
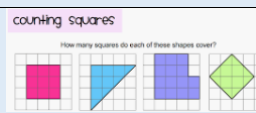






## Key Stage 2 Weekly Learning

<b>Year 4</b> Ash and Yew	<b>Theme:</b> Around our Wonderful World	<b>Week beginning:</b> 01.06.20
<b>Daily Activities</b>		
<b>Wake up &amp; Shake up</b>	Exercise with Joe Wicks, go for a walk, run or dance. You could try one of these dance along videos to current pop songs.	
<b>Reading</b> - 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 task 5.	
<b>Maths</b> - choose when you do this during the week	<b>Finding area by counting squares</b> Use this BBC bitesize daily lessons link to help you: <a href="https://www.bbc.co.uk/bitesize/articles/zjf2xyc">https://www.bbc.co.uk/bitesize/articles/zjf2xyc</a> Tasks: i) Area Practise Worksheet ii) Area Driveway Maths Problem	
<b>BREAK</b>	Eat a snack, exercise or relax with some mindfulness. We have attached some mindfulness colouring if you would like to try that.	
<b>Tues and Thurs @11</b> <b>Story time with your favourite author</b>	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. <a href="https://www.worldofdavidwalliams.com/elevenses/">https://www.worldofdavidwalliams.com/elevenses/</a>	
<b>Times Tables</b> 15 - 20 mins	Log in to <a href="#">Times Table Rockstars</a> . Play <a href="#">Hit the Button</a> : focus on x table and division facts.	
<b>Spelling</b> - 15-20 mins	Practise your Common Exception Words using the different strategies (attached below)	
<b>Writing</b> - 20-30 mins	<b>Spot the mistakes:</b> Can you correct all the spelling and punctuation mistakes on the postcards attached?	
<b>Our School Value</b>	 <p>This term our value is <b>Co-operation</b>. What does this word mean to you and your family? Create a poster to show what it means to you. Include some pictures illustrating your ideas.</p>	

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"> <li>Times table facts to 12x12 and related division facts.</li> <li>Count in 6's, 7's, 9's, 25's and 1000's</li> <li>Recognise place value in a 4-digit number.</li> <li>Order numbers to 1000</li> <li>Round a number to the nearest 10, 100 or 1000</li> <li>Multiply multiples of 10 and 100. EG: 20 x 3, 400 x7, 20 x30,</li> <li>Use a written method for addition, subtraction and multiplication (up to 4 digits).</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonics knowledge and skills to decode words.</li> <li>Explaining the meaning of key vocabulary within the context of the text.</li> <li>Predict what might happen next using clues from the text.</li> <li>Retrieve key facts from a text.</li> <li>Make inferences using evidence from the text. (E.g.: I think she is upset or angry because she slammed the door) <a href="https://www.oup.com/primary/reading/collecting-the-inference-collection/">https://www.oup.com/primary/reading/collecting-the-inference-collection/</a> is excellent for practising this tricky skill.</li> <li>Summarise main points and discuss what has been read.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters at the start of a sentence and for proper nouns.</li> <li>Accurate use of full stops ! or ? at the end of a sentence.</li> <li>Neat, joined handwriting</li> <li>Use speech marks to punctuate direct speech.</li> <li>Use the correct tense consistently throughout a piece of writing.</li> <li>Use 1<sup>st</sup> and 3<sup>rd</sup> person correctly.</li> <li>Use expanded noun phrases to add more detail. EG: The big, brown dog. A soft, fluffy pillow.</li> <li>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.</li> </ul>

## Weekly Activities

### Geography

Our new Theme this term is 'Around our wonderful world'.

There are so many wonderful places in our world and we shall be virtually visiting some of them over this term.

Our first trip is to the Arctic. We would like you to research different aspects of the Arctic Circle - please see the attached resource sheet for help if you need it. You can present your research however you choose to.



**Fun fact:** The North Pole is in the Arctic Circle and is home to Father Christmas!

**Fun Fact:** Miss Wylie has visited the Arctic Circle and it is verrrry



Please share with us via email or Twitter.



Marvellous Me badges will be awarded!



### PSHE

Our new puzzle piece this term is called **Changing Me**.

Piece (lesson) 1 is all about understanding that some of your characteristics have come from your birth parents and that you are a truly unique human being.

Using the attached Parents and Children Puzzle (you may complete this on your own piece of paper):

- i) write in the box by each parent the characteristics they have (eye colour, hair colour, freckles or not, curly hair or straight hair).
- ii) Then think about what these parent's children might look like, inheriting one characteristic from each parent.
- iii) Work through the example on the worksheet for Child 1; they have inherited blue eyes from the mother, brown hair from the father, freckles from the mother, and curly hair from the father.
- iv) Decide on the gender (male/female) for child 2 and child 3.
- v) Draw what the other children might look like in this family choosing eye colour, hair colour, freckles (or not) and curly/ straight hair each time.



