



# Home Learning Pack

Year 4

Autumn Term Week 2



## 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/>

# 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	9:00-10:00	10:00-10:20	10:20-10:45	10:45 - 11:00	11:00-11:15	11:15-11:30	11:30-12:30	12:30-1:30	1:35-2:05	2:05 - 2:35	2:35-3:05	3:05 - 3:20	3:20
MON	QR	Maths	NNS	Reading Skills	Class Novel	BREAK	Assembly	Reading into Writing	LUNCH	Science				Home
TUES	QR	Maths	GPS	Reading Skills	Class Novel	BREAK	Assembly	Reading into Writing	LUNCH	History	PDW	Music	Class Novel	Home
WED	QR	Maths	NNS	Reading Skills	Class Novel	BREAK	Assembly	Reading into Writing	LUNCH	Computing	RE	ART	Class Novel	Home
THURS	QR	Maths	GPS (30 mins)	Library		BREAK	Assembly	Reading into Writing	LUNCH	PE				Home
FRI	QR	Maths	NNS	Reading Skills	Class Novel	BREAK	Assembly Celebration	Reading into Writing	LUNCH	DT	Geography	French	Class Novel	Home

# Handwriting Monday - Friday

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

fte

fir

fan

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



- Write down 5 words which include our joined letters this week.
- Now try to create a sentence which included all of our joins in different words.

# Monday & Tuesday

## Vocabulary Deconstruction

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

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

## Spellings - All Y3 & 4 Words - Wednesday

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

often  
opposite  
ordinary  
particular  
peculiar

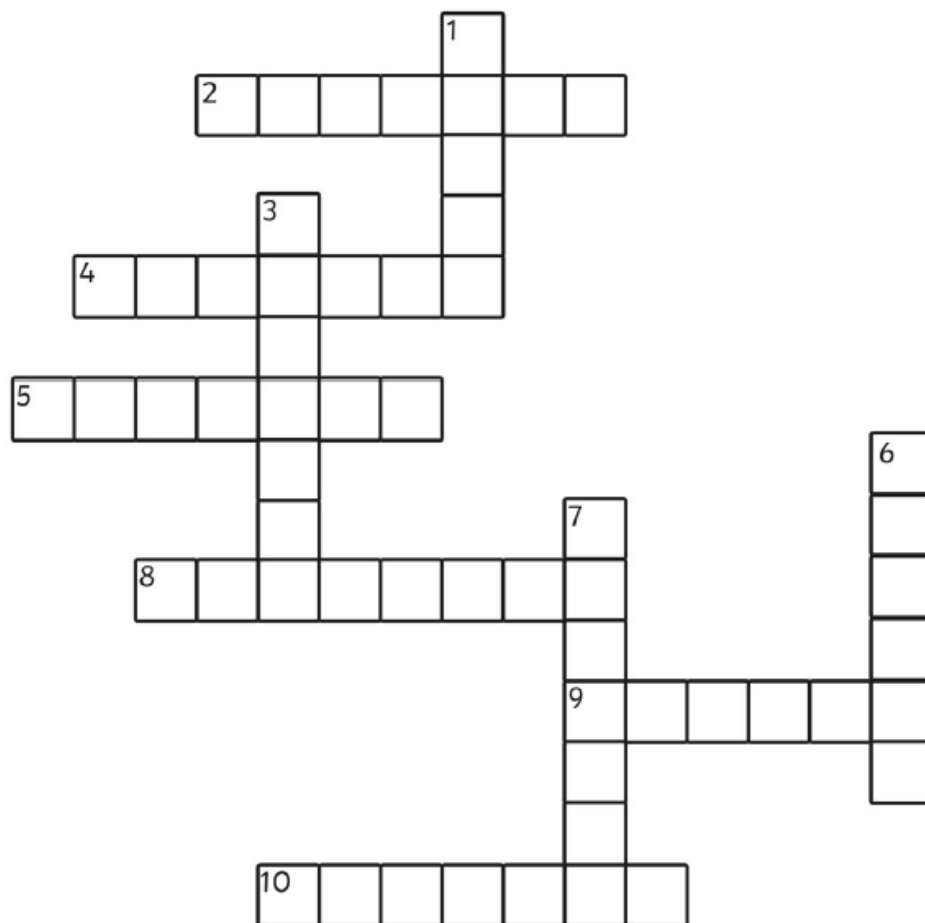
perhaps  
popular  
position  
possess  
possession

## Spellings - All Y3 & 4 Words - Thursday

Get someone at home to read this dictation to you. How many words can you spell correctly?

