



HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 4

Week Beginning 26.04.21



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 1: What song does the river sing?
Key Text for Linked Learning: 'Song of the River' by Joy Cowley
Linked Learning: Geography
The focus will be on Geography this week. Children will learn about how a river is formed. They will follow the journey of a river and use online mapping technology (including Google Maps) to create a topographical sketch map of a river and the features located along the way. Children will learn the key vocabulary and geographical formations associated with each of the three stages of the river. In English, children will be studying the text 'Song of the River'. They will begin by discussing the author's choice of language, commenting on the effect different words and phrases have on the reader. They will identify repeated words and phrases that create cohesion throughout the narrative, in order to inform the language and structural choices made purposefully by the author in order to create a narrative of their own. They will learn how to choose quotations from the text to support their ideas and conclusions. Children will then generate their own bank of descriptive words and phrases to describe each stage of the river's journey, in order to plan their own narrative from the perspective of the river as it flows.
Maths: This week, children will use place value to add/ subtract to/from four-digit numbers, place four-digit numbers between neighbouring multiples of 100, round four-digit numbers to the nearest 10 and 100, place four-digit numbers on landmarked lines (marked in 1000s), round four-digit numbers to the nearest 1000, count in steps of 25 and 1000 from numbers other than 0 and write numbers to 100 using Roman numerals. Also, children will review Multiplications ready for next week.
Science: Children will begin their topic on states of matter by investigating the differences between solids and liquids by examining and comparing the properties of sand and water.
History: The Founding of Rome: Children will learn the legend of the founding of Rome (including the role of Romulus and Remus and their motivations) – and create a dramatic presentation to portray the narrative and the main characters.
Geography: See linked learning
Computing: Children will explore, analyse and manipulate sports data spreadsheets, suggesting why the information is useful and presenting it in different ways.
Music: Children will listen to and describe features of the instruments of a traditional orchestra. They will then apply this knowledge to an in-depth aural analysis of Claude Debussy's 'La Mer'.
Art: Children will learn about Roman mosaics and practise creating picture using the technique.
Design Technology: Children will research how to create their own animal habitats for river animals over the next few weeks. Initially they will gather information about the needs and wants of these creatures to make their product suitable for the desired purpose whilst appealing to the end user.
PDW / R.E: Linked to our exploration of rivers and a developing appreciation of their beauty (PDW), the children will consider the link between relaxing sounds and its impact upon the mind and body, to develop their understanding that mental wellbeing is just as important as physical wellbeing, and how they can use relaxation techniques to support this.
P.E: This week in PE, children will begin their cricket coaching. They will begin to develop accuracy in underarm bowling.
MFL: This week, children will be extending their French knowledge by recognising word classes including nouns, verbs and adjectives. They will also become familiar with using French dictionaries and sorting words into alphabetical order.
Mini Quiz: Children will complete a quiz about their learning so far.
Vocabulary: glimmered looming humming tavern haggling forum tremor jacks weave knucklebones

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.

	8:45-9:00	9:00-9:15	9:15-9:30	9:30-10:20	10:20-10:35	10:35-11:45	11:50-12:20	12:20-12:50	12:35-12:45	12:45-13:00	13:00-13:45	13:45-14:00	14:00-15:00	15:00-15:05
MON	Quiet reading Register	Class Novel	Handwriting and Word Deconstruction	Reading Into Writing	BREAK	Music Lessons	Lunch (play)	Lunch (eat)	Class Novel	Assembly	Geography	BREAK	Cricket	Class Novel Pack up
TUES	Quiet reading Register	Class Novel	Hand-writing and SPaG	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	PE	BREAK	History	Class Novel Pack up
WED	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings AD	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	Computing	BREAK	DT	Class Novel Pack up
THURS	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings AD	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	MFL	BREAK	Art	Class Novel Pack up
FRI	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings AD	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly/ Homework		BREAK		Class Novel Pack up