Please share with us via email or Twitter.



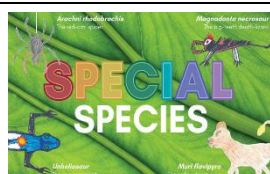
Marvellous Me badges will be awarded!



### Science

#### CREATE YOUR OWN SPECIES

This is an opportunity for you to get really creative!



You may use the attached resources (YOU DON'T HAVE TO BUT IT MAY HELP) and/or the power of your imaginations to create your own species.

Things to include:

- A drawing of your special species
- Its scientific and common name
- A paragraph giving the reasons for its adaptations and a description of its habitat (aim for around 50 words).

Attached resources:

- Guide to special species & Special species cards (use together)
- Children's examples of species (to give you an idea).

Please share these with us via email or Twitter - we would love to see!



Marvellous Me badges will be awarded!



### RE

This term we will be learning about Sacred Texts and Stories.

This week we are learning about two stories from Sikhism called The Milk and the Jasmine Flower and Duni Chand and the Silver Needle.

Watch the stories here:

<https://www.youtube.com/watch?v=tCVzaDGx5DM>

Now consider and discuss with your family the following questions:

1. Would you be able to give up your belongings like Duni Chand?
2. What else could Duni Chand do with his wealth to help others?
3. What is the meaning of equality? Is anyone more important than anyone else?

If you're feeling creative you could try drawing your own Jasmine flower or make a paper one. There are plenty of tutorials online.

Please share these with us via email or Twitter - we would love to see!



Marvellous Me badges will be awarded!







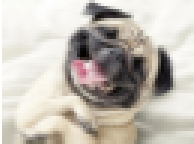



## Year 2 Common Exception Words

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	


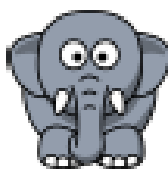

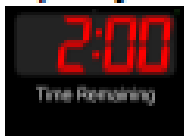


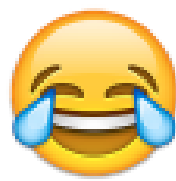

# Year 3 and 4 Common Exception Words

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

# SPELLING MENU

<p><b>1. ABC Order</b></p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p><b>2. Word Parts</b></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><b>3. Other Handed</b></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><b>4. Vowel Spotlight</b></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><b>5. Use Technology</b></p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p><b>6. Pyramid Words</b></p> <p>s sp spe spel spell spelli spellin spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p><b>7. "Ransom" Words</b></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><b>8. Rainbow Words</b></p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p><b>9. Scrambled Words</b></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><b>10. Silly Sentences</b></p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p><b>11. Prefixes and Suffixes</b></p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>important</u> happi<u>ness</u></p>	<p><b>12. Word Search</b></p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p><b>13. Flashcards</b></p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p><b>14. Picture &amp; a Story</b></p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p><b>15. Words without Vowels</b></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><b>16. Train Words</b></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><b>17. Write a Story, Poem or Song with Words</b></p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p><b>18. Bubble Letters</b></p> <p>Write your spelling words out in bubble writing.</p> 	<p><b>19. Words Within Words</b></p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p><b>20. Picture words</b></p> <p>Draw a picture and hide your spelling words in the picture.</p>

# SPELLING MENU

<p><b>21. Question/Answers</b></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><b>22. Riddles</b></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><b>23. Crossword Puzzle</b></p> <p>Make a crossword puzzle with your spelling. Show the answers to your puzzle.</p> 	<p><b>24. Rhyming Words</b></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><b>25. Homophones</b></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><b>26. Writing Race</b></p> <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p> 	<p><b>27. Code Words</b></p> <p>Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = a b = * c = *</p>	<p><b>28 Word Classes</b></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><b>29. Synonyms</b></p>  <p>Find at least 2 synonyms for each of your spelling words.</p>	<p><b>30. Antonyms</b></p> <p>Find an antonym (opposite) for each of your spelling words.</p> 	<p><b>31. Joker</b></p> <p>Write jokes containing each of your spelling words.</p> 	<p><b>32. Backwards Words</b></p> <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p><b>Ɔǝɹɹɐɹɹɐ</b></p>
<p><b>33. X Words</b></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><b>34. Acrostic Poem</b></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><b>35. Scrabble</b></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> 	

# Counting Squares

1. Brad the Builder is designing a driveway.

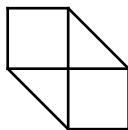
The customer has decided that they want to use a combination of bricks A, B and C to fill their drive.

