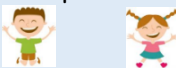







Key Stage 2 Weekly Learning

Year 4 Ash and Yew	Theme: Around our Wonderful World	Week beginning: 06.07.20
Daily Activities		
Wake up & Shake up 	For something different, you could try this: https://prosportcoaching.co.uk/2020/03/19/6-simple-exercises-to-keep-active-at-home/ 6 simple exercises to keep active at home.	
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 The Wild Robot by Peter Brown. 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 	Symmetry Use these links to help you learn about symmetry and symmetrical shapes & patterns: https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-finding-lines-of-symmetry/zktfgwx https://www.youtube.com/watch?v=YFzktJNmnPU See attached resources : i) Symmetrical patterns & shapes ii) assorted symmetry worksheets iii) symmetry art paper (if you feel like creating your own symmetrical art).	
BREAK	Eat a snack, exercise or relax with some mindfulness. We have attached some mindfulness colouring if you would like to try that.	
Free online reading materials 	Actors reading children's books aloud - really good! https://www.storylineonline.net/	
Times Tables 10-15 mins	https://www.timestables.co.uk/multiplication-tables-check/	
Spelling - 15-20 mins	Practise your Common Exception Words using the different strategies (attached below).	
Writing - 20-30 mins	Words from around the world: Look at the attached sheets. Match up each with its meaning and country of origin then locate the countries on the world map. Next use each word in a sentence. Can you use all of the words in a short story or paragraph?	
Our School Value	This term our value is Co-operation . How do you co-operate with your family? Do you help with tidying up or preparing dinner? Have you played a game that required working together? List all the different ways you have co-operated.	

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, • Use a written method for addition, subtraction and multiplication (up to 4 digits). 	<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.onceuponapicture.co.uk/the-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"> • 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. • 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

Geography

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

This week we are having a 'staycation'. This means we are going to visit somewhere in the UK.
Where you visit is up to you...

Where is the most amazing place you have visited in the United Kingdom (England, Wales, Scotland, Northern Ireland). It could be:

- A town or city
- A seaside resort
- A castle or famous landmark
- A park
- A theme park
- Your back garden or a member of your family's garden.

What was your chosen place like? Why was it so amazing? Would you recommend it to friend?



If you do record any of this, then please share with us via email or Twitter - we would love to see!



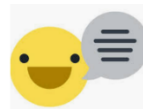
Marvellous Me badges will be awarded!



PSHE

Acrostic Name Poems

This week we would like you to celebrate all that is wonderful about being YOU!



Discuss with your family all the things that make you special, interesting, unique, amazing and different!



Write an **acrostic name poem**: for each letter of your name write something that is unique or special about you. Then illustrate it to make it look lovely.

Plays guitar
Enthusiastic
Turn taker
sErious
fRiendly

Joyful
Amazing
Caring
Outgoing
Brave



Look at the **attached resource** 'Examples of Acrostic Name Poems' to help you.

Please share with us via email or Twitter.



Marvellous Me badges will be awarded!

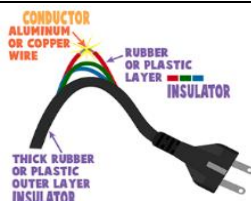


Science

Our topic is Electricity.

Conductors and insulators

This week we are learning about **conductors** (materials that allow electricity to pass through them) and **insulators** (materials that do not allow electricity to pass through them).



Online links for learning:

- <https://www.bbc.co.uk/bitesize/topics/z2882hv/articles/zxv482p>
- <http://powerup.ukpowernetworks.co.uk/powerup/en/under-11/conductors-and-insulators/>

Interactive activities:

- <https://wordwall.net/resource/46310/science/sorting-conductors-insulators> (drag and drop each item to the correct group)
- <https://www.andythelwell.com/blobz/quide.html> (once you've chosen number and name of players, click on Section 2)

Task

Create a poster or infosheet showing us everything you have learnt (see attached examples for ideas).

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



Marvellous Me badges will be awarded!



Art/D&T

Can you recreate your amazing place from this week's Geography learning?

You could make a 3D model of your place or paint a picture of it. Be as creative as you like!



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



Marvellous Me badges will be awarded!




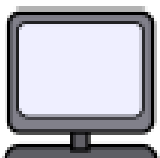


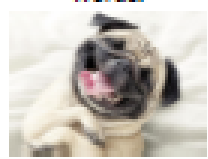



Year 2 Common Exception Words

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	


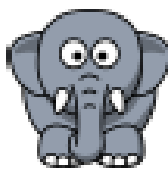

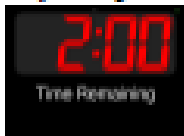


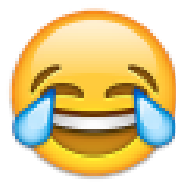
Year 3 and 4 Common Exception Words

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 - cwhat</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>import</u>ant 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. 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 = b c = 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>BACKWARDS</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 cheese 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 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 1612 1316 1881"> <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>	

Insulators & Conductors

Insulators and Conductors help with the flow of electrical energy.

Insulators stop the transfer of energy. They slow down the energy and make it difficult for it to pass through the object.

Conductors help the transfer of energy. They allow energy to easily pass through the object.

Electrical Insulators	Electrical Conductors
	
What do all these insulators have in common?	What do all these conductors have in common?

CONDUCTORS and INSULATORS

Conductors

- water
- copper
- aluminum (can)
- Silver (dollar)
- Gold (ring)

★ Conductors **DO** allow electricity to flow.

Insulators

- glass (marble)
- cork
- plastic (spoon)
- wood
- rubber (ball)

★ Insulators **DO NOT** allow electricity to flow.

