Against the Clock'. How many 'anti' words can you spell correctly in the time given? Can you improve on your score?!

[https://www.spellzone.com/word\\_lists/games-7455.htm](https://www.spellzone.com/word_lists/games-7455.htm)





# Wednesday English - Adding More Information

**Starter Challenge:** Synonym Swap!

How many synonyms can you find for each of my words describing Willie?



We are going to have a go at adding extra information into sentences for a character description by inserting embedded clauses.

*An embedded clause adds information to a sentence.*

*It adds information by 'sandwiching' it into the sentence.*

*We use a **comma** followed by the word **who**, **which**, **that** or **with** to introduce an **embedded clause**.*

The ferocious dog barked noisily through the hole in the fence.

↓  
The ferocious dog, **who was trying to scare away the burglars**, barked noisily through the hole in the fence.

The ferocious dog, **who lived next door**, barked noisily through the hole in the fence.

The cloaked man, **who has a voice as deep as thunder**, sat in the corner of the dank room.

The barren landscape, **with only a few sheep visible on the horizon**, was a lonely place to be.

**Your First Challenge:** Can you underline the embedded clause in each of my sentences about Tom?

The old man, who had lived alone for many years, felt a strange attachment to Willie.

Tom's jacket, which was made of thick, heavy tweed, had a comforting and familiar smell.

The news of evacuees coming to the village, which had been an unwelcome shock for some, had filled Tom with a new sense of hope.

**Writing Challenge:** Can you fill the gaps in my sentences about Willie with some extra information about the noun in each sentence?



1. His socks, which \_\_\_\_\_, hide the bruises inflicted upon him by his mother.
2. The shy evacuee, who \_\_\_\_\_, is incredibly timid.
3. Willie's bag, which \_\_\_\_\_, did not contain any toys or books.

### **More Challenge!**

Now have a go at writing some of your own sentences about Willie or Tom, adding extra information using embedded clauses!

# Wednesday Maths - 3-digit Subtractions

Day 1: Count up to solve 3-digit subtractions.

Some cyclists are cycling from John O'Groats in northern Scotland to Land's End in Cornwall, over 10 days. It's **874 miles**! So far, they have cycled **625 miles**. How far have they still got to cycle?

Let's draw a **bar model** to show the problem...

Total distance - <b>874 miles</b>	
How far gone - <b>625 miles</b>	<b>Miles Left?</b>

How can we find the **difference** between 874 and 625?

Day 1: Count up to solve 3-digit subtractions.

We can use Frog!

Draw a number line and mark on 625 and 874...

Add **100, 75 and 74** to find how many miles left.

Frog jumps **75** to 700...

... and then **100** to 800...

... then **74** to 874.

625      700      800      874

75      100      74

Day 1: Count up to solve 3-digit subtractions.

Let's check  
 $524 - 378$ .

Work in pairs to find the  
answers to  $524 - 378$  and  
 $705 - 567$  using Frog.

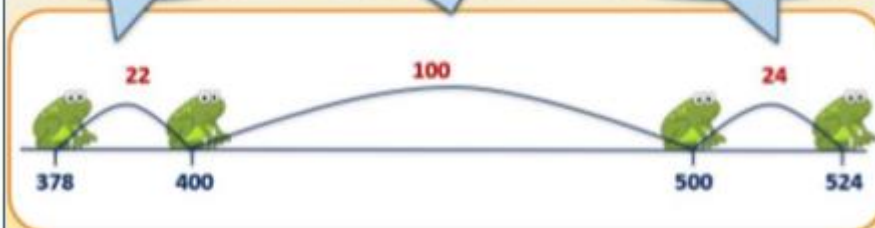
$$100 + 24 + 22 = ?$$

$$524 - 378 = ?$$

How far to the  
next 100?

How far to 500?

How far to 524?



Day 1: Count up to solve 3-digit subtractions.

Let's check  $705 - 567$ ...

$$100 + 33 + 5 = ?$$

$$705 - 567 = ?$$

How far to the  
next 100?

