




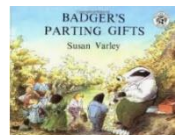

Key Stage 2 Weekly Learning

Year 4 Ash and Yew	Theme: The Great Barrier Reef Science: Living things and their habitats	Week beginning: 11.05.20
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks, go for a walk, run or dance. https://www.youtube.com/watch?v=nGs-r4G-XmI This is a fun dance routine to the song 'Happy'. MINIONS 30-minute dance class with the professional dancer, Oti Mabuse, from Strictly Come Dancing & her partner Marius Iepure.	
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 1 and 2.	
Maths 20 -30 mins	Rounding Numbers Revision Read the learn section then complete the 4 activities on rounding numbers. https://www.bbc.co.uk/bitesize/articles/zjf492p Complete as much of it as you can. Start with rounding to the nearest 10 and move on to 100 then 1000 as you feel confident enough to do so. Activity 4 is a Collins activity sheet for you to practise what you have learned. Please do as many of the questions as you can.	
BREAK	Eat a snack, play a game 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 tasks 1-4 of the toolkit.	
Our School Value	This term our value is Perseverance . Follow this link http://vid.ly/7s0b8l and watch 'Katie Discovers the Dip' then discuss with your family the following: 1) What is the dip? 2) Have you ever felt the dip? In which situations or circumstances did you experience it? 3) What kind of emotions do we feel when we are in a dip? 4) How can we stay positive? How can growth mindset help get us out of the dip?	

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 	<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) 	<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.

<ul style="list-style-type: none"> • Multiply multiples of 10 and 100. EG: 20 x 3, 400 x7, 20 x30, • Use a written method for addition, subtraction and multiplication (up to 4 digits). 	<p>because she slammed the door) https://www.onceuponapicture.co.uk/the-collections/the-inference-collection/ is excellent for practising this tricky skill.</p> <ul style="list-style-type: none"> • Summarise main points and discuss what has been read. 	<ul style="list-style-type: none"> • Use the correct tense consistently throughout a piece of writing. • Use 1st and 3rd person correctly. • 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.
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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 Natural threats to the Reef. Your research might include the following:</p> <ul style="list-style-type: none"> • The Crown of Thorns Starfish • Climate change • Coral bleaching • Rising water temperatures. <ol style="list-style-type: none"> 1. Explain the reasons why these are threats to the reef. 2. What could we do to help? <p>https://www.squidsquad.com.au/reef-care.html https://www.reefteach.com.au/ http://kids.nceas.ucsb.edu/biomes/coralreef.html</p> <p>Please share these with us via email or Twitter. Marvellous Me badges will be awarded!</p>	<p>PSHE</p> <p>The next part of piece (lesson) 2 is about knowing how people feel when they lose someone or something they love.</p> <ul style="list-style-type: none"> • What feelings might people experience when they lose someone close to them? • How can people manage these feelings? <p>Please share this reading of the well-known story 'Badger's Parting Gifts' with your family: https://www.youtube.com/watch?v=tRTRABhJTbo</p>  <p>After listening to the story:</p> <ul style="list-style-type: none"> • Talk together about little things that you will remember your friends by when they move on to another class / school / home etc. • Can you learn anything about ways of doing that from the story? 	<p>Science</p> <p><u>GREAT BARRIER REEF COMMUNITY HABITATS</u></p> <ul style="list-style-type: none"> • Look at the attached sheet called GBR Habitats. Using secondary sources such as the Internet or non-fiction books, research the features of <u>different habitats found within the Great Barrier Reef</u>. • Complete the sandy seabed habitat on the sheet and complete the other fact cards as much as you can.  <ul style="list-style-type: none"> • You do not have to do the work on that sheet. If you want to spread it out more or lay it out differently that is fine. It is the information that is important. <p>Please share these with us via email or Twitter. Marvellous Me badges will be awarded!</p>
	<p>RE</p> <p>This term we will be learning about Sacred Texts and Stories.</p> <p>This week we are learning about a psalm from the Bible. You can listen to it here: https://www.youtube.com/watch?v=viBQE_scYbE</p> <p>Complete the activities on the attached sheet.</p> <p>You can listen to the story of David and Goliath here: https://www.youtube.com/watch?v=7zLAcUZkxHA</p> <p>Please share these with us via email or Twitter. Marvellous Me badges will be awarded!</p>	<p></p>