**Although** she never meant to do **naughty** things, people would always **describe** Kelly as **probably** the clumsiest girl on **Earth**. Today Kelly had just **accidentally** broken her mum's **favourite possession**: the ugly vase that stood on top of the fireplace. **Therefore**, she wasn't looking **forward** to mum coming home as Kelly was **certain** she would get the telling off of the **century**!

# Spellings - All Y3 & 4 Words - Friday



## Across

- 2. 100 years.
- 4. To inhale and exhale.
- 5. To refer to briefly.
- 8. May be true.
- 9. The distance upward.
- 10. The place or name of where a person or organisation is located.

## Down

- 1. To force something to move in a certain path.
- 3. Two or more things differing one from another.
- 6. 60 seconds.
- 7. Maybe, possibly.



# Monday English

This week we are going to write a non-chronological report about a desert animal!



Let's watch a television report for inspiration...

<https://www.bbc.co.uk/programmes/p0060tn4>

Language we would expect in a non-chron report:

Serious tone

It is thought that lizards...

Subject specific vocabulary

ecology, dehydration

Expanded words

it is instead of it's

Clear, purposeful information

This habitat is a hostile environment.

Complex sentences

The environment is harsh due to the poor conditions.

Identify subject specific and high-level vocabulary in the example report and create a word bank in your book!

The Yellow Spotted Lizard  
*An intriguing and unlikely new discovery*

Over recent months, an intriguing and unlikely species has been discovered by scientists in the barren semi-arid desert of Texas: the elusive but deadly yellow spotted lizard. This newly discovered species is named after its strikingly unique appearance as little is known about its habits or ecology. Scientists continue to monitor populations carefully in an attempt to discover more.

Habitat

It is thought this fascinating species has eluded scientists because of the remote desert location in which its miniscule population is located. This habitat is one in which few animals thrive; only highly adapted species such as scorpions and rattlesnakes are able to withstand the hostile conditions. Intense heat (up to 95° Fahrenheit in the shade) and lack of water cause severe risk of dehydration, exacerbated by the fact there is no vegetation to provide much needed shade. Scientists believe that an unexplained feature of the landscape – a series of circular pits which are inhabited by the lizard– could be responsible for the survival of species. Its origins, however, remain unknown.

Improve some of the vocabulary in this report:

The Yellow Spotted Lizard

*A great new find!*

Recently, a really fantastic and weird new animal was found in a really horrible bit of Texas where there's never any rain. It's called the yellow spotted lizard because it's got spots on its tummy. No one knows much about where it lives or how it manages to stay alive yet. Scientists are still watching it all the time to try and work out more about it.

### Habitat

They think that this interesting species has not been noticed because of the distant desert where the little population live. Not many things can stay alive in the desert. Only things that are suited to living in a really hot place can live there. Other animals that can are rattlesnakes and scorpions. It's really hot too! You can end up in 95° in the shade sometimes. There's not much water either so animals can die because there isn't anything to drink. The scientists have found some really strange pits there that the lizards live in. They think that's how they survive because it's really nice and cold in there so they don't die of thirst. Nobody knows where they come from though, so they're going to keep on looking at the lizards.

## Monday - Geography

What animals can be found living around Camp Green Lake?

Being bitten by a scorpion or even a rattlesnake is not the worst thing that can happen to you. You won't die.

Usually.

Sometimes a camper will try to be bitten by a scorpion, or even a small rattlesnake.

Then he will get to spend a day or two recovering in his tent, instead of having to dig a hole out on the lake.

But you don't want to be bitten by a yellow-spotted lizard. That's the worst thing that can happen to you. You will die a slow and painful death.

Always.

Write down four questions you could ask about this creature?

What would you like to know about this creature?



You are going to choose from rattle snake, scorpion or yellow-spotted lizard. Then divide your page into 4 sections and label each one with a question.

## Tuesday English

Yesterday, you researched information about your desert creature. Let's use this research today to plan paragraphs...

Example Paragraph...

### Habitat

It is thought this fascinating species has eluded scientists because of the remote desert location in which its miniscule population is located. This habitat is one in which few animals thrive; only highly adapted species such as scorpions and rattlesnakes are able to withstand the hostile conditions. Intense heat (up to 95° Fahrenheit in the shade) and lack of water cause severe risk of dehydration, exacerbated by the fact there is no vegetation to provide much needed shade.