4.6 B:

- differentiate between conductors and insulators.
- *vocabulary*
- conductor
- insulator

271 x 350

Insulators and Conductors

Insulators of Electricity

Lights out

Electrical energy **cannot** flow or pass in the object/material

STOP

Conductors of Electricity

Lights on

Electrical energy **can** flow or pass in an object/material

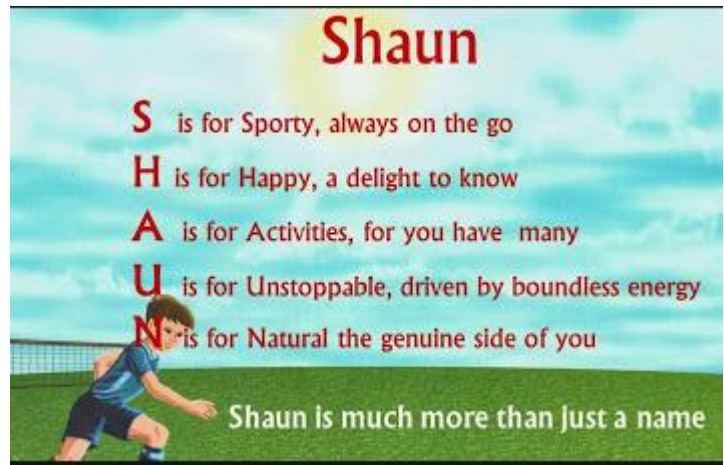
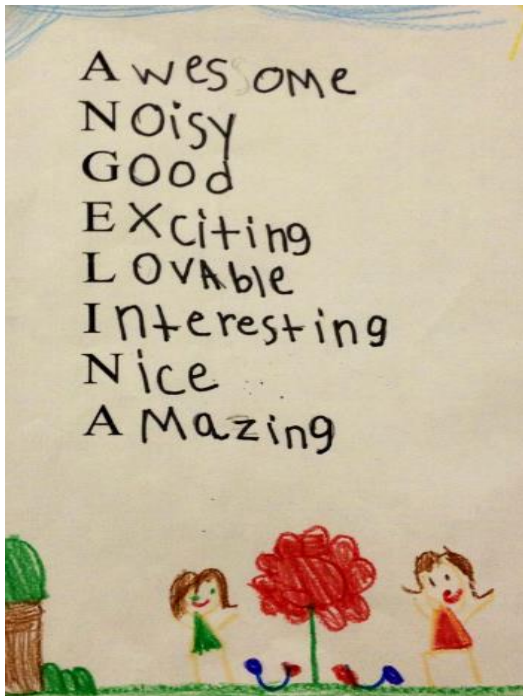
Conductor or Insulator

Electricity **easily** goes through these objects.

Electricity does **NOT** pass through these objects.

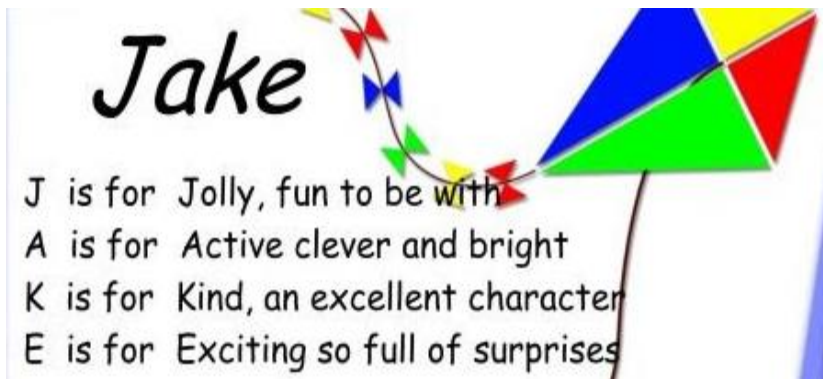
STOP

Examples of Acrostic Name Poems



Gabrielle

Good-natured
Always enthusiastic
Bubbly
Radiant personality
Inventive and resourceful
Easygoing
Lovely, a charming girl
Lots of fun to be with
Ever loving



Activity three:

Words Borrowed from around the World

Words Set One

Link the word to its English meaning. Then find and link to the country and origin of the word.

Borrowed Word	Modern English Meanings	Country and Origin of the Word
caravan	a small, pampered, curly haired breed of dog	Batata was originally the name for a sweet potato in the Caribbean Island of Haiti. Sweet potatoes were introduced to Europe first, before white potatoes, so this name was used. The word changed slightly on its way across the Atlantic Ocean becoming patata in Spain and then potato in England.
ketchup	a round vegetable, which grows underground and is used in all sorts of cooking including chips, mash and fish cakes	This word comes from India. It translates simply as 'leg clothing' from the Urdu pay 'leg' and jama 'clothing'. Pyjamas started out as loose, cool cotton or silk trousers that men and women wore in warm countries in Asia. Europeans living there started wearing them in bed giving pyjamas their modern meaning in English.
potato	loose trousers and top worn in bed at night	Our word comes from the Dutch word jachte meaning 'light sailing ship'. Originally, it was taken from jaghtschip meaning 'fast pirate ship' so does that make a yacht a fast pirate?
poodle	large sailing boat	Karwan were the groups of traders who travelled together across the desert in Iran with lots of baggage full of things to sell. At this time Iran was called Persia. A caravan then became the name for a covered wagon carrying the bags.
pyjamas	a trailer that can be towed by a car and slept in for a holiday	T Traders introduced this term from China in the 17th century. In Chinese, k'e chap means tomato juice, so tomato ketchup really means tomato tomato juice!
yacht	tomato sauce often eaten with chips	Originally, a German hunting dog that retrieved ducks and geese that had been shot by its master from ponds and lake. These dogs were called pudelhund meaning puddle dog, and over time in English, puddle has become poodle!