PERSEVERANCE



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


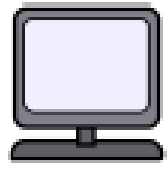






Year 2 Common Exception Words

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	


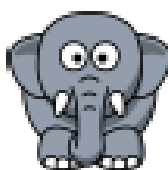

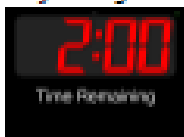


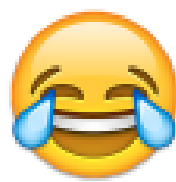
Year 3 and 4 Common Exception Words

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 = a b = * c = ●</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> <div data-bbox="949 1668 1316 1937"> <p>A, B, C, D, E, F, G,</p> <p>H, I, J, K, L, M, N,</p> <p>O, P, Q, R, S, T, U,</p> <p>V, W, X, Y, Z.</p> </div>	

Activity: Reef Community Habitats

Different habitats can be found within the reef ecosystem. Each has its own way of providing shelter and food for the marine creatures that are found there.

Your challenge is to study sandy sea beds, corals, and sea grass meadows to understand the features of these different habitats and the animals found there.

Put the information into each of the fact cards below.

Habitat: Sandy sea beds



SKETCH OF HABITAT:

FEATURES:

- fine white and light brown sand grains
- animals can easily bury themselves in the loose grains to hide

ANIMALS FOUND HERE:

Habitat: Coral



SKETCH OF HABITAT:

FEATURES:

ANIMALS FOUND HERE:

Habitat: Sea grass meadow



SKETCH OF HABITAT:

FEATURES:

ANIMALS FOUND HERE:

LUKE TEMPLE'S

WRITING

TOOLBOX

ACTIVITY PACK



You can go through the activity pack in order, or click on the links below to jump to a particular page:

[p. 2: Competition](#) – *win a signed book + a visit to your school from Luke Temple*

[p. 4: How to write exciting descriptions](#)

[p. 6: Using senses](#)

[p. 7: Show don't tell](#)

[p. 8: Editing](#)

[p. 9: Create a book cover](#)

[p. 10: Diary writing](#)

[p. 12: An interview with Luke Temple](#)

When I was your age I didn't enjoy reading or writing. Today, though, I'm an author and have written 10 books. This just shows that anything is possible. If I can grow to enjoy reading and writing, then so can anyone!

This activity pack contains some of the tools I use to help me make my books really exciting, fun and scary to read. I hope you enjoy using the tools to have a go at your own writing.

Please don't worry if you find any of the activities difficult and don't worry if you think your writing is 'rubbish'. I often think my writing is rubbish – it's just part of being a writer! The most important thing is to try and have fun with your writing.

Oh, and please do have a go at entering the competition on the next page!



Competition Time!



Win a **SIGNED BOOK** and a **VISIT TO YOUR SCHOOL**
from Luke Temple (3 prizes to be won!)

*Plus **everyone** who enters will be sent a brand new Luke Temple short story. No one has read the story yet. If you enter the competition, you will be one of the first people to ever read it!*

To enter the competition, complete one of the following:

- [Activity 9 on page 8](#) (a piece of writing)
- [Activity 10 on page 9](#) (a drawing)
- [Activity 11 on page 10](#) (a piece of writing)

Email your completed activity to

competition@luketemple.co.uk

and make sure you tell us which school you are from

Closing date: 31st May 2020

Luke will choose his favourite piece of work for each of the 3 activities. All 3 of these will win a signed book and a free visit to their school.

If you'd like to, you can email Luke all 3 activities. This means you will get 3 competition entries!

This activity pack is based on Luke's
most popular book:

FELIX DASHWOOD AND THE MUTATING MANSION



You don't need to read the book to complete this activity pack.
However, if you would like to read *Mutating Mansion*, you can
download it completely free from:

www.luketemple.co.uk/toolbox

How to write **EXCITING** descriptions

In chapter 1 of *Mutating Mansion*, the main character, Felix, sneaks into a mansion. To describe the mansion, Luke uses lots of different writing tools to make it feel old and rundown.



SIMILES:

A simile describes something by comparing it to something else, using the words 'like' or 'as'.

Can you find the simile in the sentence below from chapter 1 of *Mutating Mansion*?