How far to 700?

How far to 705?



Sketch an empty number line to help you to calculate these subtractions.

1.  $745 - 588$

2.  $762 - 584$

3.  $925 - 767$

4.  $623 - 489$

5.  $755 - 448$

6.  $826 - 682$

7.  $535 - 378$

8.  $756 - 437$

9.  $537 - 373$

10.  $615 - 476$

11.  $634 - 469$

12.  $1002 - 735$

**Challenge**

Subtract 989 from 1000. Then subtract 878 from 1000. Then 767, then 656 etc. each from 1000. Describe the pattern of the answers.

## Example

$704 - 578$

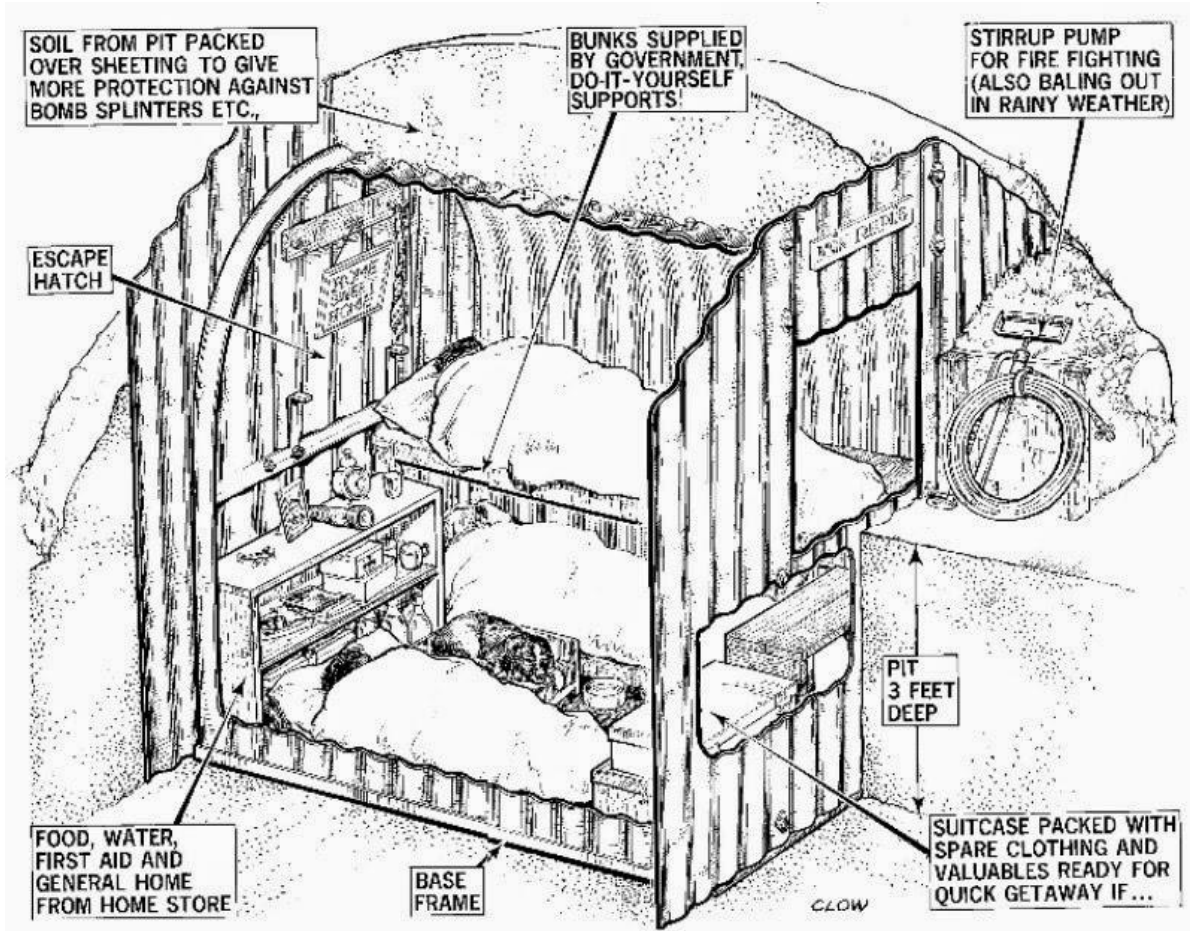


$$100 + 32 + 4 = \underline{136}$$

# Wednesday DT - Cross Sectional Drawings

When we design our Anderson shelters, we will need to have a diagram to help us. Remember a diagram is a line drawing with labels to show how something looks and works!

Here is a cross **sectional diagram** of an Anderson shelter - you can see how some of the side is removed to show what is on the inside too.



## Your Task

- Use your research from yesterday to create a diagram of an Anderson shelter.
- Remove one of the sides in your diagram to make it cross sectional.
- Label all the features of the Anderson shelters to show how it is built, what it is made of and what it contains.



# Wednesday French - Celebrations



## Retrieval practice



How many of these celebrations can you remember from last lesson?



La chandeleur, c'est en février.

Pancake day is in February

Challenge: What is different about the way the sentence is phrased?

**Activity One:** Can you rearrange the words below to create your own sentences and read them out loud?

c'est

Le Saint Valentin,

février

en

juillet

c'est en

Le quatorze juillet,

novembre

Le jour du souvenir, c'est en

janvier

an, Le nouvel c'est en

## Activity Two

What's the name of each celebration? Can you match it to the correct description?



1ere avril

\_\_\_\_\_

This day celebrates the storming of the Bastille during the French revolution in 1789.

\_\_\_\_\_

For this celebration all of the church bells are silent from Thursday to Sunday so that people think about Jesus' death.

\_\_\_\_\_

This is a public holiday in France, meaning everyone gets the day off work. The French president lays a wreath at the Tomb of the Unknown Soldier in Paris.

\_\_\_\_\_