Topic sentence

More information

Explaining why

Scientists believe that an unexplained feature of the landscape – a series of circular pits which are inhabited by the lizard– could be responsible for the survival of species. Its origins, however, remain unknown.

Linking sentence

Can we arrange our sentences to make a paragraph in a cohesive order?

Interestingly, their vibrant appearance is not the only unique thing about them.

There are precisely eleven vividly coloured spots dispersed on their abdomen.

The yellow spotted lizard has a unique appearance.

This is believed by scientists to be an intelligent adaptation designed to ward off potential predators.

Choose one section of your research and write:

1. A topic sentence.
2. A sentence giving more detail.
3. A sentence explaining why.
4. A sentence linking or summarising.

# Tuesday - Maths

## Adding and subtracting 0.1 and 0.01

Sheet 1

Write the missing numbers in the shaded boxes.

0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09	0.1
0.11									0.2
0.51									
0.91									1

### Challenge

Now write any other missing numbers.

## Adding and subtracting 0.1 and 0.01

Sheet 2

Write in the missing numbers.

	0.62	

0.33	

	0.73	

0.19	

	0.36	

0.75	

	0.15	

0.02	

	0.89	

# Tuesday - History

Research what legacy the Romans left in Britain.

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx>

What have the Romans ever done for us?			
Architecture	Art (Roman)	Literature (Roman)	Language (Latin)
Education	Sanitation (Sewage)	Cement and bricks	Aqueducts
Coins	Irrigation (Water supply)	Public heated baths	The calendar
Paved streets and pavements	Advertisements	Apples, pears and grapes	Benefits (free food) for poor citizens
Public notices	Tenement blocks	Roads	Public libraries
Stinging nettles	Towns	Glass	Street cleaners
Shops	Widely applied laws	Wine	Public order
Firemen and Police	Parks	Cabbages and peas	Cats

Create a leaflet or poster about 3 or 4 Roman legacies of your choice. On each page or each section include a subheading, description and picture.

# Tuesday Science

Find materials that help muffle sounds -  
which one is best?



When should we try to muffle sound from travelling to our ears?



## Wednesday English

Writing your non-chron report about a desert animal

Read the following paragraph about from a non-chron report.

What is good about it?

What advice could you give the writer to improve?

Yellow spotted lizards have an interesting and unique appearance. Yellow spotted lizards are mostly an unassuming greenish-yellow colour. They have precisely eleven vivid yellow spots dispersed evenly on their undercarriage. Yellow spotted lizards have a milky white tongue. Scientists are not sure why yellow spotted lizards have a milky white tongue. Yellow spotted lizards have black teeth which are tubular in shape. The eyes of the yellow spotted lizard are a penetrating yellow. The eyes of the yellow spotted lizard are rimmed in vibrant red.



## Synonyms

Yellow spotted lizards, lizards, reptiles, these creatures, animals

## Sentence Starters

It is thought that...

Scientists believe that...

Whilst conditions are harsh,

Even though they are small in stature,

As they continue to monitor the species,

Located in a remote location,

Found only in Camp Green Lake,

## Fronted subordinate clauses

Although the lizards have...,

Whilst it is thought that ...,

Before they eat their prey...,

## Fronted adverbials

Incredibly,

In the past,

Unusually ,

## Possible paragraph topics for your report:

- What does [creature] look like
- Where do they live
- What do they eat
- What are their young like
- Fun facts
- Example:

## Shark Fact File

Sharks are a type of fish but instead of having bones, their skeleton is made of cartilage. This is what your ears and the tip of your nose are made from. There are more than 500 different species of shark, including the great white shark, grey reef shark, hammerhead shark and tiger shark. Scientists believe that sharks have been in our oceans for around 455 million years. Some species of sharks prefer to live alone while others live in groups called a school or shoal.

### Where do they live?

Sharks can be found in all of the Earth's five oceans: the Atlantic, Pacific, Indian, Arctic and Southern. Some sharks can even be found in freshwater lakes and rivers. Different species of shark live in different oceans depending on the temperature of the water. Most prefer warmer temperatures though polar sharks prefer colder water.



### What do they eat?

What a shark eats depends on its species and where it lives. Most sharks are carnivores because they like to eat fish and other sharks. Some larger sharks eat dolphins, sea lions and small whales. Smaller sharks eat smaller prey such as clams, crabs and squid.