Handwriting Monday - Friday

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

ac

ag

af

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



Vocabulary Deconstruction

<u>Etymology:</u>	<u>Prefix:</u>	<u>Root word:</u>	<u>Suffix:</u>
	<u>Word:</u> strutting	<u>Opposite:</u>	
<u>Definition:</u>		<u>Synonyms:</u>	
<u>Put it in a sentence:</u> Remember ABC 🟢 ●			

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

Spellings - Homophones

Find and Correct the Homophones in the following passage:

It was a great day for a game of footbawl. The whether
and the game had already started when Joe arrived. 'What
goal?' Joe asked his neighbour just as the centre forward
the goal. At the end of the game the meddles were away
winning team. 'It's not fair!' the losing team cried as they
home with nothing.

Twinkle, twinkle, little star,

How eye wonder what ewe are.

Up above the whirled sew hi,

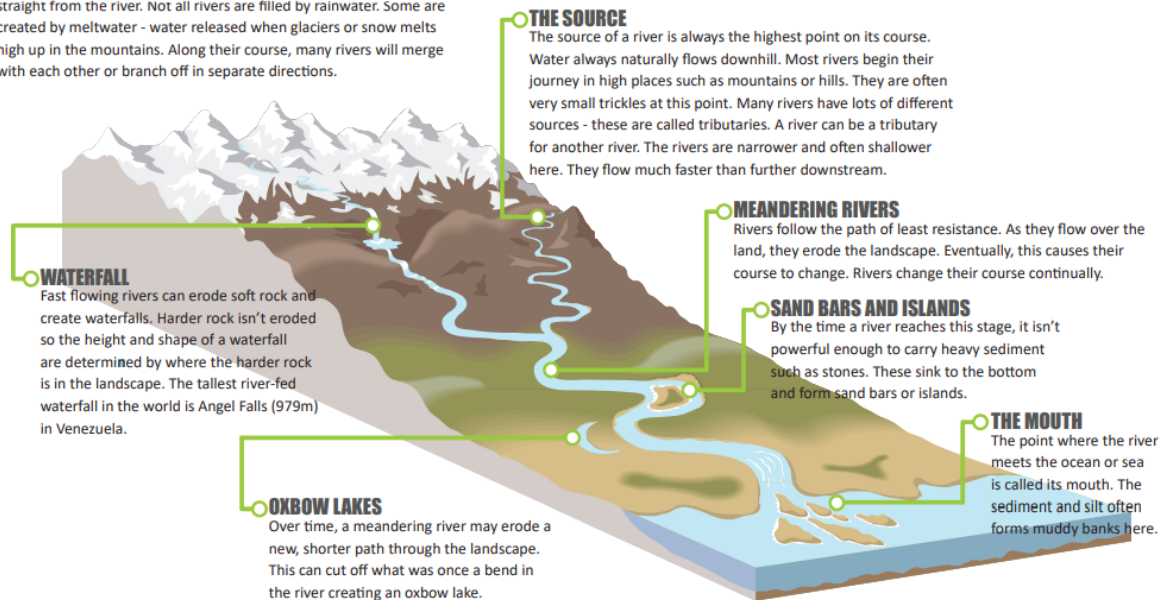
Like a diamond inn the sky.

Twinkle, twinkle, little star,

How eye wonder what ewe are.

Monday English - Comprehension

Rivers are a vital part of the water cycle on Earth. They carry water that precipitates in the mountains and hills back down to the seas and oceans. River water is freshwater and not salty like the sea. In the mountains, it is often at its cleanest and can sometimes be drunk straight from the river. Not all rivers are filled by rainwater. Some are created by meltwater - water released when glaciers or snow melts high up in the mountains. Along their course, many rivers will merge with each other or branch off in separate directions.



RETRIEVAL FOCUS

1. What is the name for water released by melting glaciers and snow?
2. Where is the highest point on a river?
3. What is a river called that flows into another river?
4. When stones sink to the bottom of a river, what might they go on to form?
5. A mouth is where the river joins the _____.

