








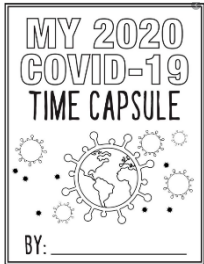






Key Stage 2 Weekly Learning

| | | |
|---|---|---|
| Year 4 Ash and Yew | Theme: The Great Barrier Reef Science: Living things and their habitats | Week beginning: 18.05.20 |
| Daily Activities | | |
| Wake up & Shake up | Exercise with Joe Wicks, go for a walk, run or dance. Andy's Wild Workouts 'Under the sea'. https://www.bbc.co.uk/iplayer/episode/p06tmn51/andys-wild-workouts-series-1-1-under-the-sea |  |
| Reading - 20 - 30 mins | Continue to enjoy reading books from home, school or online. We have also added a new reading sheet for you to work on. This work is on the book Varjak Paw by S.F. Said. You do not need the book - all the tasks are within the sheets provided. This week focus on tasks 3 and 4. | |
| Maths - choose when you do this during the week | Addition & Subtraction Word Problems Read the summary slides on this link to help you. https://www.bbc.co.uk/bitesize/articles/zf3r47h Please complete attached sheet Addition & Subtraction Problems and if you are confident or would like more practise Challenge addition & subtraction problems . |  |
| BREAK | Eat a snack, exercise or relax with some mindfulness. | |
| Tues and Thurs @11 Story time with your favourite author | Spend some time each week listening to your favourite author reading to you. Here is the link to David Walliams that we thought you would enjoy. https://www.worldofdavidwalliams.com/elevenses/ | |
| Times Tables 15 - 20 mins | Log in to Times Table Rockstars . Play Hit the Button : focus on x table and division facts. | |
| Spelling - 15-20 mins | Practise your Common Exception Words using the different strategies (attached below) | |
| Writing - 20-30 mins | https://authorluketemple.blogspot.com/p/free-downloads.html The above website has a wonderful activity pack (attached below) that includes a writer's toolkit and a competition. Luke Temple is a children's author and he is sharing lots of writer's tips with you that will help you with your writing. He is also sharing his most popular book (Felix Dashwood and the Mutating Mansion) with you that you can download for free. This week focus on activities 5-8 of the toolkit. When you have finished these why not have a go at one (or more) of the competition activities. You could win a signed book and a visit from Luke to our school. | |
| Our School Value | This term our value is Perseverance . Follow this link https://ideas.classdojo.com/i/perseverance-the-dip-2 and watch 'Climbing out of the Dip' then discuss with your family the following: 1) What should you do when you make a mistake? 2) What will happen if you continue to repeat this process? Try using the word "neuron" in your explanation! 3) How do we escape the dip? 4) Let's help one another! What can we say/do when we make a mistake to encourage each other to reflect? | |

These are the Key Skills that we are teaching in Year 4. They are the skills we work on across the school year. Please continue to help and support your child at home with their learning and include these key skills wherever possible and relevant.

| Key Mathematical skills | Key Reading skills | Key Writing skills |
|--|---|---|
| <ul style="list-style-type: none"> • Times table facts to 12x12 and related division facts. • Count in 6's, 7's, 9's, 25's and 1000's • Recognise place value in a 4-digit number. • Order numbers to 1000 • Round a number to the nearest 10, 100 or 1000 • Multiply multiples of 10 and 100. EG: 20 x 3, 400 x7, 20 x30, | <ul style="list-style-type: none"> • Apply phonics knowledge and skills to decode words. • Explaining the meaning of key vocabulary within the context of the text. • Predict what might happen next using clues from the text. • Retrieve key facts from a text. • Make inferences using evidence from the text. (E.g.: I think she is upset or angry because she slammed the door) https://www.oupenapicture.co.uk/the- | <ul style="list-style-type: none"> • Capital letters at the start of a sentence and for proper nouns. • Accurate use of full stops ! or ? at the end of a sentence. • Neat, joined handwriting • Use speech marks to punctuate direct speech. • Use the correct tense consistently throughout a piece of writing. • Use 1st and 3rd person correctly. |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> Use a written method for addition, subtraction and multiplication (up to 4 digits). | <ul style="list-style-type: none"> collections/the-inference-collection/ is excellent for practising this tricky skill. Summarise main points and discuss what has been read. | <ul style="list-style-type: none"> Use expanded noun phrases to add more detail. EG: The big, brown dog. A soft, fluffy pillow. Use fronted adverbials punctuated with a comma after them. E.g.: Later that day, I went to see my friend. Slowly, she crept into the deserted house. |
|---|---|--|