During this time children put shoes by the fireplace. People open presents on the 24<sup>th</sup> of the month.

\_\_\_\_\_

On this day, French people stick a fish on each others back. It is funny!



# Thursday English - Planning a Character Description

- Your first challenge: read the character description of Willie. Can you find...
  - ✓ A simile
  - ✓ A metaphor
  - ✓ An embedded clause
  - ✓ Some 'show don't tell' language

William Beech, the evacuee currently living with Thomas Oakley, is not a typical nine-year-old boy. Based on his appearance, you would think he is five or six years old, due to his waif-like, skeletal frame. Upon his head sits scruffy, unkempt hair, which looks as if it has not been brushed in a while. His eyes sit in deep, purple valleys, suggesting he is permanently exhausted. The clothes he wears give the impression he is not well-looked after. They are much too big for him, emphasising the fact he is malnourished. Adorning his torso is his green pullover, which is slowly unravelling at the hem, and flaps freely around his narrow waist. His shorts, which are shabby and stained, whip back and forth in the breeze like the tattered sail of a sinking ship. Covering the rest of his legs are socks which, like the rest of his clothes, are enormous for his tiny body. The socks are a comfort to Willie, as they hide the sad rainbow of blue, purple and yellow bruises which decorate his legs.

It is not only Willie's appearance which is concerning, but his behaviour, too. He is a timid boy, who does not speak unless he is spoken to. His voice, which is papery and thin, is a ghost on the wind. For example, on the few occasions he does speak, whatever he says is shyly whispered. Gingerly, he tip-toes whenever he moves. It is almost as if he is trying to be invisible. The anxious, petrified little boy often flinches, as he is scared of most adults. Whenever anybody is kind to him, his look of bewilderment is plain to see.

- Can you see how I have structured my character description?

PARAGRAPH 1: Describe Willie's/Tom's appearance

PARAGRAPH 2: Describe Willie's/Tom's behaviour and personality

- Today you are going to plan your character description, ready to write it up tomorrow.
- You can choose whether to describe Willie or Tom.