VIPERS QUESTIONS

V

Find a word that means "combine with something else".

S

Summarise how waterfalls are formed.

I

Why do rivers flow more quickly near their source?

V

What does the word meander mean?

E

Is the use of a labelled diagram effective here? Why?

Monday - Geography

Paint the journey of a river



Once the painted sections are dry you can stick your fields and hills down. Begin at the top and work down towards the bottom.

You could create a cliff and beach where the land meets the sea. This cliff has been made with coloured paper and fabric strips stuck down onto a piece of card.

Now your landscape is ready for your river! But that will need to wait until next session.

Tuesday SPaG

Starter: How many silly sentences can you make including a noun, adjective, verb AND adverb?

Nouns

The teacher
A dinosaur
The spoon
The prime minister
That hat

Adjectives

peculiar
furious
exhausted
silver
ecstatic

Verbs

dove
ate
yelled
laughed
ran

Adverbs

playfully
loudly
grumpily
gracefully
clumsily

My Sentence

The peculiar teacher ate spaghetti clumsily during Maths.

Imagine you are the river at its source...

<https://www.youtube.com/watch?v=rl4SldJ76JE>

What would you see, hear, smell and feel?...

Sight	Sounds

Smells	Touch

Your task...

Fill in the table with adjectives, verbs and adverbs to help you in your writing. Four have been left for you to think of your own nouns!

Noun	Adjective	Verb	Adverb
Water			
Tributaries			
Rocks and stones			
Birds			
Frogs			
Mountain air			

Extension Challenge: Can you add any alliteration? Can you think of some similes and metaphors for your writing?

Tuesday - English

Over the next 3 days, you will be writing about the rivers journey as if you are a river - in the first person.

Here are your features to include:

I will include...	I think...	My teacher thinks...
Powerful verbs and ad-verbs		
Alliteration		
Similes and metaphors		
Making the river seem like a human		

Task 1: Read my first two paragraphs (about the source and the waterfall). How many examples of the features to include can you find?

The day begins just like every other, I make my way along the magnificent mountain path, bouncing playfully over the sharp rocks. As I gently trickle upon my way, I move as gracefully as a dancer, flowing swiftly past the towering trees, smelling the fresh mountain air as it fills with a flurry of snowflakes. Meanwhile, younger tributaries, who are my family and friends, come hesitantly to join the flow. Laughing merrily, we all excitedly continue our journey as one.

Come with me, we are going to the sea!

I descend the mountain enthusiastically as I speed through the valley - splicing, splashing, and tumbling as I proceed along my way. Then all at once the spectacular heights encourage me drop like an epic rollercoaster ride. My dynamic waters lead the way and I tumble effortlessly into the awesome, azure waterfall that has been waiting patiently for me. I am as graceful as an acrobat, somersaulting fearlessly from the top of the mountain into the shivering splash pool below! I am as cold as a palace of ice!

Come with me, we are going to the sea!

Task 2: Write your first 2 paragraphs

- Paragraph 1: the source of the river
- Paragraph 2: the waterfall

Use your SPaG work to help you and ideas from my model paragraphs. Tick off the features as you use them.

Here is some more vocabulary to help you:

Sight

Eddies, dripping branches, current, glossy, darting shapes, water striders, leaf-dappled, twisting flow, drag, silt, reeds, bowed willows, shadows, sparkling, mirror, bent grasses, carve, clash, boulders, ripples, carry, twigs, debris, gliding birds, minnows, fish, smooth stones, slime, weeds, ducklings, drifting, lazy, tepid, mud, churning flow, winding, clover

Sounds

Frothing, crashing, clash, splashing, chuckling, burbling, tumbling, rush, trickle, gurgle, roar, simmer, murmur, rumble, clash, glug, warble, thundering, musical, gushing, din, bird calls, chattering squirrels, buzzing flies or bees, animals scampering through nearby undergrowth