Brad knows that the drive has a total area of 30 squares and is a rectilinear shape.



I need to make sure the combination of bricks that I choose covers the whole area of the drive!

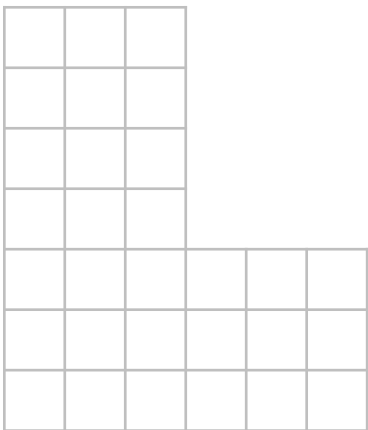
Brick A



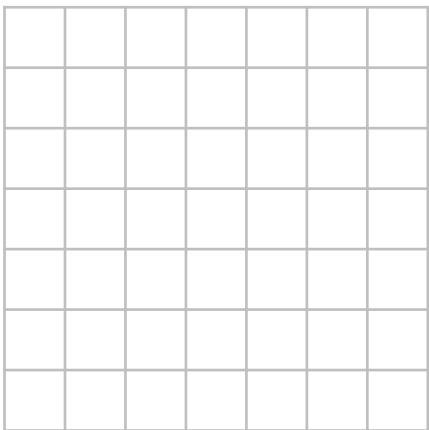
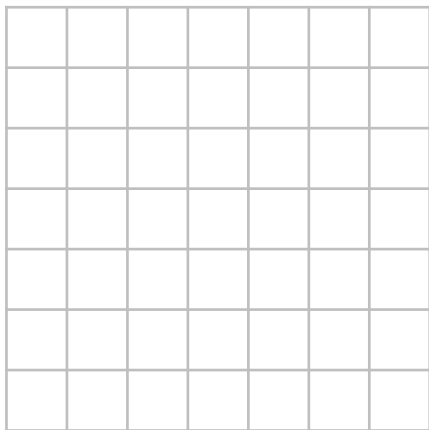
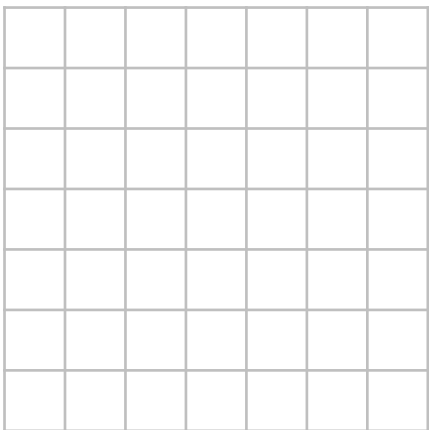
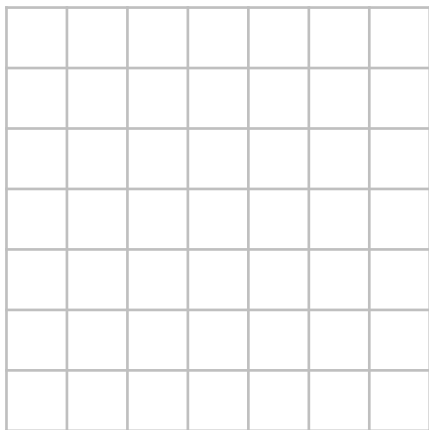
Brick B



Brick C

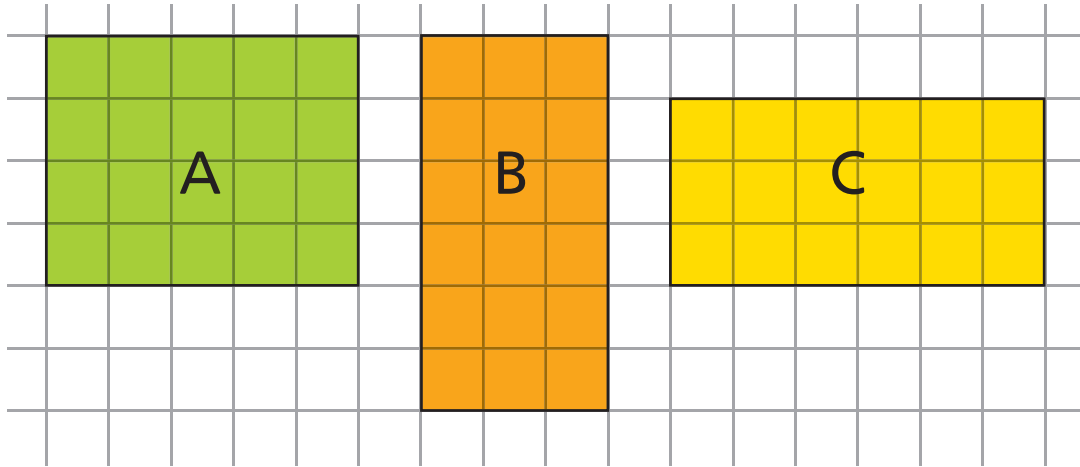


Investigate the different combinations of bricks A, B and C that can be used to cover the driveway. You can rotate the bricks to fit in the shape.