Some types of shark can be deadly, but only about 12 species have ever attacked humans. In fact, shark attacks are not very common. More people die from bee stings and natural disasters such as earthquakes and volcanoes each year than from shark attacks.

### Shark Senses

Sharks have all the senses that humans have; smell, sight, touch, taste and hearing. The strongest is their sense of smell. Sharks can smell a single drop of blood in the water from 400 metres away. They can also hear fish moving from around 500 metres away. Sharks have very good eyesight and they can see in low levels of light.

### Amazing Fact!

Most shark species would die if they stopped moving. As long as they keep swimming, water keeps moving over their gills, which keeps them alive.

### Did You Know...?

A baby shark is called a pup.



1. Include a title which tells my reader what my report is about.
2. Write an introduction giving the reader some brief information about the topic.
3. Use organisational devices to structure my text e.g. sub-headings, bullet points.
4. Use a formal tone.
5. Use technical or topic language.
6. End with a summary.

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use a formal tone?

use technical or topic language?

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# Wednesday - Maths

## Adding and subtracting multiples of 0.1 and 0.01

### Sheet 1

Use your 0.01 to 1 grid to help you answer these questions:

- |                  |                   |
|------------------|-------------------|
| 1. $0.45 + 0.04$ | 10. $0.62 - 0.03$ |
| 2. $0.45 + 0.4$  | 11. $0.99 + 0.01$ |
| 3. $0.63 + 0.03$ | 12. $0.4 - 0.01$  |
| 4. $0.63 + 0.3$  | 13. $0.2 - 0.05$  |
| 5. $0.78 - 0.5$  | 14. $0.76 + 0.04$ |
| 6. $0.24 + 0.06$ | 15. $0.49 + 0.5$  |
| 7. $0.37 + 0.6$  | 16. $0.45 - 0.04$ |
| 8. $0.98 - 0.05$ | 17. $0.45 - 0.4$  |
| 9. $0.49 + 0.02$ | 18. $0.63 - 0.03$ |

## Adding and subtracting multiples of 0.1 and 0.01

### Sheet 2

- |                  |                   |
|------------------|-------------------|
| 1. $0.78 - 0.5$  | 11. $0.72 + 0.04$ |
| 2. $0.24 + 0.06$ | 12. $4.72 + 0.04$ |
| 3. $0.37 + 0.6$  | 13. $0.96 - 0.3$  |
| 4. $0.98 - 0.05$ | 14. $8.96 - 0.3$  |
| 5. $0.49 + 0.02$ | 15. $0.48 - 0.06$ |
| 6. $0.99 + 0.01$ | 16. $6.48 - 0.06$ |
| 7. $0.2 - 0.05$  | 17. $8.43 + 0.4$  |
| 8. $0.76 + 0.04$ | 18. $8.43 + 0.04$ |
| 9. $0.34 + 0.5$  | 19. $4.86 - 0.5$  |
| 10. $2.34 + 0.5$ | 20. $4.86 - 0.05$ |

# Wednesday - Art

Depending on your available resources try one of these Monet art projects:

<https://www.youtube.com/watch?v=bQ7-HWdnctg>



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



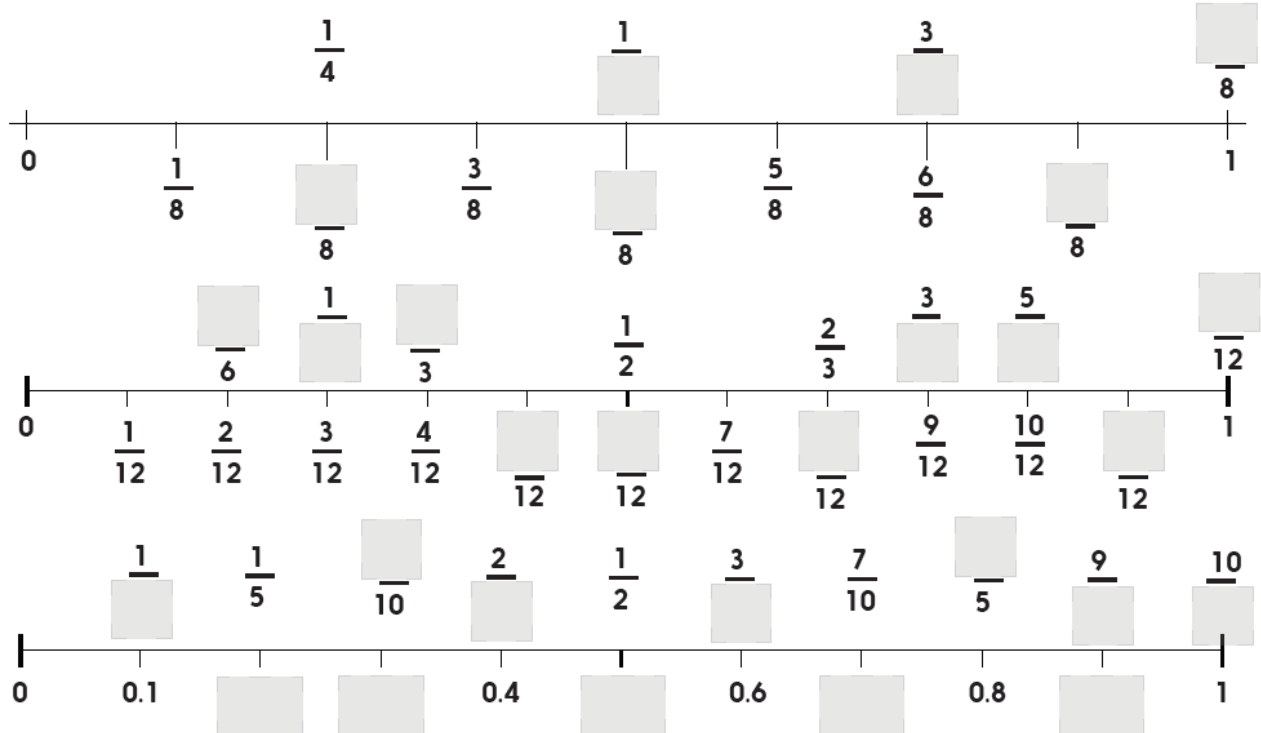
<https://www.youtube.com/watch?v=MSEhotmxjK4>