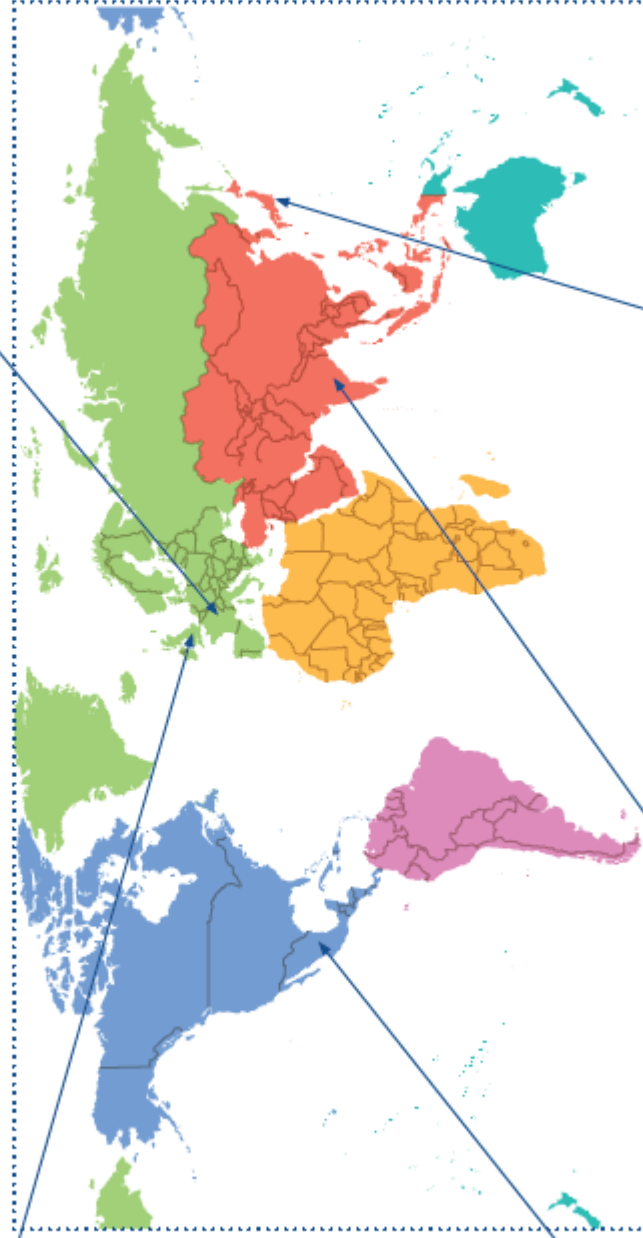
Then, locate the words and their countries of origin on the world map.

Words Borrowed from around the World

Map Set One

Word:
 Country of Origin:
 Continent:

Word:
 Country of Origin:
 Continent:



Word:
 Country of Origin:
 Continent:

Word:
 Country of Origin:
 Continent:

Activity three: Words Borrowed from around the World

Lesson introduction words

Link the word to its English meaning. Then find and link to the country and origin of the word.

Borrowed Word	Modern English Meanings	Country and Origin of the Word
mayday	a short, easily remembered, phrase used to advertise an idea or product	These puzzles have come to us from Japan . In Japanese, su means 'number' and duko 'single'. The words describe these puzzles where a number can only occur once in a line or square.
nachos	a logic puzzle usually using the digits 1–9	This word comes from India . It is from the Hindi word campo meaning 'press'. How does this link to shampoo? It was the instruction given to a masseur when giving someone a head massage. The word's meaning has changed from the action to the cleaning liquid as it has moved into English.
shampoo	small pieces of tortilla covered with melted cheese, beans and spices	This has nothing to do with the 24 hours in a certain spring month! It comes simply from the French words m'aider that mean 'help me'. The spelling and the words have become altered as they moved from French to English but the sound and the meaning is the same.
slogan	international distress signal	A chef in Mexico called Ignacio Nacho Anaya is thought to have invented this snack in the 1940s.
sudoku	a soapy liquid for washing hair	The Scottish word for a battle cry, sluagh-ghalm , from sluagh 'army' and gairm 'shout'. The slogan shouted out would have been someone's surname or a place name.

Then, locate the words and their countries of origin on the world map.

Activity Three: Words Borrowed from around the World

Lesson Introduction Map

Word:

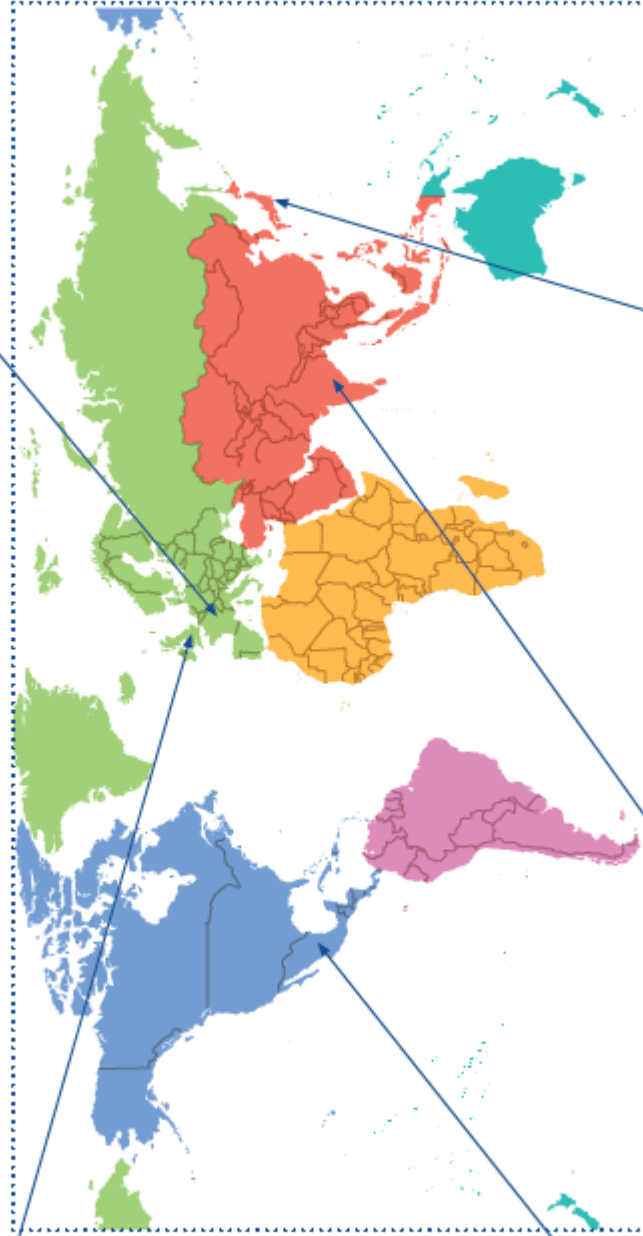
Country of Origin:

Continent:

Word:

Country of Origin:

Continent:



Word:

Country of Origin:

Continent:

Word:

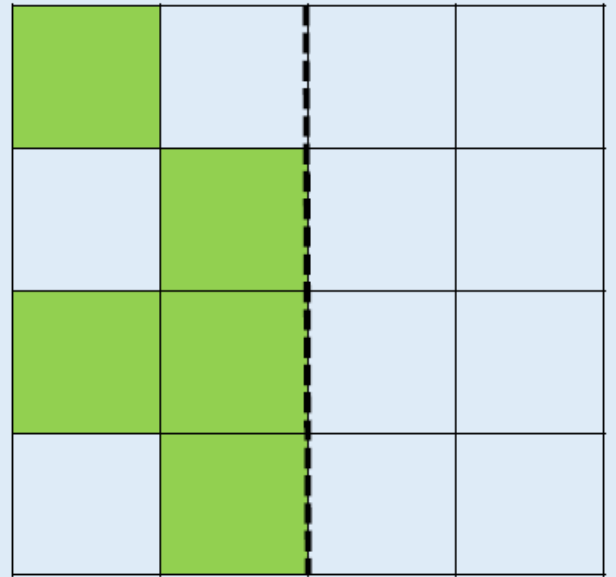
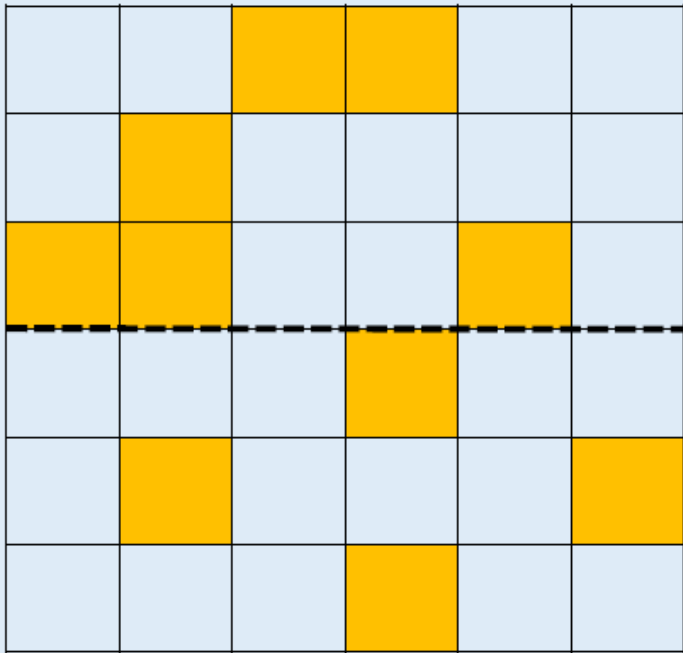
Country of Origin:

Continent:

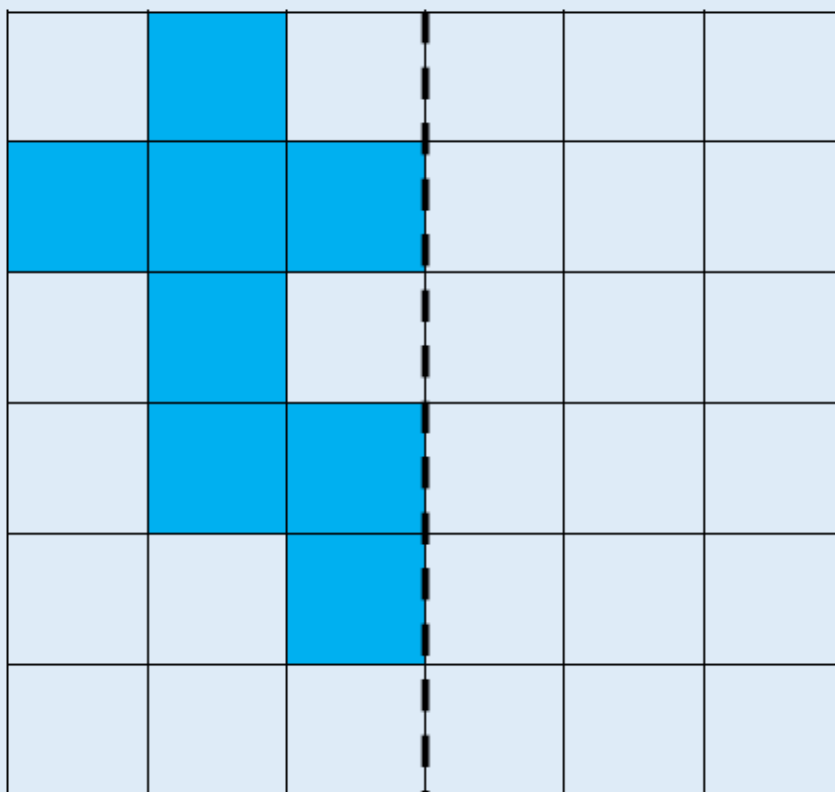
Activity 1

Symmetrical Figures

Colour the squares to make the patterns symmetrical.