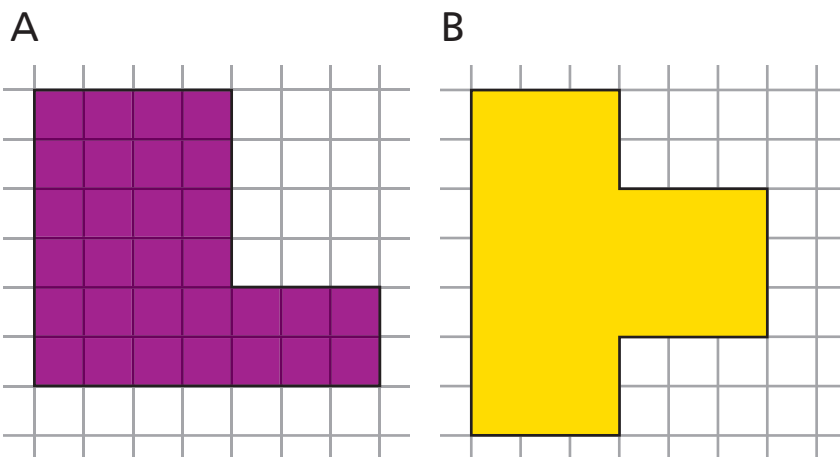
# Think together

- 1 Find the areas of these three rectangles by counting the squares.



A =  squares    B =  squares    C =  squares

- 2 Work out the areas of these two rectilinear shapes.



A =  squares    B =  squares

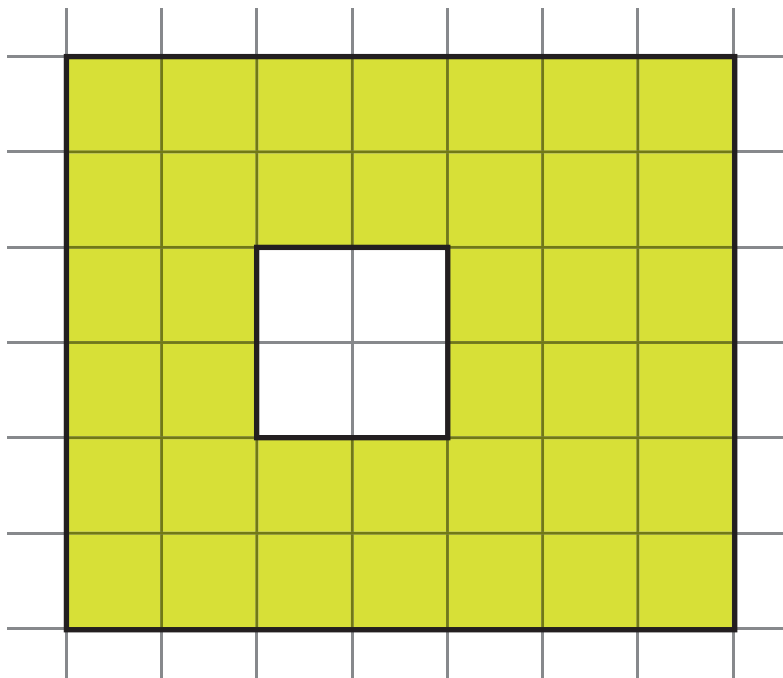
A rectilinear shape is a shape with straight sides that always meet at right angles. Squares and rectangles are rectilinear shapes.





## CHALLENGE

- 3 Explain to a partner how you would calculate the area of the shaded shape.



I found the area of this shape by counting squares.



I needed to use subtraction!