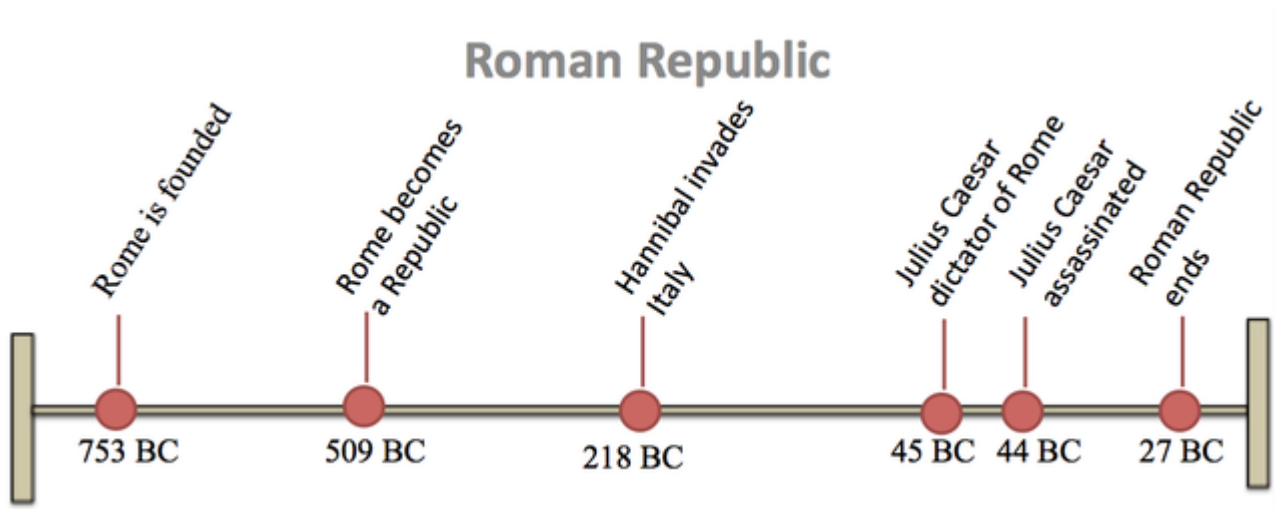
Smells

Algae-scented, briny, wet earth, dank, musty, reek, fetid, rank, fresh, clean, pungent, wildflowers, grass, clover, rotting deadfall or leaves

Touch

Silken, smooth rocks, slippery, wet, chill, shock, soak, icy, warm, simmering, gritty, ticklish, sleek, cool, fluid, caressing, soothing, pulling, strength, powerful, brisk, jolt, stun, numbing, nip, freezing

Tuesday - History



Research the three ruling systems of the Roman Empire - Kings, Republic and Emperors. On a timeline, mark how long each system lasted and the benefits and drawbacks of each system.

Tuesday - Maths

Adding amounts of money

Sheet 1

$£4.25 + £3.69$

Complete the expanded addition and then the compact addition at the side.

	£4	20p	5p
+	£3	60p	9p
		10p	
	£7	90p	4p

The total is _____

	£4.25
+	£3.69

	£

$£5.75 + £2.63$

Complete the expanded addition and then the compact addition at the side.

	£5	70p	5p
+	£2	60p	3p
	£1		
	£8	30p	8p

The total is _____

	£5.75
+	£2.63

	£

Draw two sets and label them 'More than £10' and 'Less than £10'.

Estimate the totals and write these additions in the correct set.

Then choose two from each set to solve.

$£7.25 + £2.49$

$£6.49 + £4.25$

$£8.85 + £1.30$

$£6.49 + £3.65$

$£5.35 + £4.59$

$£4.89 + £4.79$

Estimate the total to the nearest pound and then use compact column addition to find the total for each addition.

$$£4.25 + £3.69$$

$$£5.75 + £2.63$$

$$£6.69 + £1.35$$

$$£5.75 + £3.89$$

$$£4.68 + £3.55$$

$$£9.25 + £3.32$$

$$£8.29 + £7.35$$

$$£6.79 + £5.25$$

Draw two sets and label them 'More than £10' and 'Less than £10'.
Estimate the totals and write these additions in the correct set.
Then choose two from each set to solve.