| Weekly Activities | |
|---|--|
| <p>Geography</p> <p>The Great Barrier Reef is a beautiful, natural creation, but recently there have been many threats to its safety. Damage caused by humans, as well as other natural threats, have become worrying.</p> <p>This week please research Human threats to the Reef. Your research might include the following:</p> <ul style="list-style-type: none"> Marine pollution Tourism Overfishing Oil spills <ol style="list-style-type: none"> Explain the reasons why these are threats to the reef. What could we do to help? <p>https://www.squidsquad.com.au/reef-care.html</p> <p>https://www.reefteach.com.au/</p> <p>http://kids.nceas.ucsb.edu/biomes/coralreef.html</p> <p>https://www.wwf.org.au/what-we-do/oceans/great-barrier-reef#gs.5qt588</p> <p>Please share these with us via email or Twitter. </p> <p>Marvellous Me badges will be awarded! </p> | <p>PSHE</p> <p><u>COVID-19 Time Capsule Workbook</u></p> <ul style="list-style-type: none"> Please see the attached workbook. It is a lovely way to record your thoughts and memories during this time. In years to come it will be a fantastic piece of memorabilia and even a source of primary evidence in History! <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Please share any of the pages you have done with us via email or Twitter. </p> <p>Marvellous Me badges will be awarded! </p> |
| <p>Science</p> <p>THE GREAT BARRIER REEF (GBR): ADAPTATION</p> <p>Within the vast Great Barrier Reef environment, thousands of marine species have to compete for food and their safety, resulting in an impressive range of adaptations including colour, body shapes, size, textures, movements, unusual body parts and behaviour.</p> <ul style="list-style-type: none"> See attached sheet ADAPTATIONS IN THE GREAT BARRIER REEF. Using secondary sources plus the info. on the sheet, complete the fact cards about how each species has adapted to survive in the Great Barrier Reef. If you wish, you may design a poster or create a PPT showing different examples of adaptation in the GBR. <p>Please share these with us via email or Twitter - we would love to see! </p> <p>Marvellous Me badges will be awarded! </p> | <p>Art</p> <p>Your task this week is to create a piece of artwork based on our topic of 'The Great Barrier Reef'.</p> <p>You could choose any of the following or if you prefer use one of your own ideas:</p> <ul style="list-style-type: none"> Draw or paint an underwater scene of the reef. Make a 3D picture of the reef. Make a fish/sea creature from a paper plate Create a diorama <p>We have included some images if you need some inspiration. Be as creative and imaginative as you like.</p> <p>Please share these with us via email or Twitter. </p> <p>Marvellous Me badges will be awarded! </p> |

PERSEVERANCE



**KEEP WORKING
TOWARD YOUR GOALS,
EVEN WHEN IT GETS DIFFICULT**


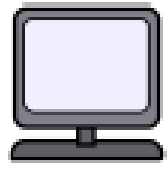






Year 2 Common Exception Words

| | | |
|-----------|---------|---------|
| after | eye | only |
| again | fast | parents |
| any | father | pass |
| bath | find | past |
| beautiful | floor | path |
| because | gold | people |
| behind | grass | plant |
| both | great | pretty |
| break | half | prove |
| busy | hold | should |
| child | hour | steak |
| children | improve | sugar |
| Christmas | kind | sure |
| class | last | told |
| clothes | many | water |
| could | mind | whole |
| cold | most | who |
| door | move | wild |
| even | Mr | would |
| every | Mrs | |
| everybody | old | |


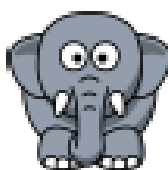

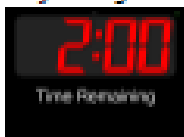


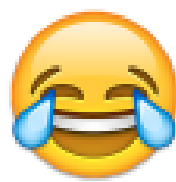

Year 3 and 4 Common Exception Words

| | | | | | |
|--------------|------------|-----------|--------------|------------|-----------|
| Aa | certain | Ff | Kk | Pp | Ss |
| accident | circle | famous | Knowledge | particular | sentence |
| accidentally | complete | favourite | Ll | peculiar | separate |
| actual | consider | February | learn | perhaps | special |
| actually | continue | forward | length | popular | straight |
| address | Dd | forwards | library | position | strange |
| although | decide | fruit | Mm | possess | strength |
| answer | describe | Gg | material | possession | suppose |
| appear | different | grammar | medicine | possible | surprise |
| arrive | difficult | group | mention | potatoes | Tt |
| Bb | disappear | guard | minute | pressure | therefore |
| believe | Ee | guide | Nn | probably | though |
| bicycle | early | Hh | natural | promise | thought |
| breath | earth | heard | naughty | purpose | through |
| build | eight | heart | notice | Qq | Vv |
| busy | eighth | height | Oo | quarter | various |
| business | enough | history | occasion | question | Ww |
| Cc | exercise | Ii | occasionally | Rr | weight |
| calendar | experience | imagine | often | recent | woman |
| caught | extreme | increase | opposite | regular | women |
| centre | | important | ordinary | reign | |
| century | | interest | | remember | |
| | | island | | | |