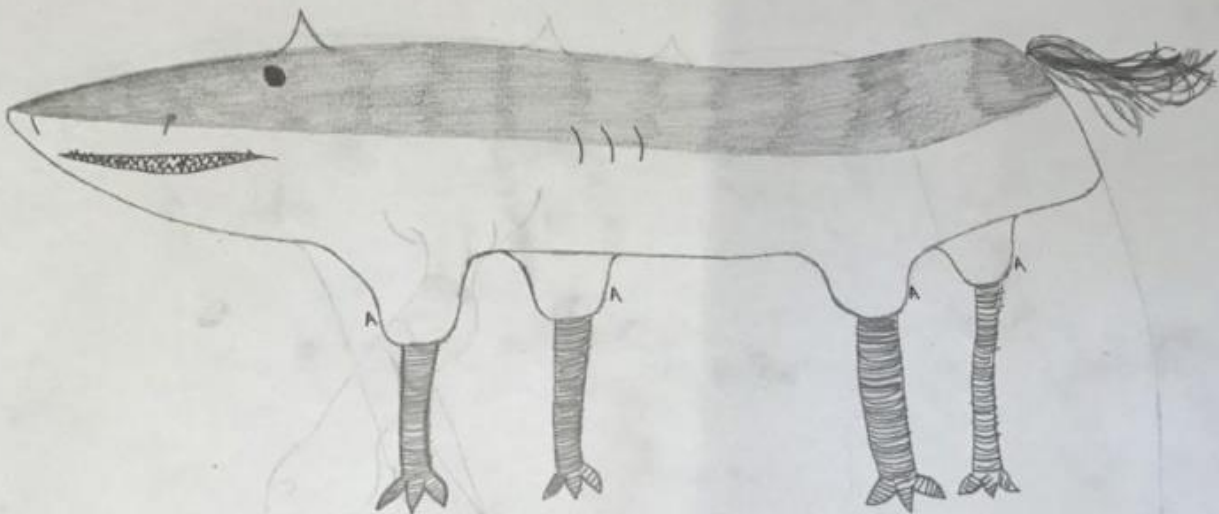
The area of this shape is  squares.

### The White-jaw bird

The white-jaw bird has a large beak with lots of sharp teeth to eat strong prey and a white bottom to blend in with the clouds. Its feet have sharp tips to dig into wood and it has a blue top to blend in with lakes. It has large eyes to see prey and predators better. It lives in a cloudy environment with lots of lakes.

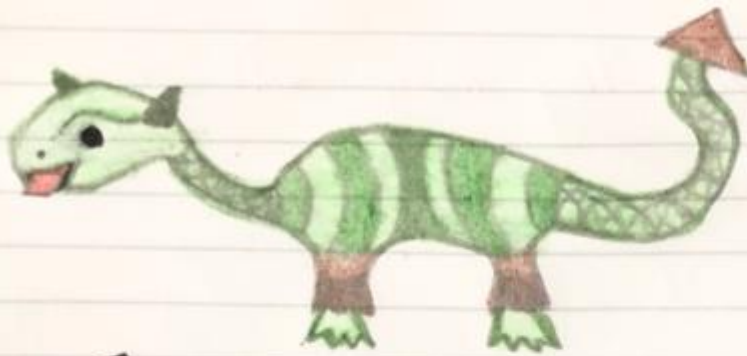


### Galusimorphia (Aguashark)

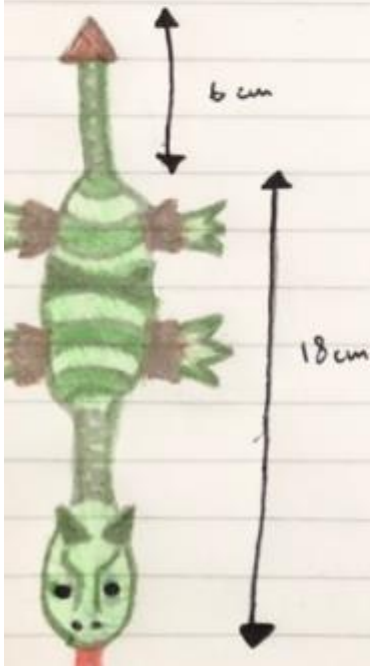


This is a galusimorphia or an aguashark. It lives in the reefs of the ocean and can swim only to protect itself. Where the letter 'A's are is where the muscle and fat is stored. They eat every fortnight and don't need that much energy. An aguashark is a vegetarian (it eats reef). The spine on his head tells other fish to stay away. It is in the animal kingdom and in the fish phylum.

# Gabtes Lacertilia



## The Green Patterned Lizard



The green patterned lizard has developed and evolved overtime. It grew a longer neck so it could reach leaves that are higher up. It also has a deadly, long tail (similar to a scorpion) filled with venom to protect itself. It lives in a forest habitat as it is a herbivore.

# Guide to using the Special Species card game

**Carl Linnaeus** began the long-standing tradition of giving every species a two-part name (binomial) using Latin. When a scientist discovers a new species, they get to pick the second half of its name which we call its species name.