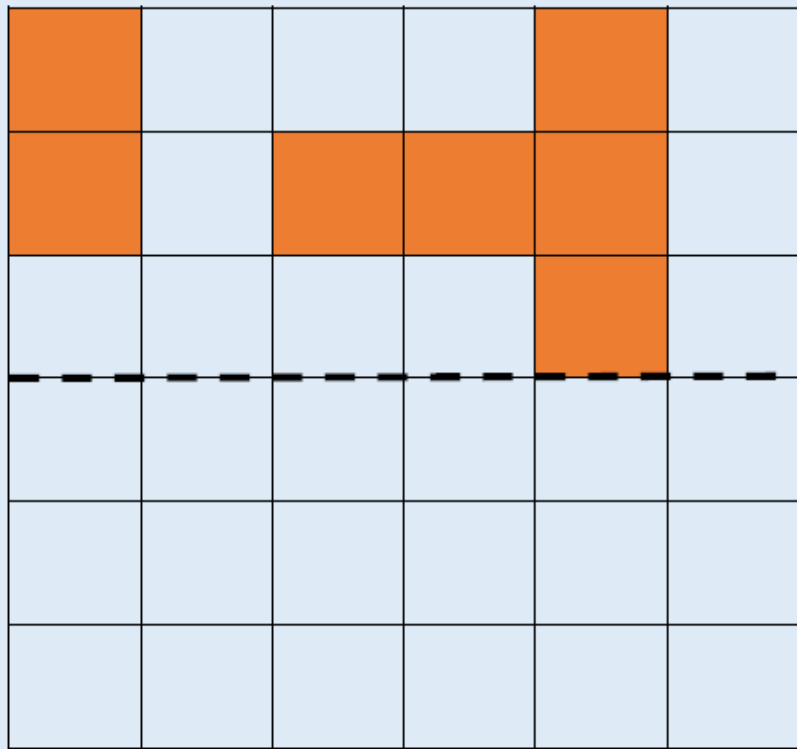
Colour the squares to make the patterns symmetrical.



Activity 1

Symmetrical Figures

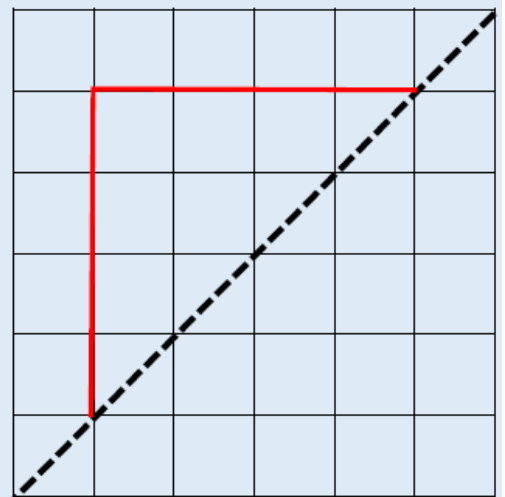
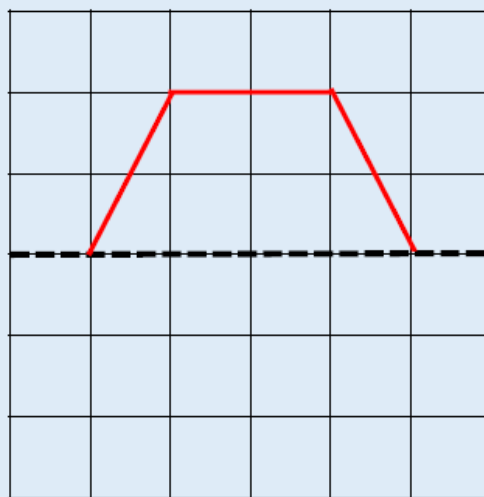
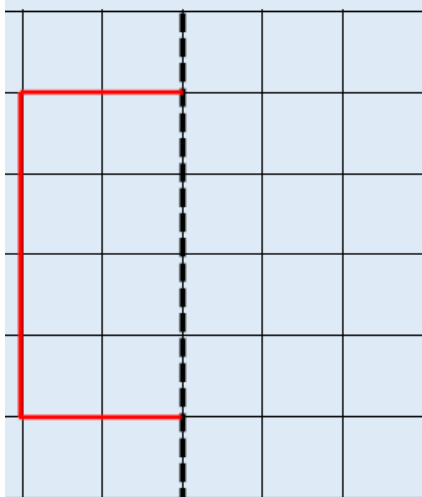
Colour the squares to make the patterns symmetrical.