$$£7.25 + £2.49$$

$$£6.49 + £4.25$$

$$£8.85 + £1.30$$

$$£6.49 + £3.65$$

$$£5.35 + £4.59$$

$$£4.89 + £4.79$$

Tuesday PE

Lesson Three

Aims

To develop close catching and wicket-keeping as well as deep field catching

Skill

- Close catching. Pupils work in pairs and stand opposite each other 3-5m apart. One person throws the ball to the other, aiming for their waist height.
- The catcher must stand with feet shoulder width apart with the little fingers together and hands in front of the body. They must catch with the fleshy part of the hands and wrap the fingers around the ball and draw the ball into the body.
- See how many catches they can make in 30 seconds.
- Move apart and then see if they can make the same number of catches.



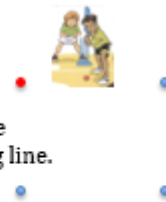
Development

- Increase the throwing distance and catch overarm throws.
- This time the thrower aims for the throw to reach their partner at shoulder or head height.
- This time the catcher has their thumbs together instead of their little fingers.
- They also need to track the ball to get their feet into the right position, then form a cup shape with their hands before wrapping their fingers around the ball and bringing it in towards the shoulder.
- To **extend** this activity, the thrower varies the delivery from high looping balls, short throws and long flatter ones. The catcher has to vary their catching technique accordingly.
- For high looping balls, the catcher must first get their feet into the correct position, with their palms turned upwards at eye level. When the ball touches the fleshy part on the hand, they must relax the elbows and draw the ball into the body.



Game

- **Caterpillar Cricket** - one team bats, the other team fields.
- The batting team all start at the red cone except for the batter.
- The ball is bowled and then batter hits the ball and then joins the front of the batting team, who then all run around the four cones and back to the scoring line.
- In the meantime, the fielders have to pass the ball around their members and back to the wicket keeper who hits the stumps with the ball.
- The batting team is awarded the number of runs for the number of players who pass the final cone before the stumps were hit.



Wednesday - Maths

Use expanded column subtraction:

$$963 - 428$$

$$751 - 226$$

$$824 - 552$$

$$615 - 361$$

$$793 - 437$$

$$850 - 628$$

$$628 - 465$$

$$926 - 873$$

Wednesday - English

Writing the final paragraph

Your river journey narrative should now be entering the river phase and out into the sea. The river may run through a city - what would the sights and sound there be? Would you suffer any pollution? Would there be the animal life that you experienced previously in the mountains and countryside? What will the river feel like as it breaks out into the sea? Don't forget to include the onomatopoeia and linking words from last weeks learning.

Wednesday DT - Building your bug hotel

Using your design from last week, collect the materials and equipment you will need to construct your bug hotel. Find an appropriate place to build it and construct your design.