## Instructions

*Cards can be combined in many ways, but here's a good place to start!*

1. Ask the participants to pick a red, blue and purple card.
2. Using these cards, think about what your species could look like and create a drawing.
3. After drawing the species, be sure to give it its scientific name using the Latin on the back of the cards. You can put the words in any order and add letters to make the name sound better (see 'Rhinoceros' below).
4. For extra fun, you can add a green or orange card to add more depth to the description.

## Colour Key

Species type	e.g. vulp - fox
Directional	e.g. basi - at the bottom
Adjective	e.g. brachy - short
Colour/Number	e.g. alb - white
Body part/feature	e.g. ceph - hair

## Examples of real species names:



### Rhinoceros unicornis

rhin	cera	uni	cornu
nose	horn	one	horn



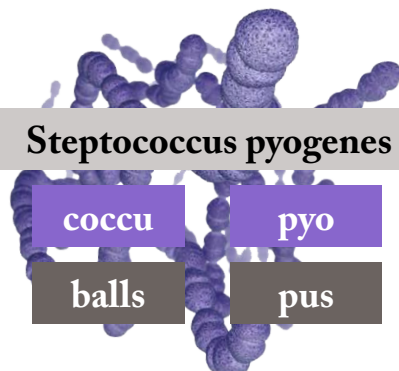
### Canis lupus

cani	lupus
dog	wolf



### Coccinella septempunctata

coccinella	septem	puncta
scarlet	seven	spots



### Streptococcus pyogenes

strep	coccu	pyo	genes
chain	balls	pus	produces

for more educational resources, visit [www.linnean.org/learning](http://www.linnean.org/learning)





*Musca domestica*  
A fly found in the house



*Coronella austriaca*  
An Austrian snake with a crown-shaped marking on its head



*Salamandra atra*  
A salamander!



*Pogona barbata*  
A bearded dragon with spines



*Pieris brassicae*  
A butterfly that feeds on Pieris (a shrub) and cabbage

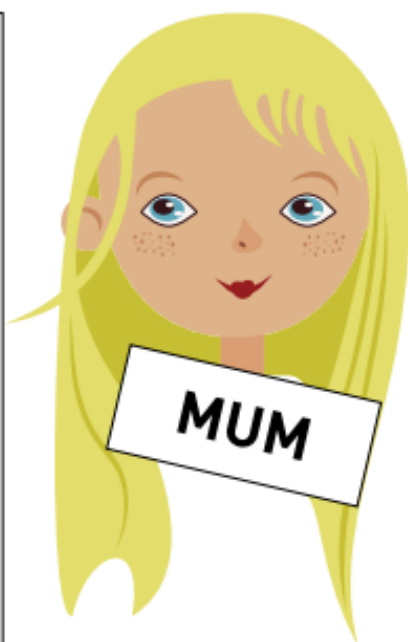
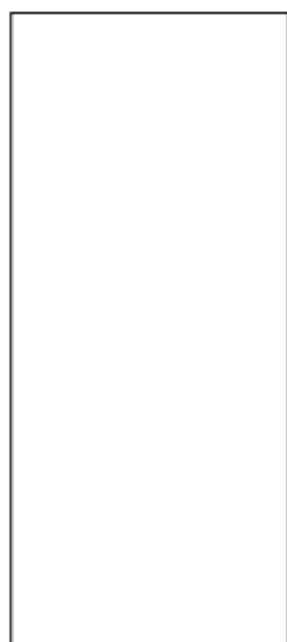