Felix walked cautiously through tall weeds and over roots, which slithered along the broken stone path like dead snakes.

Activity 1: Create your own similes to describe a creepy garden.

E.g. What could a tree branch be like? What could a weed be as tall as?

ADJECTIVES:

An adjective is a word that describes a noun (the name of a thing or a place).

Can you find the adjectives in this sentence from chapter 1 of *Mutating Mansion*?

As Felix's eyes began to adjust to the dim light, she saw a vast, tall hallway with a white marble staircase in the middle.

Activity 2: Can you change the adjectives in the sentence above to make the hallway seem creepier?

METAPHORS:

A metaphor is a word or a phrase used to describe something as if it were something else.

Here is a sentence from chapter 1 of *Mutating Mansion*:

Felix sniffed and a mixture of rot and old cabbage ran up her nose.

Can you tell which word makes it a metaphor?

The smell of rot and cabbage can't actually 'run' up a nose, so describing it like this is a metaphor.

Activity 3: Complete the following sentence to create a new metaphor...

Felix breathed in and the taste of _____ flew into her mouth.

Can you write your own metaphors?

ALLITERATION:

Alliteration is when two or more words close together start with the same letter or sound.

Can you find the alliteration in this sentence from chapter 1 of *Mutating Mansion*?

She didn't quite know what she'd expected – maybe something spookier like a gruesome ghost chamber filled with skeletons.

Activity 4: Look at the sentences you wrote in activities 1 to 3 above. Can you add any alliteration into them?



Using **SENSES**

When you are writing a story, it is important to think about your character's five senses.

What can they **SEE**, **HEAR**, **SMELL**, **TASTE** or **TOUCH**?

If you include sentences that describe these senses, it will help the reader to feel like they are involved in the story with your character.

Activity 5: Below are some sentences from chapter 1 of *Mutating Mansion*. Can you identify which senses are described in each sentence?

Felix sniffed and a mixture of rot and old cabbage ran up her nose.

Felix placed her hand on the rusty gate and carefully pushed.

As Felix's eyes began to adjust to the dim light, she saw a vast, tall hallway...

She took hold of the knocker and hit it three times against the door. The loud noise echoed through the mansion.

Activity 6: There is one sense Luke didn't use in the sentence above. Which sense is it? Can you write a sentence using this sense?

SHOW

don't

TELL



Another way to get readers interested in your story is to *show* how the characters are feeling rather than *tell* what they are feeling.

This means that instead of just writing 'Felix felt scared', you describe what happens to her when she is scared. Luke does this in chapter 1 of *Mutating Mansion*.

Activity 7: How do you think Felix is feeling in each of the sentences below? What makes you think this?

Felix smiled at her friends and walked up to the large oak front door...

Felix slowly stepped back, her heart thudding in her chest.

Activity 8: The three sentences below *tell* the reader what Felix and her friends are feeling. Can you change them to *show* how they are feeling?

Hint: think about what happens to you when you feel these emotions.

Felix felt scared.

Drift was excited.

Caspar was nervous.



EDITING

One of the most important parts of writing a story is editing it.

Authors never just write one version of their story. After they have written it all down for the first time, they go back through the story and think about how they can improve it.

When Luke is editing a story, he asks himself the following questions:

- Does everything make sense? Are there any mistakes?
- Are there any boring bits?
- How can I make the story more exciting / dramatic / scary?

He also asks himself whether he has used all the tools in his writing toolbox:

- Have I used enough adjectives, similes, metaphors and alliteration to make my descriptions interesting?
- **Senses:** have I helped the reader to be involved by describing more than one of the character's senses?
- **Show don't tell:** have I shown the reader how the character is feeling, instead of telling them?

Activity 9:

COMPETITION ALERT - see page 2 to enter!

The paragraph below isn't that interesting. It needs editing! Can you rewrite the paragraph, using Luke's writing toolbox to make it as fun and interesting as possible?

Felix was scared. She opened the door and walked into the kitchen. She saw thousands of rotten eggs on the kitchen table. An egg rose off the table and flew at Felix. She ducked and the egg smashed on the wall behind her. Three more eggs rose up and flew at her. She didn't duck in time and one of them hit her in the face. Felix ran out of the kitchen.

CREATE A BOOK COVER

A brilliant artist called Jessica Chiba draws all the pictures for Luke's books, including the book covers. You can see some of them below.