SPELLING MENU

| | | | |
|--|--|--|--|
| <p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p> | <p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing cater<u>pill</u>ar</p> | <p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p> | <p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p> |
| <p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p>  | <p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)</p> | <p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p>  | <p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p>  |
| <p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p> | <p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p>  | <p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p> | <p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p>  |
| <p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p>  | <p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p> | <p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p> | <p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u><u>back</u><u>stop</u></p> |
| <p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p> | <p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p>  | <p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p> | <p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p> |

SPELLING MENU

| | | | |
|--|--|--|---|
| <p>21. Question/Answers</p> <p>Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.</p>  | <p>22. Riddles</p> <p>Write a riddle for each of your words. Don't forget to answer them.</p> <p>e.g. I am grey. I have a trunk and big ears. Answer: elephant.</p>  | <p>23. Crossword Puzzle</p> <p>Make a crossword puzzle with your spelling. Show the answers to your puzzle.</p>  | <p>24. Rhyming Words</p> <p>Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again</p> |
| <p>25. Homophones</p> <p>Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're</p> | <p>26. Writing Race</p> <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p>  | <p>27. Code Words</p> <p>Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = α b = β c = γ</p> | <p>28 Word Classes</p> <p>Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.</p> |
| <p>29. Synonyms</p>  <p>Find at least 2 synonyms for each of your spelling words.</p> | <p>30. Antonyms</p> <p>Find an antonym (opposite) for each of your spelling words.</p>  | <p>31. Joker</p> <p>Write jokes containing each of your spelling words.</p>  | <p>32. Backwards Words</p> <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p>ƆƆAƆWƆOƆB</p> |
| <p>33. X Words</p> <p>Write 2 words with one letter in common so that they cross over each other. e.g. b r c h e e s e a d</p> | <p>34. Acrostic Poem</p> <p>Write an acrostic poem for your spelling words. See if you can stick to a theme when writing. e.g. sun</p> <p>Sun shines brightly Up in the sky Nice and warm on my face</p> | <p>35. Scrabble</p> <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?</p>  | |

Objective: To solve addition and subtraction problems.

- 1) A farmer has 324 sheep and 287 cows. How many animals has he altogether?

- 2) Parvinder is 17 years old. His dad is 49 years old. What is the difference in their ages?

- 3) Ann's dad is driving on the motorway. He sees this road sign:



How far is it from York to Edinburgh?

- 4) Look at this subtraction:
- $$\begin{array}{r} 234 \\ - 167 \\ \hline 133 \end{array}$$

The answer is incorrect.

- a) What mistake has been made?

- b) What is the correct answer?

5) Ioan has bought a bottle of cola for 87p and a large box of biscuits for £3.37.

a) How much has he spent altogether?

b) If he pays with a £5 note, how much change should he receive?



Adventure Theme Park

Cut the cards out along the dashed line. Match the question card with the corresponding answer.

A study of 2300 people was conducted to find out the most popular ride at Adventure Theme Park. The study found that 1394 liked the roller coaster and the rest liked the runaway train.

How many people liked the runaway train the most?

2873 people are at Adventure Theme Park.
796 people arrived by coach; the rest arrived by car.

How many people arrived by car?

While at the gift store, I purchased the most amazing book on roller coasters. I have read 217 pages of the 635-page book.

How many pages must I read until I finish the book?

Unfortunately, I have chosen the worst day to visit Adventure Theme Park. So far, I have waited 27 minutes to go on the daredevil roller coaster, 18 minutes to go on the rapids and 32 minutes to go onto the runaway train.

How many minutes have I waited in total?

A family are travelling 798 miles to the theme park.
In the first hour, they travelled 284 miles.

How much further do they have to go?

The roller coaster track is 986 metres along.
It takes 47 metres to get to the first loop.

How much of the track is left after the first loop?



Adventure Theme Park

Cut the cards out along the dashed line. Match the question card with the corresponding answer.

Visitor Numbers to the Ferris Wheel:

| Day | Number of visitors |
|-----------|--------------------|
| Monday | 435 |
| Tuesday | 674 |
| Wednesday | 232 |

What was the total amount of visitors to the Ferris Wheel?

The amazing 'Adventure' show lasts 34 minutes.
I can only watch 18 minutes of the show before
I have to leave to go back to the coach.

How much of the show am I missing?

6394 people visited the dodgems this month.
This was 1443 more than last month.

How many people visited the dodgems last month?

The 'Super Drago' roller coaster ride lasts 175 seconds.
The 'Magnificent Minotaur' roller coaster ride lasts
395 seconds.

How many more seconds longer is the ride on the
Magnificent Minotaur' than the 'Super Drago'?

The log flume holds 2453 litres of water.
Unfortunately, the ride had to close due to a leak.
So far, it has leaked 646 litres of water.

How many litres of water are still left on the ride?

My sister and I have been collecting ride tokens.
I'm trying to collect as many ride tokens as my sister.
My sister has 83 tokens, I have 57.