# Thursday - Maths

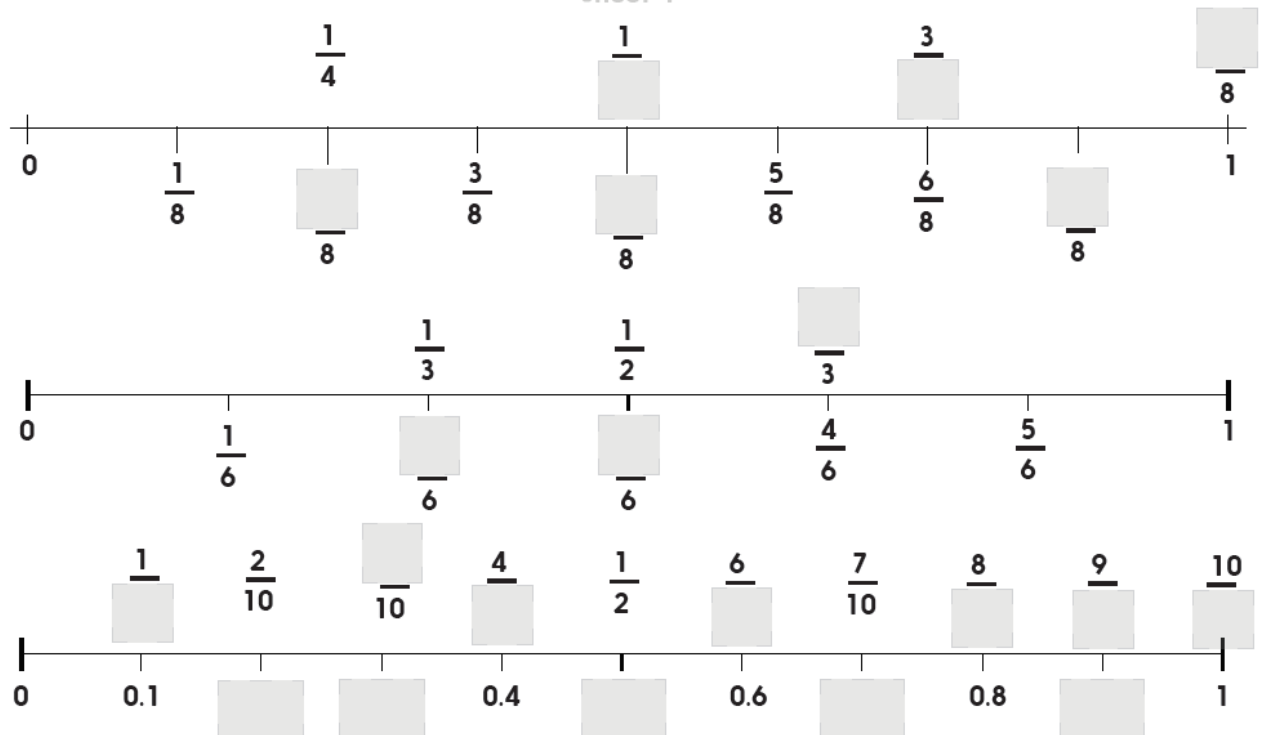
## Equivalent fractions and decimals

Sheet 2



## Equivalent fractions and decimals

Sheet 1



# Thursday - French

What is the English for the clothing items below? Can you use your phoneme knowledge to work out how to pronounce them? Check with an online dictionary like Google.

## L'uniforme scolaire



un pantalon



un t-shirt



un pull



une jupe



une robe



des baskets



un collant



des chaussures



des chaussettes





À l'école	je porte	un	pantalon ( <i>pair of trousers</i> ) t-shirt ( <i>t-shirt</i> ) pull collant ( <i>a pair of tights</i> )	vert = noir = <i>black</i> bleu = <i>blue</i> gris = <i>grey</i> rouge = violet = <i>purple</i> blanc = <i>white</i>
		une	jupe ( <i>skirt</i> ) robe	verte = <i>green</i> noire = bleue = <i>blue</i> grise = rouge = <i>red</i> violette = <i>purple</i> blanche = <i>white</i>
		des	baskets ( <i>trainers</i> ) chaussures chaussettes	brunes = noires = <i>black</i> blanches = <i>white</i>

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

1. À l'école, je porte un pantalon noir et un t-shirt blanc.
2. À l'école, je porte une jupe grise et un pull violet.
3. À l'école, je porte des chaussures noires et des chaussettes blanches.

Now write 5 sentences of your own.

## Thursday - Computing

Watch the Oak Academy lesson 6 on Spreadsheets - Presenting Data. Complete the connected activities. During this lesson you will acquire the skills to create charts in Google Sheets. You will evaluate results based on questions asked using the chart that you have created. Finally, outline your understanding that there are different software tools available within spreadsheet applications to present data.

<https://classroom.thenational.academy/lessons/presenting-data-6gvpad>

# Friday - English

## Editing your non-chron report on a desert creature

Today you will complete your non-chron report and edit your work. You will scrutinise your work: proof reading, checking for mistakes, editing and making improvements.

### Editing Stages:

#### **Read aloud**

Are there unplanned repetitions? Are your tenses accurate? Does it need anything adding in?

#### **Punctuation power**

Look at your use of punctuation, is it accurate? Is it varied enough? Can you show that you can use punctuation to help clarify meaning?

Read the openers Is there enough variety in your openers? Look at your linking sentences between paragraphs, are they strong enough? Is there flow? Improve worrisome words

#### **Improve vocabulary**

by checking the quality of your word choices, particularly verbs, adjectives and adverbs. Can you expand your noun phrases?

#### **Say in head or aloud**

Read it through to listen to how it is now sounding? Have you done enough? Has it improved? What more needs to be done? Could you re-order some sentences to improve the overall effect?

#### **Share with a friend**

Together can you improve your work in any other ways? Does it feel finished?



Practise editing this piece of writing:

### Habitat

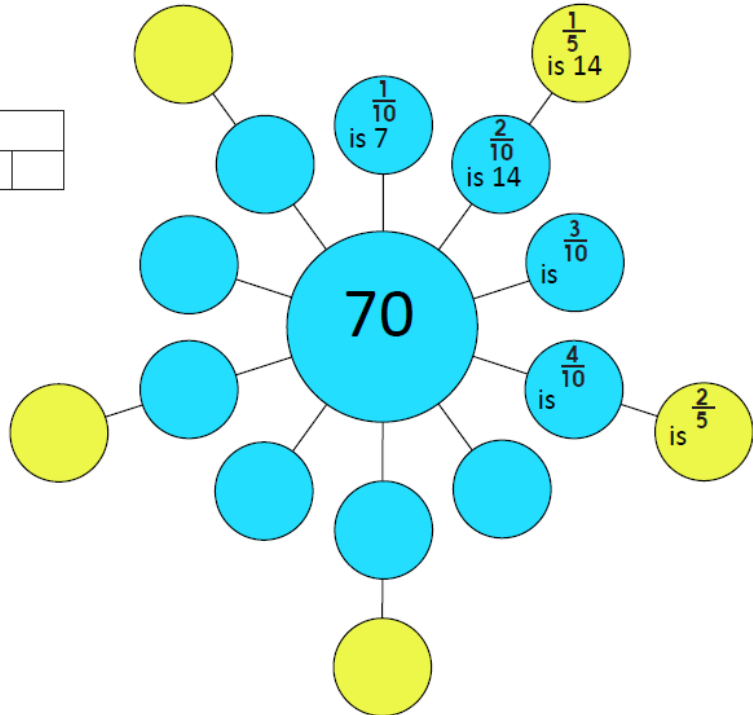
They think that this interesting species has not been noticed because of the distant desert where the little population live. Not many things can stay alive in the desert. Only things that are suited to living in a really hot place can live there. Other animals that can are rattlesnakes and scorpions. It's really hot too! You can end up in 95° in the shade sometimes. There's not much water either so animals can die because there isn't anything to drink. The scientists have found some really strange pits there that the lizards live in. They think that's how they survive because it's really nice and cold in there so they don't die of thirst. Nobody knows where they come from though, so they're going to keep on looking at the lizards.

Now work through the stages with your own report.

# Friday - Maths

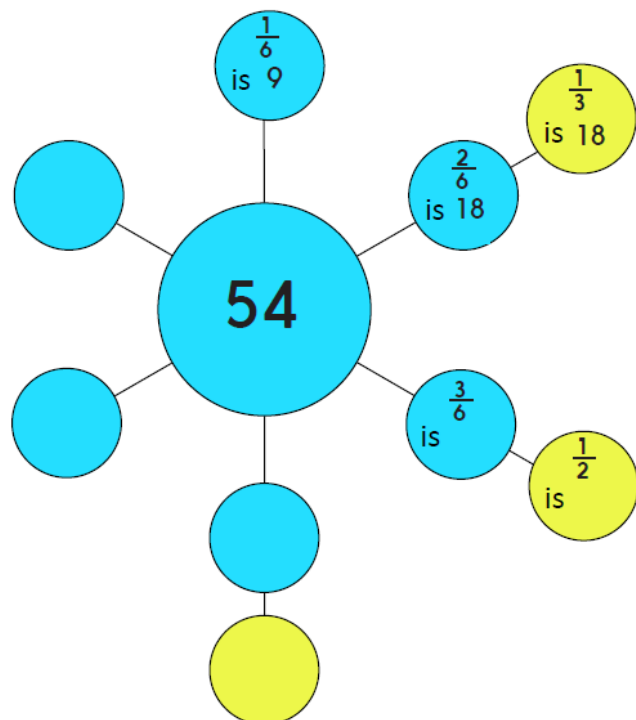
## Fact webs Sheet 1

70									



## Fact webs Sheet 1 continued

54					



### Challenge

Now draw your own fact web!  
Choose from:

$\frac{1}{8}$ s and  $\frac{1}{4}$ s of 96

$\frac{1}{12}$ s and  $\frac{1}{6}$ s of 84

# Friday - Music

## Learn the Haka

<https://www.youtube.com/watch?v=YTyu1S7vs18>

### Story behind the Haka - Ka Mate.

- It is a story of a Maori chief's life over death battle. Te Rauparaha, chief of the Ngati Toa Rangatira tribe was returning from a battle. The best known of all Haka is the Ka Mate, which was composed by a chief named Te Rauparaha in the 1820s. Te Rauparaha is the High Chief of the Ngati Toa and was in charge of lands from Porirua right up to the Kapiti Coast to Levin as well as Kapiti Island.
- Once when pursued by his enemies, Te Rauparaha came to Te Wharerangi and asked for his protection. The latter hid him in a kumara pit with his wife sitting over the entrance. According to custom, this was considered strange. Firstly, no male would ever place himself in a position beneath the genitals of a woman. Secondly, the female organs were believed to have a shielding effect. Of course, in times of danger Te Rauparaha was willing to forego custom in order to survive.
- "Ka Mate! Ka Mate!" (I die! I die!), he muttered when his pursuers arrived. Te Wharerangi indicated that Te Rauparaha had gone to Rangipo and he whispered "Ka Ora! Ka Ora!" (I live! I live!). When the pursuers doubted the words of Te Wharerangi, he gloomily muttered "Ka Mate! Ka Mate!" once again. When Te Wharerangi continued to convince the pursuers, he exclaimed "Ka ora! Ka ora! Tenei te tangata puhuruhuru nana nei i tiki mai whakawhiti te ra!" (I live! I live! For this is the hairy man who has fetched the sun and caused it to shine again!). The hairy man in the Haka refers to the chief Te Wharerangi who gave Te Rauparaha protection. And Te Wharerangi was a man of very noticeable hairy habit.