Wednesday - Computing Databases

National Curriculum	Computing: Use Excel to analyse, evaluate and present data and information; Be responsible, competent, confident and creative users of ICT; Evaluate and apply IT, including new or unfamiliar technologies, analytically to solve problems.	
Teaching Objectives	To explore, analyse and manipulate sports data spreadsheets, suggesting why the information is useful and presenting it in different ways.	
National Curriculum	Maths: Complete, read and interpret information in tables; construct pie charts and line graphs; use simple formulae.	
Teaching Objectives	To use and create simple formulae for spreadsheets; manipulate a sports data spreadsheet to create graphic representations.	
Resources	Excel sample spreadsheet. Information sheet on Creating and analysing spreadsheets, covering: Creating Excel formulae, Football formulae & Suggested formulae; Challenge cards, Mix & match cards; Sample graphs and questions for graphs.	Weblinks http://www.premierleague.com/en-gb/matchday/league-table.html - Premier League official website; http://www.skysports.com/football/competitions/womens-super-league/table - Sky Sports Women's Super League table; http://www.excel-easy.com/data-analysis/pivot-tables.html#two-dimensional-pivot-table - About Pivot tables.
Whole class: Before this session copy current data from the football weblinks one & two into an Excel spreadsheet, ready for manipulation. Alternatively use the Excel sample spreadsheet (session resource), but be aware of their date limits. Have multiple copies of the spreadsheet having removed the data from the columns you want chn to add formulae to. Start the session by explaining to the chn that you have had a call from the Premier League and Women's Super League which want you to explore their results tables as part of a data review. They are keen to make sure that the info contained in the tables is useful; that accurate formulae are used to calculate data, and that the info is available in a variety of formats. Look at the tables on the football weblinks one & two and explain to chn that you have moved the data to an Excel spreadsheet so that they can explore it further and add in formulae. Have the spreadsheet up on the IWB and check understanding of a spreadsheet layout. Then get chn in talk partners to identify as many 'types' of info as possible, (e.g. goals, team names). As a class decide what info is useful and why - how can it be used? (To rank, to reflect on performance, etc.). Check understanding of how cells are identified by letter and number then identify cells that can be calculated from other info in the spreadsheet (i.e. needs a formula) - get chn to suggest the mathematical calculations. Next refer to the Information sheet covering Creating and analysing spreadsheets (session resource). First show chn how an Excel formula is created and why it updates. As a class create and input one of the suggested formulae, then get chn to try doing the other two in pairs with their own copy of the spreadsheet. Next show chn how to manipulate the info by sorting and filtering, then give them the challenge cards to 'explore' the spreadsheet (support pupils who are less familiar with Excel). Once chn are familiar with the spreadsheet, formulae and how to filter/sort, ask them how else they can present the info. Then look at various chart options and give teams of chn the Mix & match pairs to discuss.		
Hard	Show chn sample graphs and get them to create 3 different graphic representations of the data, selecting the best form of chart for each. Depending on experience and ability these chn may wish to create pivot charts first and create their graphs from this. (See weblink for details). Get chn to make the pie and line chart from the mix and match cards, then to select a third. Encourage the use of titles/legend and design options for the graphics.	Medium/Easy Show chn sample graphs and help them to create the pie chart and line graph from the mix and match cards. Show chn step by step how to create a chart or graph and help them to use the features to change the look and to add in titles and other details. Encourage chn to explore the functions themselves, as this will help them to learn while a confident adult (T or TA) takes on the role of trouble-shooter.
Plenary	Examine the graphic representations and identify effective examples (and pop some on the Hamilton Blog for other teachers to see your amazing work!). Ask chn to identify any issues they faced and make a class list of Excel features the chn would like to develop their skills in (formulae, charts/graphs, filtering/sorting). Try and pair up chn who either want to develop a skill together or who can share skills sets to improve. Get chn to sort sample questions (and then write their own on post-its) for 2 or 3 of the graphs.	
Outcomes	Children will: <ul style="list-style-type: none"> Explore football data spreadsheets and suggest why the information is useful Learn how to create formulas for spreadsheets Manipulate a football spreadsheet to create simple graphic representations 	

Thursday - English

Editing and Improving

Punctuation Reminders:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and to mark parenthesis, fronted adverbials and clauses.
" "	Inverted commas for speech (Don't forget the commas too!).

Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if because as
before after until
unless since when

Can you use a subordinate clause in different places in your sentences?

Keep It Neat!

Write in a neat, legible style.

Important Links!

Link your sentences and paragraphs using adverbials:

Time

Subsequently, Later that day,

Finally,

Place

Deep inside the forest, Below the sea,

Frequency

Occasionally, Often,

Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning, Suspecting the worst,

Use a mixture of simple, compound and multi-clause sentences.

Use a thesaurus to up-level your vocabulary choices.

It's All Relative!

Use a relative pronoun to add a relative clause.

who, which, where, when, whose, that

The Queen, who has reigned for 60 years, has four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.

They had ventured deep into the forest where they began to feel uneasy.