How many more ride tokens would I need to collect until
I have as many as my sister has now?



Adventure Theme Park

2077

1341

906

514

26

418



Adventure Theme Park

1807

16

77

939

4951

220



Adventure Theme Park Answers

| Question | Answer |
|--|--------|
| A study of 2300 people was conducted to find out the most popular ride at Adventure Theme Park. The study found that 1394 liked the roller coaster and the rest liked the runaway train. How many people liked the runaway train the most? | 906 |
| Whilst at the gift store, I purchased the most amazing book on roller coasters. I have read 217 pages of the 635-page book. How many pages must I read until I finish the book? | 418 |
| A family are travelling 798 miles to the theme park. In the first hour, they travelled 284 miles. How much further do they have to go? | 514 |
| My sister and I have been collecting ride tokens. I'm trying to collect as many ride tokens as my sister. My sister has 83 tokens, I have 57. How many more ride tokens would I need to collect until I have as many as my sister has now? | 26 |
| 2873 people are at Adventure Theme Park. 796 people arrived by coach; the rest arrived by car. How many people arrived by car? | 2077 |
| Unfortunately, I have chosen the worst day to visit Adventure Theme Park. So far, I have waited 27 minutes to go on the daredevil roller coaster, 18 minutes to go on the rapids and 32 minutes to go onto the runaway train. How many minutes have I waited in total? | 77 |
| The roller coaster track is 986 metres along. It takes 47 metres to get to the first loop. How much of the track is left after the first loop? | 939 |



Adventure Theme Park Answers

| | |
|--|------|
| Visitor Numbers to the Ferris Wheel: Monday 435 Tuesday 674 Wednesday 232 What was the total amount of visitors to the Ferris Wheel? | 1341 |
| The amazing 'Adventure' show lasts 34 minutes. I can only watch 18 minutes of the show before I have to leave to go back to the coach. How much of the show am I missing? | 16 |
| 6394 people visited the dodgems this month. This was 1443 more than last month. How many people visited the dodgems last month? | 4951 |
| The 'Super Drago' roller coaster ride lasts 175 seconds. The 'Magnificent Minotaur' roller coaster ride lasts 395 seconds. How many more seconds longer is the ride on the Magnificent Minotaur' than the 'Super Drago'? | 220 |
| The log flume holds 2453 litres of water. Unfortunately, the ride had to close due to a leak. So far, it has leaked 646 litres of water. How many litres of water are still left on the ride? | 1807 |

ADAPTATION IN THE GREAT BARRIER REEF

ADAPTATION – a change in structure, function or behaviour by which a species or individual improves its chances of survival in a specific environment.

Study the scientist's notes below about the features of two reef residents.

Use the information to make your own comments about how each creature uses its features to adapt to reef life, e.g. catching food and getting away from enemies.

1. Hammerhead Shark



Body features: 4-6m long shark. Head shaped like a large, flat hammer to pin down prey. Also helps make very fast and tight turns. Eyes on each side of hammer head for scanning. Very sharp triangular teeth on underside of head.

Special feature: Sensors across head pick up electrical signals from prey such as fish and rays.

Colour: Greyish brown with a white belly

Adaptation comments:

Clue: Think about finding food and movement in the reef environment.

2. Hermit Crab



Body features: Ranges from 1- 8 cm in length. Soft bodied without their own shell. Have two large grasping claws and very small back legs. Two eyes are attached to long eye stalks. They live in shells left by others.

Special feature: Their body is twisted into a soft spiral shape. It can go into a shell and block entrance with its two strong claws. They have many predators.

Colour: Each crab varies in colour – red, brown, purple with a range of patterns e.g. dots and stripes.

Adaptation comments:

Clue: Think about how they hide from predators.

This time you need to make the observations on the creature's appearance before commenting on how it has adapted to reef life.

3. Moorish Idol

What do Moorish Idols eat? They eat algae, invertebrates and sponges from corals and rocks.

Who are their predators? Larger fish eat Moorish Idols.



What is the body shape?

What are its colour and patterns?