*Lycosidae tigris*  
A 'wolf' spider that is fierce like a tiger



*Dendrobates tinctorius azureus*  
A poisonous tree frog that is dyed blue

**Changing Me**  
Parents and Children Puzzle - Ages 8-9 - Piece 1



**BI**



**TWO**

**CENTI**



**HUNDRED**

**DECI**



**TEN**

**DODECA**



**TWELVE**

**DI**



**TWO**

**HAPLO**



**SINGLE**

**HECT**



**HUNDRED**

**HEMI**



**HALF**

**HEPTA**



**SEVEN**

**KILO**



**THOUSAND**

**MAXIM**



**GREATEST**

**MILLI**



**THOUSAND**

**MONO**



**ONE**

**MULTI**



**MANY**

**OCT**



**EIGHT**

**PENT**



**FIVE**

**POLY**



**MANY**

**QUADR**



**FOUR**



**TRI**



**THREE**

**UN**



**ONE**

**ALTISSIM**



**TALL**

**ASPER**



**ROUGH**

**BELL**



**PRETTY**

**BRACHY**



**SHORT**

**BRADY**



**SLOW**

**BULLAT**



**WRINKLED**

**CRISPUS**



**CURLED**

**CRYPT**



**HIDDEN**

**DINO**



**TERRIBLE**

**DULCI**



**SWEET**

**DUR**



**HARD**

**ECHINO**



**SPINY**

**FLACC**



**FLABBY**

**ILEUM**



**TWISTED**

**MACR**



**LARGE**

**MEDI**



**MEDIUM**

**MICRO**



**SMALL**

**MOLL**



**SOFT**

**OXYS**



**SHARP**

**PACHY**



**THICK**

**PLATY**



**FLAT**

**PROFUND**



**DEEP**

**ROGOS**



**WRINKLED**

**SCLER**



**HARD**

**SPINOS**



**SPINY**

**TACHY**



**FAST**

**TERES**



**ROUND**

**ULO**



**WOOLY**

**GANO**



**SHINING**

**REPTANS**



**CRAWLING**

**ARACH**



**SPIDER**

**AVI**



**BIRD**

**CANI**



**DOG**

**ECHIS**



**VIPER**

**EQU**



**HORSE**

**FELI**



**CAT**

**HEIRA**



**HAWK**

**HELMINTH**



**WORM**

**HIPPO**



**HORSE**

**HOMO**



**MAN**

**ICHTHY**



**FISH**

**LEO**



**LION**

**LUPUS**



**WOLF**

**MURI**



**MOUSE**

**OPHI**



**SNAKE**

**ORNITH**



**BIRD**

**OVI**



**SHEEP**

**PISC**



**FISH**

**PORC**



**PIG**

**RAN**



**FROG**

**SAUR**



**LIZARD**

**SIMI**



**MONKEY**

**TRAGO**



**GOAT**

**URS**



**BEAR**

**VULP**



**FOX**

**MANU**



**HAND**

**MARSUPIUM**



**POUCH**

**MYZ**



**SUCKER**

**NEMA**



**HAIR**

**OCCIP**



**BACK OF THE HEAD**

**OMM**



**EYE**

**OPT**



**EYE**

**OT**



**EAR**

**PECT**



**CHEST**

**PED**



**FOOT**

**PLUM**



**FEATHER**

**POD**



**FOOT**

**POGO**



**BEARD**

**PTER**



**WING**

**RHIN**



**NOSE**



**ROSTR**



**BEAK**

**STERN**



**BREASTBONE**

**STOM**



**MOUTH**

**TALUS**



**ANKLE**

**ARG**



**SILVER**

**ALB**



**WHITE**

**AUR**



**GOLD**

**CHLOR**



**GREEN**

**CHRY**



**GOLDEN**

**CYAN**



**BLUE**

**ERYTHR**



**RED**

**FLAV**



**YELLOW**

**IOD**



**PURPLE**

**IRIS**



**RAINBOW**

**LEUC**



**WHITE**

**LUTE**



**YELLOW**

**MELAN**



**BLACK**

**POLIO**



**GREY**

**RHODO**



**RED**

**RUBER**



**RED**

**VERD**



**GREEN**

Dear Jay

im so grateful for youre bravery in rescuing are father when his little fishing boat began to drift. Well have to watch him more carefully – he wont be aloud out alone again. youre quick action in swimming out – at grate danger to yourself – to toe the boat back, was the act of a hero.

We have asked the police too pass on a reward from us, too grateful dauters of the old man you rescued. millicent and eunice Briggs



Please find:  
Missing capital letters  
homophones  
spelling errors  
apostrophes  
Missing punctuation

Can you find any other errors?

Dear Shona

I am so pleased with the improvements youve maid through the year: congratulations. You can know reed allowed fluently with expression and your speling is much better to. Witch reminds me, did you collect a merit for getting full marks for the times-tables test? Best wishes – your TA, Pam



Please find:  
Missing capital letters  
homophones  
spelling errors  
apostrophes  
Missing punctuation

Can you find any other errors?

Hello Thandi

Congratulations on wining a scholarship to the Ferny Dancing Academy – were all very proud of you. This oportunity represents a hole knew life for you; well miss you! Will you be aloud to visit us before youre term starts? wed love to bee able to sea you again.

Best wishes for the future

Mrs Thompson and the class.



Please find:

Missing capital letters  
homophones  
spelling errors  
apostrophes  
Missing punctuation

Can you find any  
other errors?

Deer mabel

Thanks for youre kindness wen I were staying with you on my exchange. you aloud me to rid youre hose: their was know won else who has such fun with there host. well try to make your visit to us as much fun. ill ask if we can go sailing with my uncle.

See you soon

gabriella



Please find:

Missing capital letters  
homophones  
spelling errors  
apostrophes  
Missing punctuation

Can you find any  
other errors?