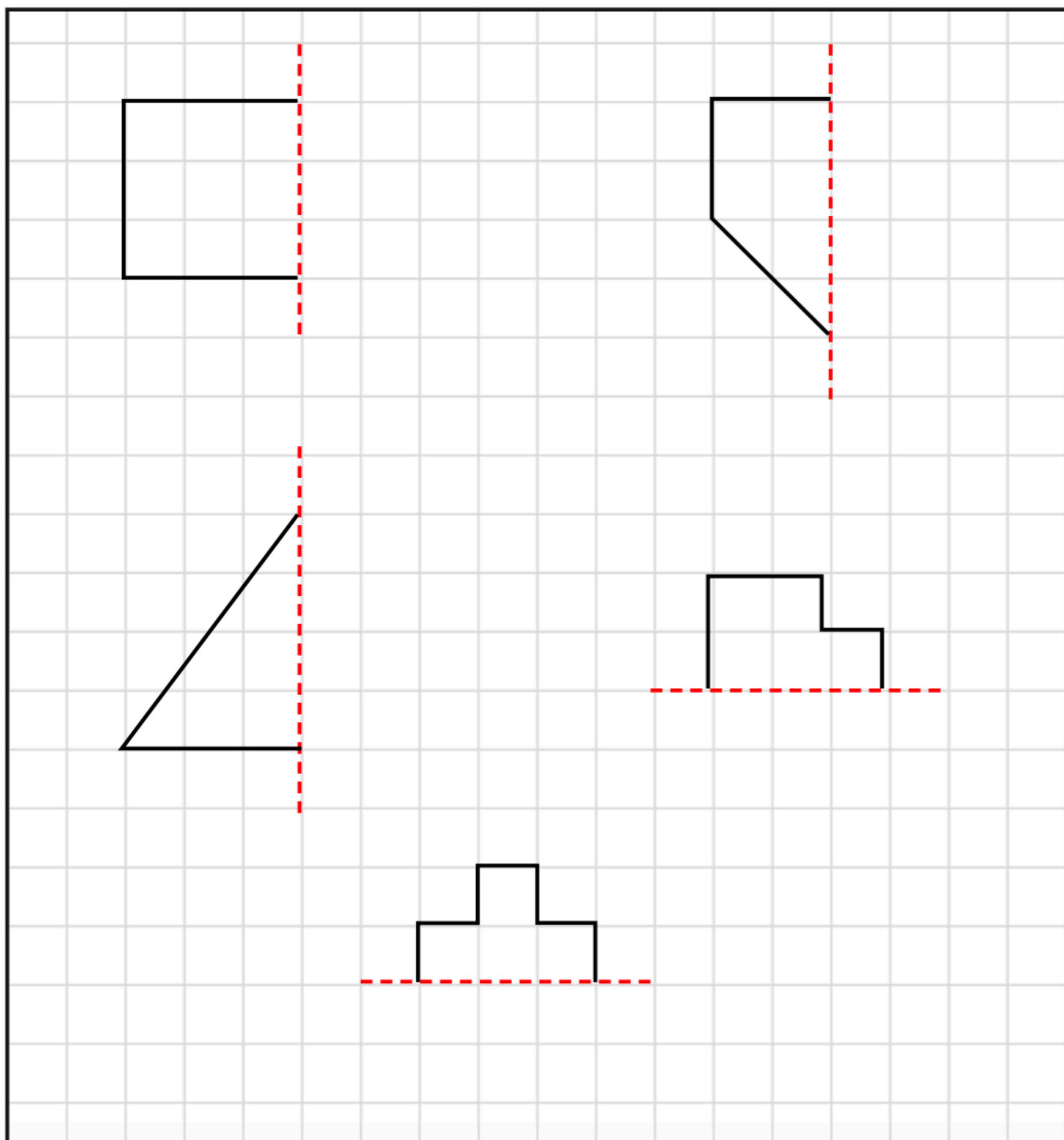


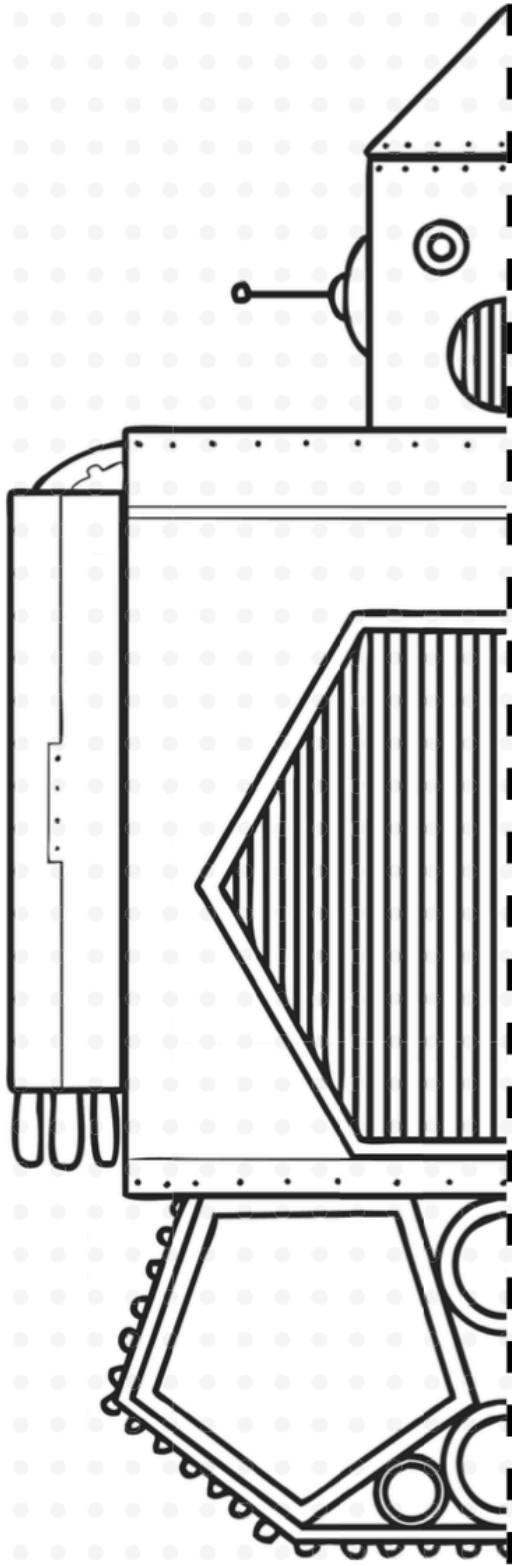
Activity 2

Symmetrical Figures

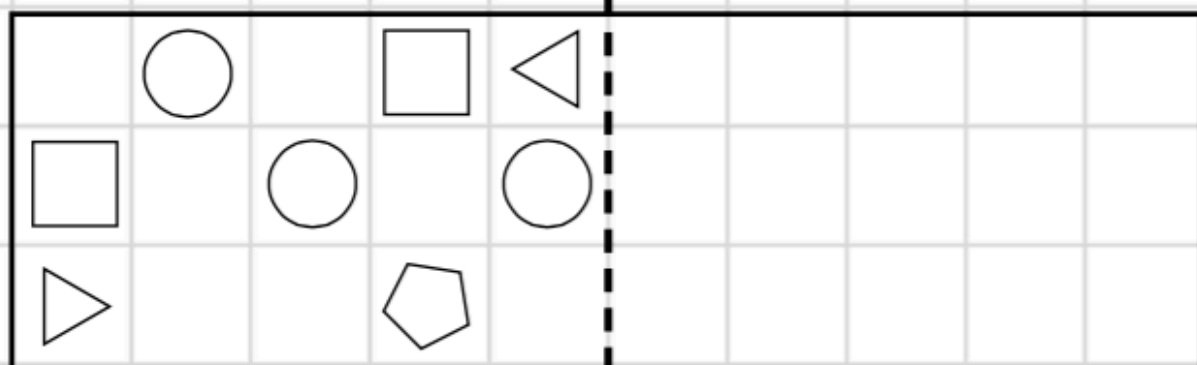
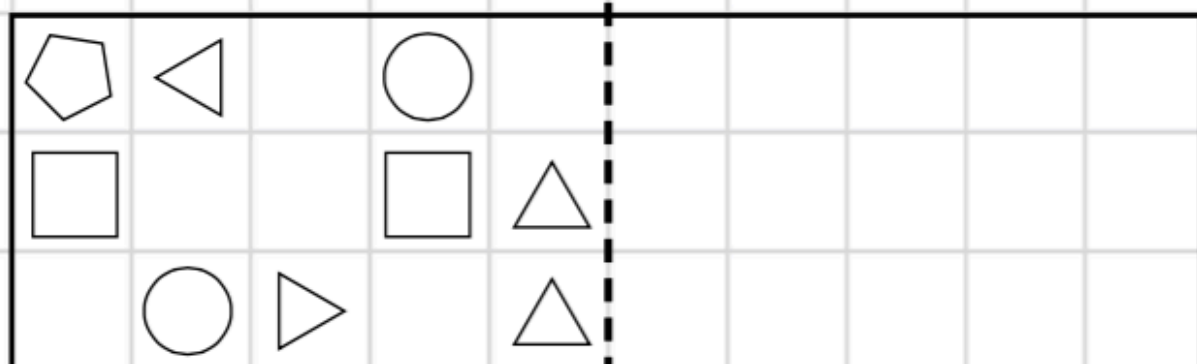