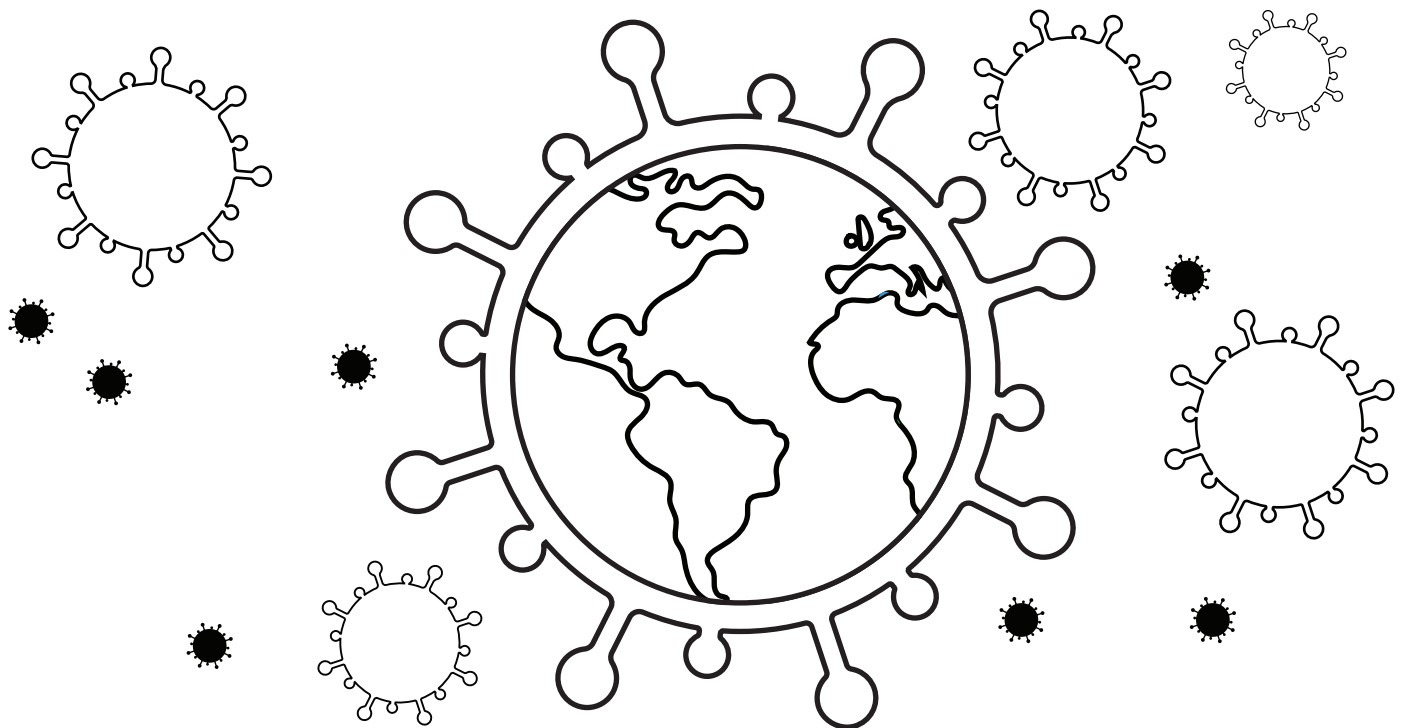
Where are its eyes?

What shape is its nose?

Adaptation comments:

Clue: Think about how they find and eat food, and how they hide from predators.

MY 2020 COVID-19 TIME CAPSULE

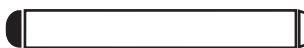


BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- | | |
|--|---|
| <input type="checkbox"/> SOME PHOTOS FROM THIS TIME | <input type="checkbox"/> ANY ART WORK YOU CREATED |
| <input type="checkbox"/> A JOURNAL OF YOUR DAYS | <input type="checkbox"/> FAMILY / PET PICTURES |
| <input type="checkbox"/> LOCAL NEWSPAPER PAGES OR CLIPPING | <input type="checkbox"/> SPECIAL MEMORIES |



DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

♥♥ ALL ABOUT ME ♥♥

I AM

YEARS
OLD

I STAND

INCHES
TALL

I WEIGH

POUNDS

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

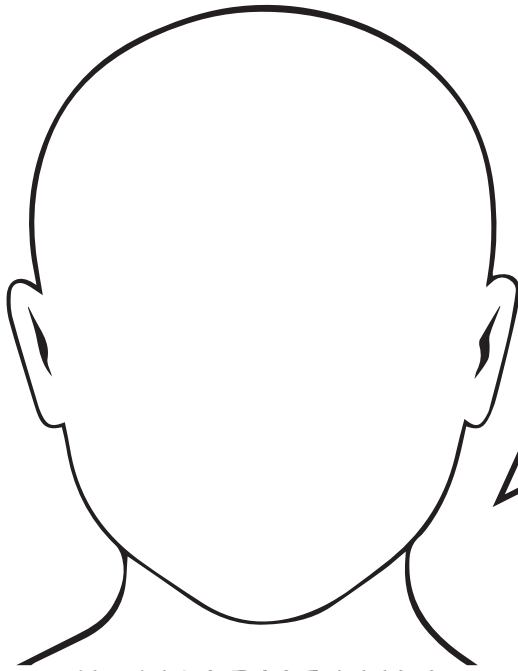
SONG: _____

MY BEST FRIEND/S:

WHEN I GROW UP I WANT TO BE:

DATE:

HOW I'M FEELING



HOW MY FACE LOOKS



I AM MOST THANKFUL FOR

WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNT MOST
FROM THIS EXPERIENCE:

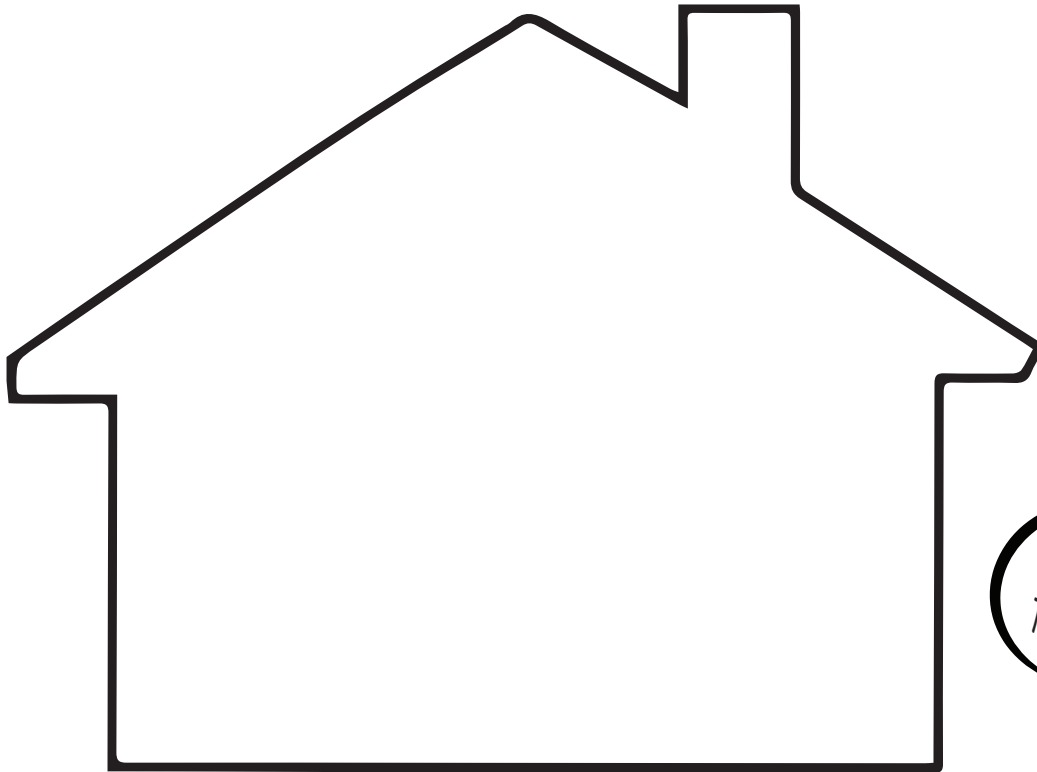
THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

MY COMMUNITY



COLOUR THIS HOUSE
TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:



WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN
OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?



YOU ARE NOT STUCK AT HOME,
YOU ARE SAFE AT HOME!



WHAT I AM DOING
TO KEEP BUSY:

OUR HANDPRINTS



PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE



SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

| EVENT | DATE | HOW YOU CELEBRATED |
|-------|------|--------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