## 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

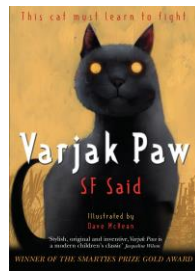
After you have read it a few times, take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand. Draw what you see in your imagination. It can be shapes or shading - anything that captures the place and the mood of this story opening. Maybe 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?

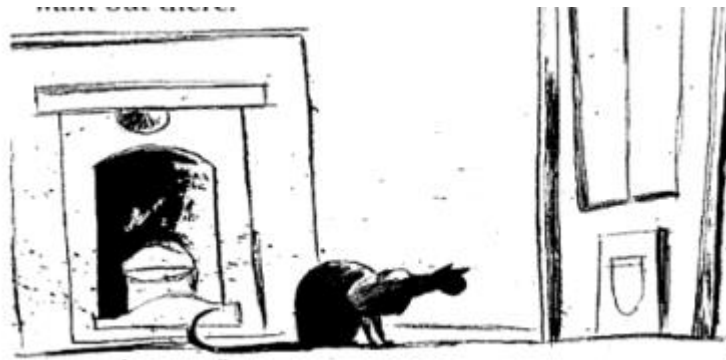
#### 3. Talk about it

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



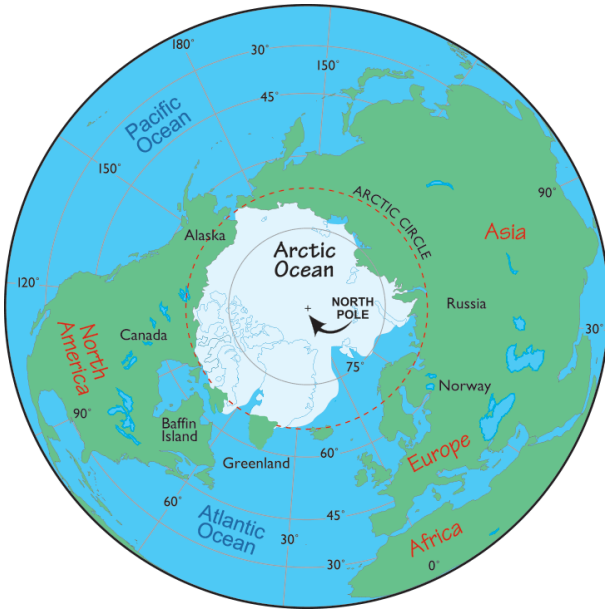
Look at this picture from inside the first chapter. What further detail does the picture give you about Varjak's life? Why do you think Varjak is shown staring at the cat flap? How do you think he feels in this moment? What do you imagine is outside the cat flap?

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?

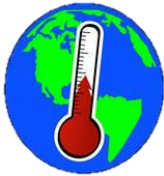
Draw and write your story ideas, trying out different ideas. Remember to use stories you already know and like for ideas. You could even publish your story in a handmade book by folding a piece of paper or on the computer, ready to share it with your teacher or your friends and family.



# The Arctic Circle

Use the following points to help you research different aspects of The Arctic Circle. Present your work however you choose to.

1)



Arctic climate.

2)



Arctic people.

3)



Arctic wildlife.

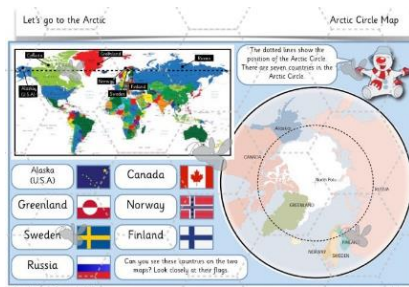
4)



Arctic explorers.

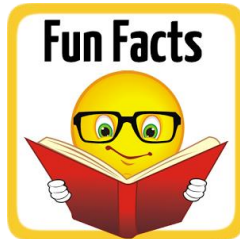


5)



Countries that are partly in the Arctic Circle.

6)



Fun/interesting facts or 'Did you know?' facts about the Arctic Circle.

## Y3 -Y6 Spanish Work Summer 2 Wk 1 - 01.06.20

This is such a big homework I'm giving you another week to send me your photos and recipes. They are flooding in from Spain. Don't let me down Cherry Tree.

Send Recipes to [gcocks@cherrytree.herts.sch.uk](mailto:gcocks@cherrytree.herts.sch.uk)

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](mailto: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!



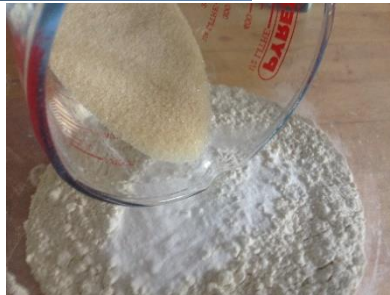


## Miss Cocks' English Tea Scones



### 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.