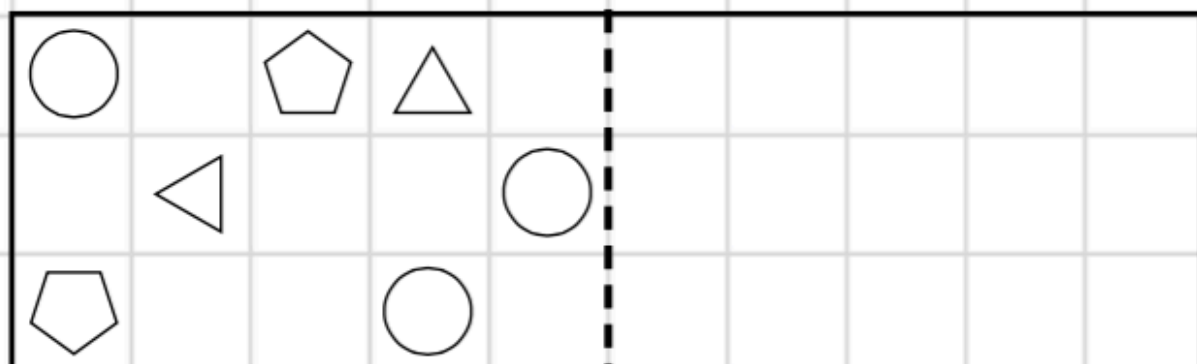
Complete the shapes according to the line of symmetry.

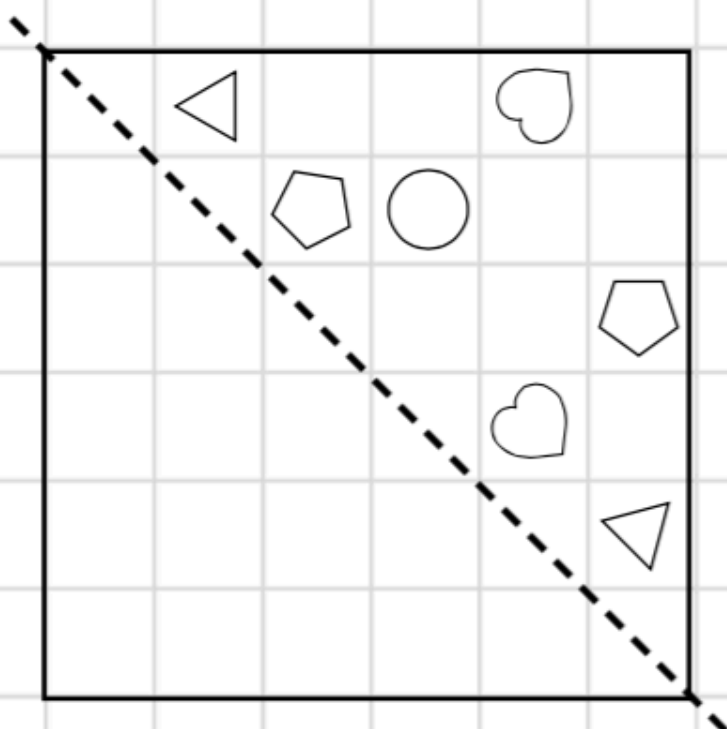
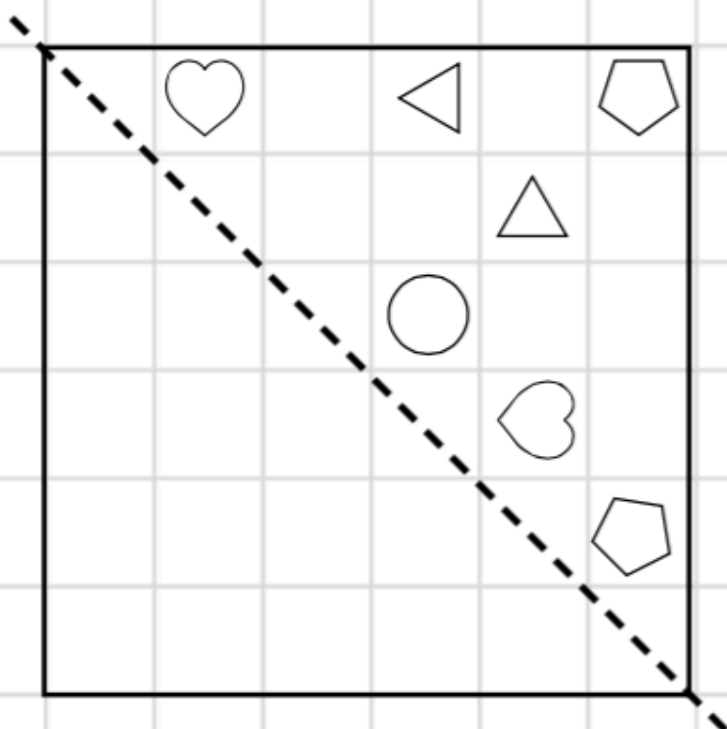