Thursday - Maths

Subtraction

Sheet 1

Choose at least two subtractions to work out using a mental strategy. You can make jottings.

Choose at least four subtractions to work out using column subtraction.

804 - 578

834 - 416

725 – 879

964 – 521

645 - 271

$720 - 685$

845 - 428

637 – 454

914 - 698

$724 - 518$

Challenge

Find two pairs of 3-digit numbers, one pair whose difference is easily found mentally and one pair whose difference is found using column subtraction.

Challenge



Investigation: *Child Sheet*

Mobile subtractions

1. Use a mobile phone number display – like the one shown.
2. Select three numbers – they MUST touch by a side or a corner.
3. Re-arrange the three numbers to make a new three-digit number.
4. Subtract the smaller from the larger number.
5. Add the digits of the answer.
6. Repeat this at least 10 times!

1	2	3
4	5	6
7	8	9
	0	

$$\begin{array}{r} 159 \ 519 \\ - 100 \ 50 \ 9 \\ \hline \end{array}$$

Does it make any difference if the three-digit number has a 0 in it? How about choosing the same digit twice, e.g. 353 or 989?

Does this work for two-digit numbers?
Or four-digit numbers?

Thursday - French

Which letters are missing from each of these French expressions?

1. B.....jour.



2. J'ai n.....fs.



3. M..... anniversaire c'est le premier j.....vier.



4. J'aime leocolat.



5.e n'aime pas la pizza.



What do each of the expressions mean?



The gaps are missing from these sentences. Can you work out where they ought to go? Copy each sentence into your book putting the gaps in the right places.