### Phonetic translation

Haka Ka Mate  
(Phonetic Translation)

- |          |                           |
|----------|---------------------------|
| • Leader | Kouw Mo                   |
| • All    | Hey                       |
| • Leader | Ca-mar-tay Ca-ma-tay      |
| • All    | Kow-ra Kow-ra             |
| • Leader | Ca-mar-tay Ca-ma-tay      |
| • All    | Kow-ra Kow-ra             |
| • All    | Tenney Te tang-ata        |
| • All    | Poo Huru Huru             |
| •        |                           |
| •        | Maene ray ticky my        |
| •        | Focka Fitty tay ra        |
| •        | A upe-sen-ay A Ko-pean-ay |
| •        |                           |
| •        | A upe-sen-ay Ko-pean-ay   |
| •        | Fitty tay ra              |
| • Leader | Ca-mar-tay Ca-ma-tay      |
| • All    | Kow-ra Kow-ra             |
| • Leader | Ca-mar-tay Ca-ma-tay      |
| • All    | Kow-ra Kow-ra             |
| • All    | Tenney Te tang-ata        |
| • All    | Poo Huru Huru             |
| •        |                           |
| •        | Maene ray ticky my        |
| •        | Focka Fitty tay ra        |
| •        | A upe-sen-ay A Ko-pean-ay |
| •        |                           |
| •        | A upe-sen-ay Ko-pean-ay   |
| •        | Fitty tay ra              |
| • All    | Hay!                      |
| • Leader | Poo-kahne                 |

Haka Ka Mate (Actions)	
<ul style="list-style-type: none"> <li>• Kōwh Mo</li> <li>• Hāi</li> <li>• Ca-ma-tay Ca-ma-tay</li> <li>• Kōwha Kōwha</li> <li>• Ca-ma-tay Ca-ma-tay</li> <li>• Kōwha Kōwha</li> <li>• Tāneiy tā tangata</li> <li>• Pōi Huru Huru</li> <li>•</li> <li>• Neana nāi tōky my</li> <li>• Fakoi Pity tōy nā</li> <li>• A tpe-son-ay A Kō-pān-ay</li> <li>•</li> <li>• A tpe-son-ay Kō-pān-ay</li> <li>• Pity tōy nā</li> <li>• Ca-ma-tay Ca-ma-tay</li> <li>• Kōwha Kōwha</li> <li>• Ca-ma-tay Ca-ma-tay</li> <li>• Kōwha Kōwha</li> <li>• Tāneiy tā tangata</li> <li>• Pōi Huru Huru</li> <li>•</li> <li>• Neana nāi tōky my</li> <li>• Fakoi Pity tōy nā</li> <li>• A tpe-son-ay A Kō-pān-ay</li> <li>•</li> <li>• A tpe-son-ay Kō-pān-ay</li> <li>• Pity tōy nā</li> <li>• Hāi</li> <li>• Pōi-kahia</li> </ul>	<p>Stand Up tall Stamp and adjust Slap thighs Step back to right Slap thighs Step back to right Forward right leg and right fist, then left Left arm out right at angle across groin</p> <p>Same but move hand across groin Same Big step to left, left arm out and right hand up by ear. Same to the right</p> <p>As above but quicker Right leg across to under left elbow Slap thighs Step back to right Slap thighs Step back to right Forward right leg and right fist, then left Left arm out right at angle across groin</p> <p>Same but move hand across groin Same Big step to left, left arm out and right hand up by ear. Same to the right</p> <p>As above but quicker Right leg across to under left elbow and arms up Stamp to adjust Personal gesture</p>

## Friday - PDW

Write about what you might do to help yourself cope with changes in school