LETTER TO MYSELF

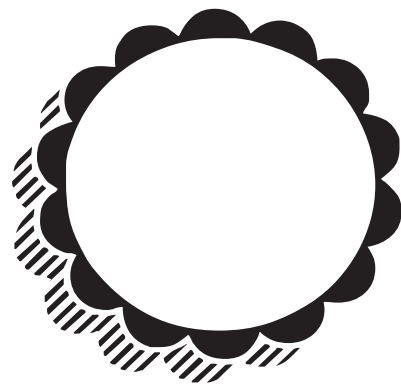
DEAR,

LOVE,

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

FAVOURITE FOOD TO BAKE: _____

FAVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

LETTER FROM YOUR PARENTS

DEAR,

LOVE,

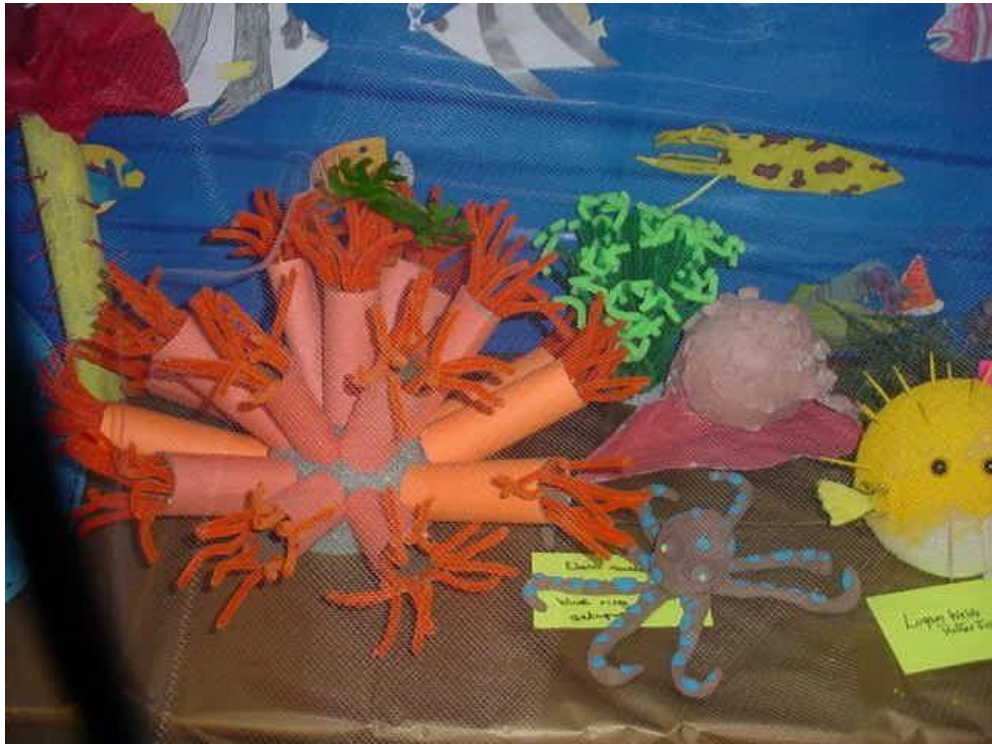


SEA *Turtles*











Under the sea dioramas



You can get your fish to hang on strings or stand on drinking straws.



You can place seaweed, stones, shells, rocks and plenty of fish in your diorama.

Ocean Dioramas



- Ocean dioramas are often made from an old shoe box to start with. They can be painted blue and have sand placed in them to represent the sea.
- Another method is by finding a picture of an underwater scene and printing that off to stick to the back of your shoe box. This will form the background.
- Secondly, you need to think about which animals and plants you wish to make models of to add into your diorama.

Take 5: Ideas for Independent/Home Learning

Varjak Paw by S.F. Said, illustrated by Dave McKean (Corgi)

1. Explore it

Read this story opening. You might want to hear it read aloud as well as reading it for yourself.

Chapter One

The Elder Paw was telling a story.

It was a Jalal tale, one of the best. Varjak loved to hear his grandfather's tales of their famous ancestor: how Jalal fought the fiercest warrior cats, how he was the mightiest hunter, how he came out of Mesopotamia and travelled to the ends of the earth, further than any cat had been before.

But today, the Elder Paw's tale just made Varjak restless. So what if Jalal had such exciting adventures? Varjak never would. Jalal had ended his days in the Contessa's house. His family of Mesopotamian Blues had stayed here ever since.

The old place must have been full of light and life in Jalal's time, generations ago – but now it was full of dust and musty smells. The windows were always closed, the doors locked. There was a garden, but it was surrounded by a high stone wall. Jalal was the last to cross it. In all the years since then, no one had ever left the Contessa's house.

Now, no one except Varjak was even listening to the tale of Jalal's adventures. Father, Mother and Aunt Juni were dozing in the late afternoon light that trickled through the thick green windows. His big brother Julius was flexing his muscles; his cousin Jasmine was fiddling with her collar. His litter brothers Jay, Jethro and Jerome were playing one of those kittenish games that Varjak could never see the point of, and wasn't allowed to join in anyway.

No one was looking at him. This was his chance. He'd been in the garden before, but the family didn't like it out there, and never let him stay very long.

Talk about how this story opening makes you feel and what you like or dislike about it. Does it remind you of anything you know in stories or real life? How? Think about how it is written. What parts of this really stick in your mind? Which words and phrases do you like the best? What do you like about them? Do they look or sound interesting? Do they help you make a picture in your mind? What do other people think?

2. Illustrate it

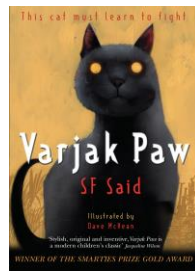
After you have read it a few times, take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand. Draw what you see in your imagination. It can be shapes or shading - anything that captures the place and the mood of this story opening. Maybe other people in your family want to draw what they imagine as well. Remember, everyone has their own ideas and imagines things their own way. This is a good thing!

To get started, ask yourself: *Where does this story begin? What happens? How do you know? How does it make me feel? How can I show this in a drawing?*

Re-read the opening and write some words and phrases that have helped you make your picture. Share what you have drawn with someone else: Why have you chosen to draw it this way? Which words and phrases helped you make a picture?

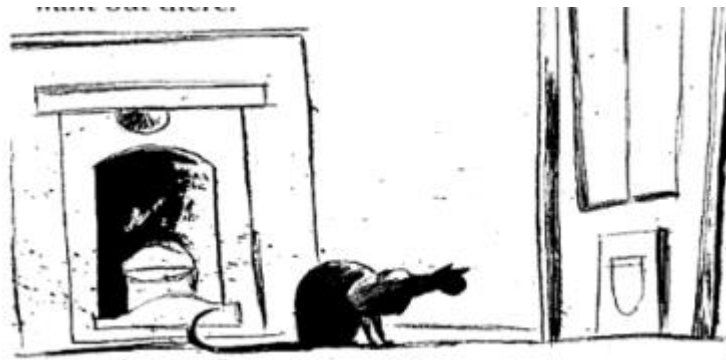
3. Talk about it

Look at the front cover of the book.