### Paragraph 1: Appearance

I will include...

Body	
Face	
Clothes	

### Paragraph 2: Behaviour and Personality

I will include...

Movements	
Voice	
Personality	

# Thursday Maths - Subtracting 3-digit numbers

Day 3: Subtract 3-digit numbers choosing an efficient method.

Let's try  
 $403 - 267$  using  
decomposition.

First **partition** the numbers  
and set them out neatly.

$$\begin{array}{r} 300 \quad 90 \quad 13 \\ 400 \quad \cancel{90} \quad \cancel{13} \\ - 200 \quad 60 \quad 7 \\ \hline 100 \quad 30 \quad 6 \end{array}$$

$$403 - 267 = 136.$$

7 is bigger than 3 but  
there are no 10s!

We have to take 100  
from the 400...

....and put 90 of it in the  
10s and 10 in the 1s.

$$13 - 7 = ?$$

$$90 - 60 = ?$$

$$300 - 200 = ?$$

Day 3: Subtract 3-digit numbers choosing an efficient method.

Let's try  
 $403 - 267$  using  
Frog instead.

$$103 + 30 + 3 = 136$$

Frog jumps **3**  
to 270...

... and then **30** to  
300...

... then **103** to 403.



**Day 3: Subtract 3-digit numbers choosing an efficient method.**

Which do you think was more straightforward, or less prone to making a mistake?

In today's activities we will look at the numbers carefully and choose the most **efficient** method.

300	90	13
<del>400</del>	<del>80</del>	<del>7</del>
- 200	60	7
<hr/>		
100	30	6

$403 - 267 = 136$

$103 + 30 + 3 = 136$

**Activity 1:** Use written subtraction to complete these calculations

1.  $265 - 134$

2.  $598 - 372$

3.  $682 - 456$

4.  $364 - 149$

5.  $472 - 253$

6.  $745 - 561$

7.  $874 - 246$

8.  $855 - 278$

9.  $952 - 685$

10.  $344 - 175$

11.  $535 - 488$

12.  $746 - 467$

## Activity 2

Addition and Subtraction Word Problem Challenge Cards

4. If 445 passengers board a plane and 123 of them are children, how many passengers are adults?



Addition and Subtraction Word Problem Challenge Cards

5. If there are 260 children in a school and 42 of them are out on a school trip, how many children would be left in school that day?



Addition and Subtraction Word Problem Challenge Cards

6. If it is 550 miles from London to Glasgow and you have already driven 235 miles, how many miles would you have left to travel?



Addition and Subtraction Word Problem Challenge Cards

7. If a gardener plants 206 daffodil bulbs and 176 tulip bulbs, how many bulbs will the gardener have planted altogether?





# Thursday PDW - How can we communicate when language is a barrier?

Take a look at the following photos and discuss how these people are communicating without speaking. What do you think they are trying to communicate?



Look at the last photo again - the two women are using sign language - did you know around 156,000 in the UK use British Sign Language as their first language?

## BRITISH SIGN LANGUAGE - FINGERSPELLING

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

british-sign.co.uk

Why might somebody learn British Sign Language?

**Activity One:**  
How many letters of the BSL alphabet can you learn?

**Activity Two:** Here are some sign language greetings. Could you have a conversation with somebody using only sign language?

## BRITISH SIGN LANGUAGE - GREETINGS



HELLO



GOOD



MORNING



AFTERNOON



NIGHT



HOW ARE YOU?



THANKS/PLEASE



SORRY



GOODBYE



british-sign.co.uk

### Extra Fun!

If you would like to learn more sign language, check out these songs that you can sign along with

<https://www.bbc.co.uk/teach/bring-the-noise/5-songs-in-bsl/z4g88xs/>

# Thursday Art - How did David Hockney use perspective?

Look at David Hockney's painting 'Going up Garrowby Hill'



- What do you think about the colours he has used? Can you remember the colours in the painting from last week?
- How has David Hockney used perspective to show he is going up the hill?
- What has David Hockney done to the line of trees to show perspective?
- How has David Hockney used art techniques to show the texture of the fields?