You can also watch how Jessica drew one of the book covers on YouTube using this link:

bit.ly/3eDH1a0

Activity 10:

COMPETITION ALERT - see page 2 to enter!

Draw your own version of one of Luke's book covers. You can either draw it in the same style as Jessica, or come up with your own completely original design.



DIARY WRITING

In *Mutating Mansion*, Felix finds a diary written by a girl called Amelie 50 years ago. In the diary, Amelie is stuck indoors – in fact, she can't even leave her bed. She misses being outside and seeing her friends. The diary helps her to stop feeling lonely and means she can write down how she feels.

You can read one of Amelie's diary entries on the next page.

Activity 11:

COMPETITION ALERT - see page 2 to enter!

Write your own diary entry talking about your experience of 'lockdown'.



AMELIE'S DIARY ENTRY

Dear diary,

Hello! My name is Amelie Summercroft and I live in Murkhill Mansion on Thistlewick Island. OK, so that is a bit of a boring way to start, but this is my first ever diary entry and I couldn't think of anything better.

Today was my 10th birthday. I couldn't have cake, because that would make me too sick, but all the presents made up for it. Mum and Dad's present was you – my first diary. What should I use you for? There would be no point in me writing down what happens each day, because not many exciting things happen in my life. It's kind of difficult to have adventures when you're stuck in bed. Mum and Dad think I should use you to write stories. They are always telling me that I have a big imagination. Mum also thinks that if I write down all the nightmares I have, it might stop them. Dr Ralph said I should write about *it* too, but I really don't want to think about that.

I know a diary doesn't sound like a big present, but it's OK. Mum and Dad have to spend a lot of money on me. They haven't said that to me, but I know that all the medical equipment in my room is expensive. I also got some drawing pencils from Uncle Ferdinand and a sketchpad from Aunt Cariola. Other than the fact this stinks of Aunty Cariola's horrible perfume, it is a perfect present – I love drawing.

Another thing I love is reading. If you can't have adventures of your own, the next best thing is to read about them. Most of my other presents were books, and I am almost looking forward to lying in this bed all day now that I have all these adventures to go on.

The best present of all, though, was a surprise one. It was wrapped in shiny red paper and the label on it read: 'Dear Amelie, I hope this helps you to make your dreams come true. From Mr Blaze'. I didn't even know who Mr Blaze was until Dad told me he is the person we are renting this mansion from. Murkhill Mansion is far too big for the three of us, but apparently Mr Blaze insisted we take it.

Dad helped me to unwrap the shiny red paper and I pulled out a rag toy. It is about twenty centimetres tall and wears a long black coat, like a magician's cloak. Its face is the best bit, though – like a golden, smiling theatre mask. I turned it round to show Mum and she said it gave her the creeps. But I love it!

The only thing that could have made my birthday even better today was if I had seen my classmates from school. I really miss them – even Bartley, who always annoyed me.

I haven't talked to my toys since I was about five, but this evening I found myself telling my rag toy how much I wished all my friends could have been here today. But none of them came. It was just me and my rag toy, who smiled at me as I told him all about them. Of course he smiled – he's a toy, that's all he can do. He's sitting at the end of my bed now. I've just told him that I am writing about him. A 10-year-old girl talking to her toy. It's a bit sad, isn't it? Still, I do love his smile.

AN INTERVIEW WITH LUKE TEMPLE

What advice would you give to young writers?

- Don't worry if you think what you've written is rubbish! Even if you think it's terrible, just keep writing. I **always** think my stories are rubbish when I first write them. But the more you work on them, the better they get and the more fun you'll have.
- Write, write, write!!! In football, the more you practice kick ups, the better you'll get at them; in dance, the more you practice a routine, the better you'll get at performing it. It's exactly the same with writing: in order to be a good writer you have to write, write, write! The more you write, the easier and more fun it will get!
- Cram as many different stories into your head as you can. Reading books is important, but I don't just mean that. You can also read magazines, watch films, listen to your friends' and grandparents' stories. The more stories you cram into your head, the easier you will find it to write your own.

What inspires you to write?

I get ideas. Lots of them. They buzz round my head, banging into each other and forming bigger, brighter ideas. And those ideas hit more ideas and explode like fireworks in my mind. If I'm not careful, too many fireworks will go off at once and my head will explode.