How do you think Varjak Paw is feeling? What might he be thinking? How do you know? What might he be looking at? What might have happened just before this image? What might be about to happen? What could *'This cat must learn to fight.'* mean? What does the cover make you think the story will be about?

4. Imagine it



Look at this picture from inside the first chapter. What further detail does the picture give you about Varjak's life? Why do you think Varjak is shown staring at the cat flap? How do you think he feels in this moment? What do you imagine is outside the cat flap?

Can you imagine what it might be like for a cat to be stuck inside all the time? How does it feel for you when you can't get outside? What do you do to keep yourself busy and entertained when you are stuck inside? How do these things help you?

5. Create it

Can you imagine what would happen if Varjak took the risk and left the house? What do you think would happen?

Draw and write your story ideas, trying out different ideas. Remember to use stories you already know and like for ideas. You could even publish your story in a handmade book by folding a piece of paper or on the computer, ready to share it with your teacher or your friends and family.

Y3 -Y6 Spanish Work Summer 1 Wk 5 - 18.05.20

I need your help to complete the work for our international project. **You can do this work in any language you like.**

I'm looking for traditional recipes from the different cultures at Cherry Tree to share with our Spanish friends.

I was hoping for things like, homemade fish and chips, Lancashire hot pot, Toad in the Hold, Yorkshire puddings, Shepherd's pie, cottage pie, Full English breakfasts...I am also looking forward to recipes I do not know like...

Scottish Haggis, Indian Daal or Saag Aloo, Kenyan Irio, Polish Barszcz, Romania Sarmale, Jamaican Bammy bread, In fact anything you would like to share internationally.

If you could include any ingredients we grow on our school allotment that would be even better but not essential. The vegetables or herbs we are growing are...

| | | | |
|----------|-----------|--------------|---------------|
| Broccoli | cucumber | tomatoes | garlic |
| Chives | courgette | onions | spring onions |
| Beetroot | sweetcorn | wheat | lettuce |
| Carrots | beans | French beans | |

I want to put recipes into a book and print two copies one for our school and one for the Atalia. So if you would like to include photos of yourself cooking the food you can. (You

must have permission from your parents for photos to be published or you could just take photos of the equipment used and your hands doing the cooking.)

Send your photos and recipes to
gcocks@cherrytree.herts.sch.uk

Here are two examples I have prepared.



Ingredients

400g strong white
bread flour
3.5g dried yeast
1/2 tsp salt
1/2 tsp sugar
250ml warm water
2 tsp olive oil
400g tinned plum
tomatoes
100g mozzarella
cheese
Some black olives
Fresh basil



Method

Put flour salt sugar
and yeast in a bowl,
add the warm water
and olive oil slowly.
Mix together until
the dough becomes
sticky.
Knead the dough and
then set aside for
half an hour in a
warm place to rise.

Preheat the oven to
gas mark 220°C
After the dough has
risen it can be
divided into two to
make two pizzas.
Stretch and flatten
the dough.
Drain the tomatoes,
chop and spread
them over the base.
Then sprinkle
chopped olives and
mozerella cheese.

Ask an adult to put
it in the oven for 10
mins.

Enjoy!

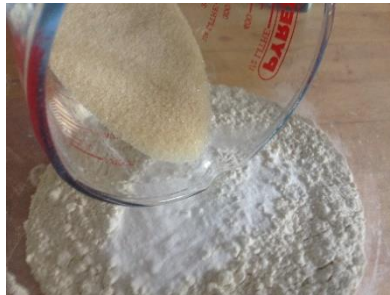


Miss Cocks' English Tea Scones



Ingredients

225g/8oz self raising flour
pinch of salt
55g/2oz butter
25g/1oz caster sugar
150ml/5fl oz milk
1 free-range egg,
beaten, to glaze
(alternatively use a
little milk)



Method

1. Heat the oven to 220C/200C Fan/Gas 7 and lightly grease a baking tray.
2. Mix together the flour and salt and rub in the butter. Stir in the sugar and then the milk to get a soft dough.
3. Turn on to a floured work surface and knead very lightly. Pat out to a round 2cm/ $\frac{3}{4}$ in thick. Use a 5cm/2in cutter to stamp out rounds and place on the baking tray. Lightly knead together the rest of the dough and stamp out more scones to use it all up.
4. Brush the tops of the scones with the beaten egg. Bake for 12-15 minutes, or until well risen and golden-brown.
5. Cool on a wire rack and serve with butter and good jam and maybe some clotted cream.