## Artist Challenge

Have a go at sketching out a copy of 'Going up Garrowby Hill' as accurately as possible.

- First you will draw the horizon line. This is where the sky looks as if it meets the land.
- Make a small dot on the horizon - this is the vanishing point.
- Draw one side of the road gently curving back and forth until it meets the vanishing point.
- Next draw the other side of the road, starting wide at the bottom of the page, following the curves, becoming steadily narrower, until the second line meets the vanishing point.
- Add the fields, the children that the fields closest to you will be larger with a stronger, darker line.
- What is closer to you will have more detail and what is further away will have less detail.



## Friday Spelling - 'anti' Prefix

### Words with the Prefix 'anti-'



antiseptic

anticlockwise

antisocial

antidote

antibiotic

antivenom

anti-ageing

antifreeze

antiperspirant

antigravity

# Friday English - Writing a Character Description

Now it's your opportunity to put all of your work this week into a character description of Willie or Tom!

Remember to use your plan to help you structure your writing, and try to include all the features from our checklist below.

We can't wait to see what you write! Why not create an illustration to go with it if you would like to?

Feature	Have I included it?
Super adjectives for description	
'show don't tell'	
Embedded clause	
Simile	
Metaphor	

# Friday Maths - Reasoning & Problem Solving

**True or false?**

- Adding three 2-digit numbers always produces a number over 50.
- Adding three 2-digit numbers cannot produce 299.
- There are three identical numbers which add to 252.

**Choose three consecutive numbers, e.g. 39, 40 and 41.**

Add them.

Repeat twice with different sets of consecutive numbers.

What patterns can you spot?

**Fill the gaps in this subtraction:**

$$81\square - 4\square 7 = \square 46$$

Start with the number 888

Roll a 1-6 die three times, to make a 3-digit number.

Subtract the number from 888

What number have you got now?

What's the smallest possible difference?

What's the largest possible difference?

What if all the digits have to be different?

Will you ever find a difference that is a multiple of 10? Why?

Do you have more odd or even differences?

7. Choose four digits. Put one digit in each box. Read the new two-digit numbers they make. Add all the four, 2-digit number together and see if they make 100.

2	6
4	8

$$26 + 24 + 48 + 68 = 166$$

Can you work your magic to show how the 4 2-digit numbers were created – reading left to right 26, 48 and up to down 24, 68?

Can you make 100 using your choice of digits?  
Find four different digits that result in a total of 100.

# Friday Science - Living Things

**Starter Question:** What makes you similar to the plants in your garden?

For something to be a living thing, it must pass all of the **MRS NERG** tests.

<b>Life Processes</b>	<b>What it means</b>
<b>M</b> ovement	Animals usually move their whole body from one place to another, whereas plants move towards the light. Plant roots grow down into the soil towards water.
<b>R</b> eproduction	Animals have babies. Plants produce seeds which grow into new plants.
<b>S</b> ensitivity	Both plants and animals react and respond to what is happening around them, e.g. plants turn and grow towards light; animals see and hear danger and move away.
<b>N</b> utrition	Green plants make their own food using sunlight, carbon dioxide and water. Animals eat plants and/or other animals.
<b>E</b> xcretion	Plants and animals get rid of (excrete) carbon dioxide (a waste gas). Humans breathe it out. Deciduous trees get rid of waste products when their leaves fall in autumn. Animals also wee!
<b>R</b> espiration	Plants and animals use oxygen (from air) to help turn food into energy.
<b>G</b> rowth	Baby animals grow into adult animals Seedlings grow into bigger plants

Name some living things we will find living in the wild in our local environment.

List some living things we will definitely not find locally.

Remember to think of some plants and animals.



**Your Task:**

Create a poster to show children in Year 2 how to spot if something is a living creature.

Make sure to include all of the MRS NERG features.