1. Bonjour.Jem'appelle**Océane**.



2. Bonjour.Jem'appelle**Bruno**.J'aidixans.



3. Bonjour.Jem'appelle**Frank**.J'aivingtansmonanniversaire,c'estledeuxseptembre.

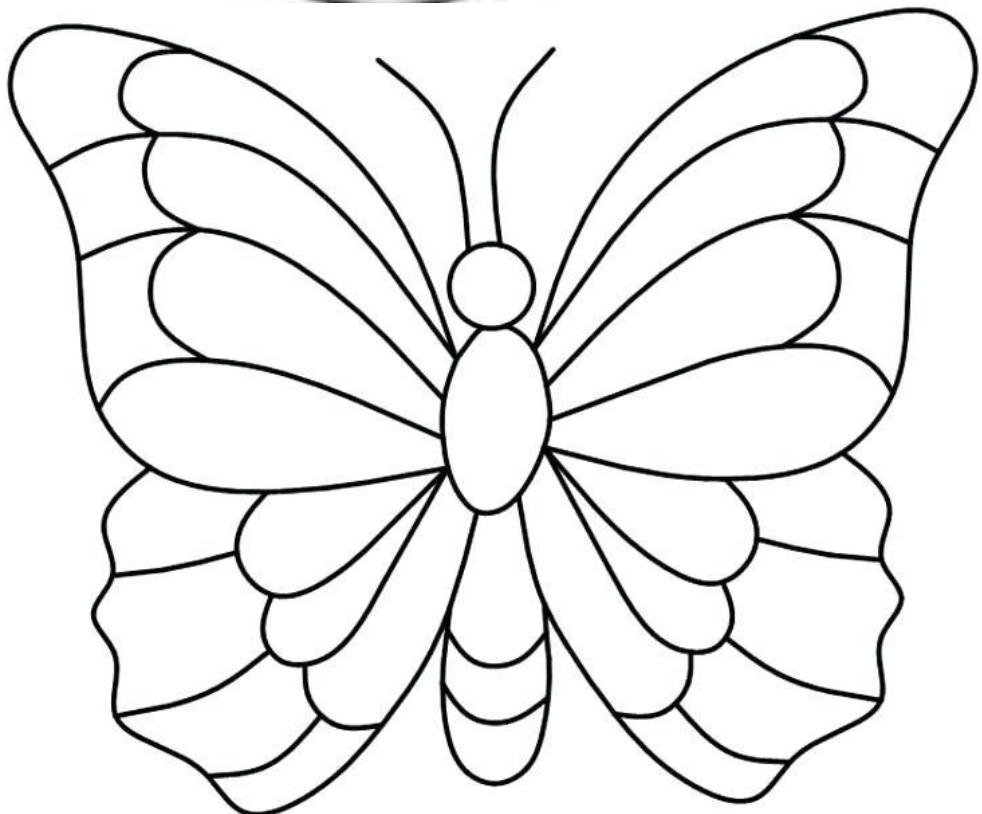
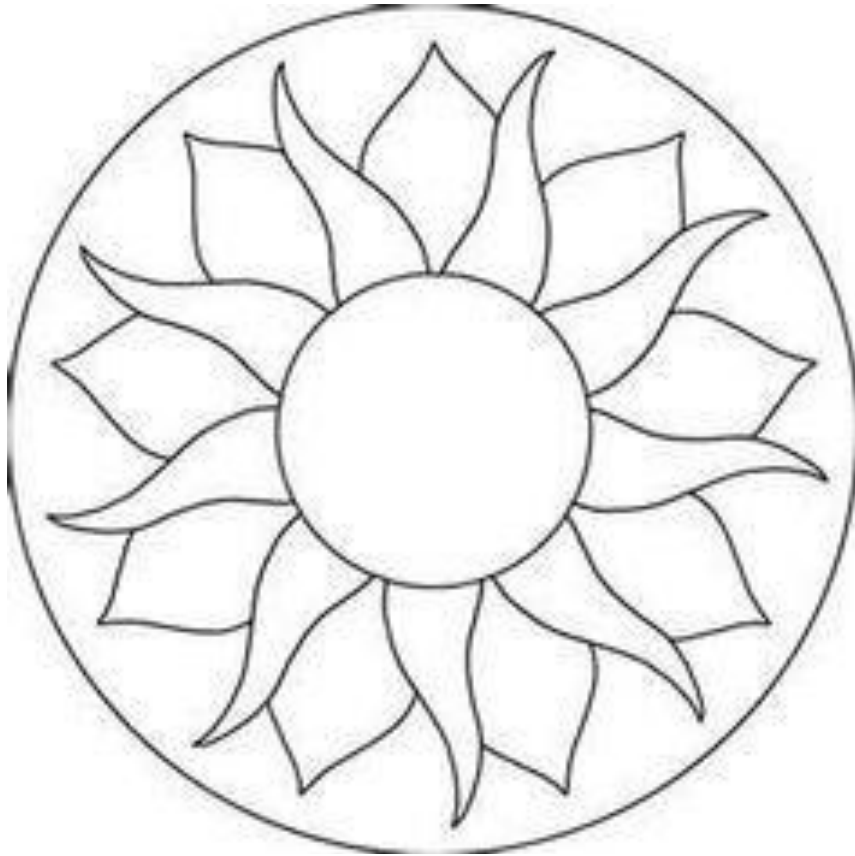


4. Bonjour.Jem'appelle**Hélène**.J'aitrenteansetj'aimelesport.

Can anyone also work out what these sentences mean?

Thursday - Art

Create a Roman mosaic using lentils or small materials you might be able to find around the house. Choose from the the designs below and follow the instructions.



Select the lentils or dried beans you would like to form the mosaic.

You can stick to one kind or both, and it is a good idea to vary the colors if possible. For example, lentils come in a range of colors, including browns, blacks, yellows and oranges. Beans come in different shades and patterns too. Keep the size differences in mind. Placing too large a bean or lentil next to a much smaller one may not be the look you're after in the mosaic design. Think about how you want the general design to be in terms of sizes before selecting the lentils and/or beans.



Apply the lentils/beans to the mosaic background.

Follow the design and the color scheme you've chosen. Apply the liquid glue to a small area, then place the lentils/beans over the glue. After few seconds, press gently on the lentils to help them to adhere firmly to the background.