Can you tell us anything about your next book?

I'm currently writing a book of short stories. Here are some of the story titles:

- *Zombie Cows From Outer Space*
- *The Disappearance of Author Luke Temple*
- *The Cheese Rolling Elephant*

How long do your books take you to write?

My record for the fastest time writing a book is 1 month! It usually takes about a year, though. Out of that time, I spend about 6 months writing the first draft, then another 6 months editing it.

Editing is my favourite part of writing. When I read through my first draft I think it is rubbish. By editing it and changing the bits I don't like, I am able to turn it into a book I love!

Why do you enjoy visiting schools with your books?

The best part of my job is meeting children in schools and bringing the world of writing to life with them using audience participation action-packed drama and laugh-out-loud fun. It's amazing that I get to visit schools and help inspire children to read and write.

If you weren't an author what job would you like to have?

I'd probably be a teacher. They're lovely people. Really.

In verse 5 David remembers some of the good things God has done for him in the past. He says that God has given him 'more than he can hold'. Like a cup that is full and overflowing. Surround these cups with the names of people or things that you are grateful for.

Add more splashes for the good things you have in your life. Christians would thank God for these things.



Verse 4 says that God is with us in dark times, even when we are worried or upset. The Bible encourages us to give our worries to God.

Write or draw any worries you have in this box, then tear or cut this corner off the sheet and throw it in the bin. As you do this, you might like to tell God about your worries.

How do you think reading (or singing!) Psalm 23 might help Christians when they are facing life's challenges and problems?



Independent thinking: What helps YOU when you are facing a big challenge or problem?

David once beat the mighty Goliath! Check out the story : 'God's story, David and Goliath' or www.youtube.com/watch?v=7zLAcUZkxHA
How might David have found courage to fight the giant Goliath?

Optional: Listen to different musical versions of Psalm 23 (you could try 'googling' *Psalm 23 Crimond* or *Stuart Townend*)



Want to learn more about the Bible?

Check out www.request.org.uk and search for 'Bible'

This lesson is provided to you by Watford Schools Trust

www.watfordschoolstrust.org

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

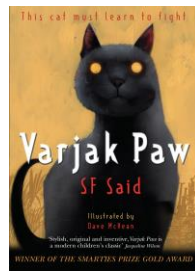
After you have read it a few times, take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand. Draw what you see in your imagination. It can be shapes or shading - anything that captures the place and the mood of this story opening. Maybe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

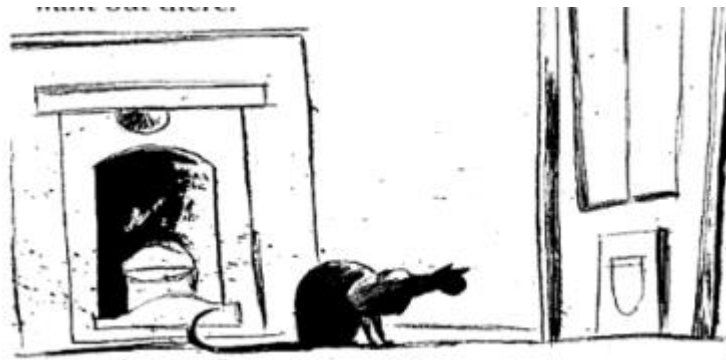
3. Talk about it

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.

Y4 Spanish Home Learning Spanish - Week 4 Summer 1 (11.05.20)

Los números 1 – 31

A Write the numbers in words in the table. Use the syllable square to help you.

u	si	ce	a	co	ez
e	cu	on	cho	ca	tre
ce	te	ce	e	tor	o
di	cin	ve	ce	tro	te
dos	in	no	ve	do	nu

4 = <u>cuatro</u>	13 =	1 =	8 =
10 =	9 =	20 =	12 =
5 =	11 =	14 =	2 =

B Do the calculations and write the answers as a Spanish word.

1. diez + diez = veinte
2. veinte + seis =
3. doce + doce =
4. treinta + uno =
5. diez + diez + diez =
6. veinte + ocho =
7. treinta – tres =
8. treinta – cinco =
9. treinta – ocho =
10. Make up your own!

Hint: To use the syllable square clap out the syllables in the word i.e. 13 is trece, tre ce = 2 syllables, look for the syllables in the square to help you spell the word.