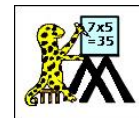




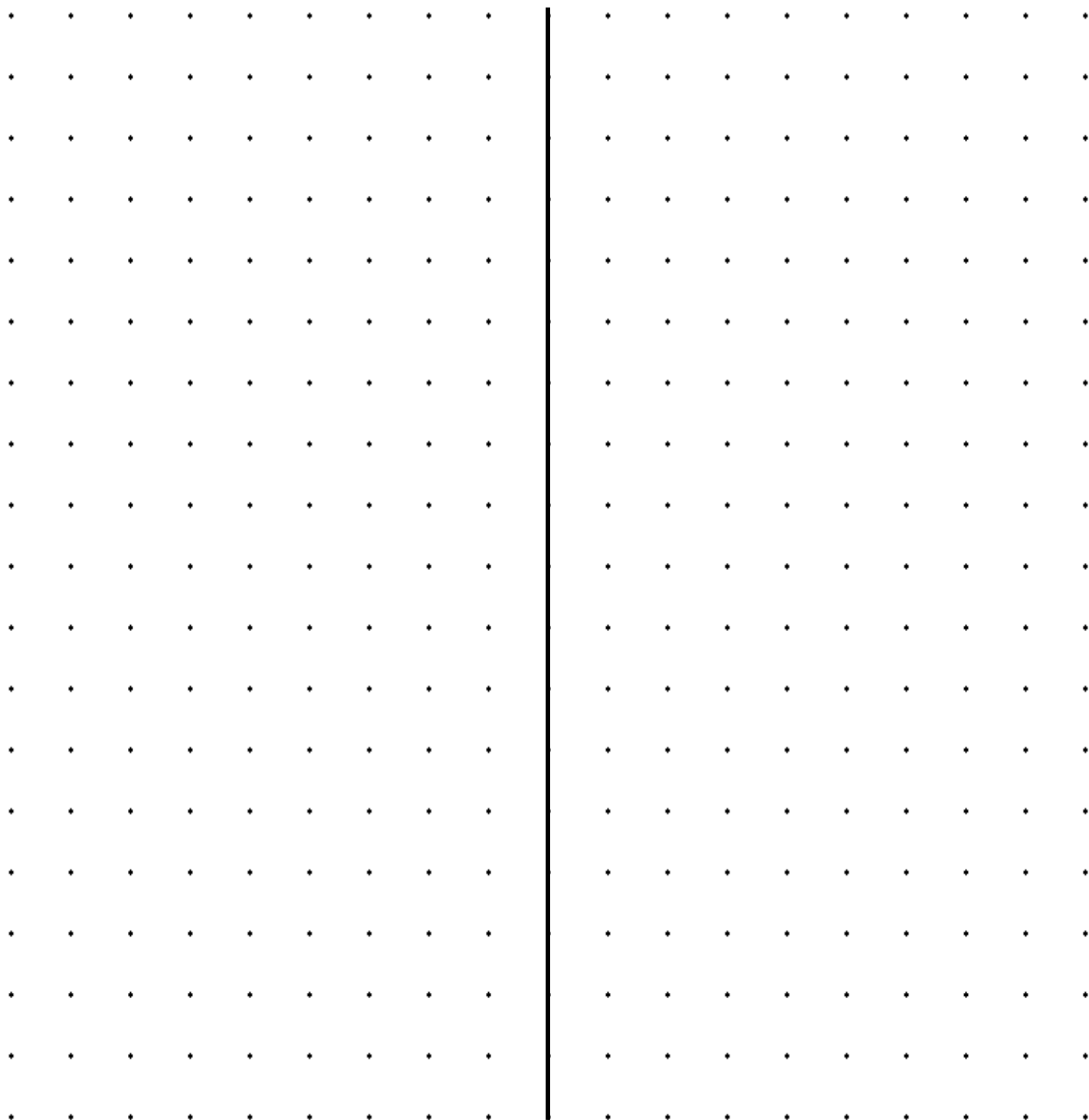


Name

Date



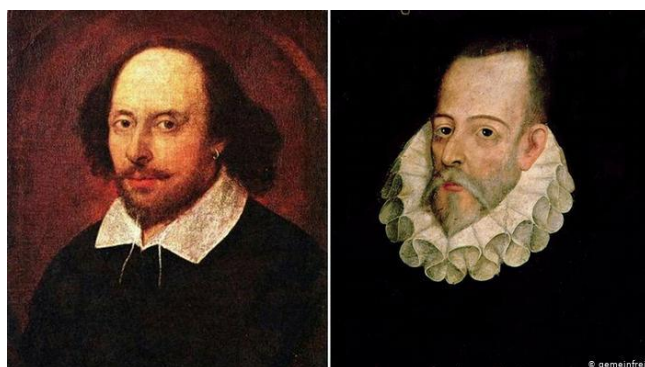
LINE SYMMETRY TEMPLATE 3



Had we all been at school Year 5 would have been performing a play called Don Quixote to the rest of the school.

The story was written by a man called Miguel Cervantes who lived in Spain at the same time as Shakespeare lived in England. It is recorded that the two men died on the same day 23rd April 1616 but that is probably not true, but it led to rumours that the two men were in fact the same man.

However, we now know that the Spanish Cervantes was actually 17 years older.



Who is who? Can you tell me which of these men is Shakespeare and which is Cervantes? - You may have to use google and do some research.

Here is the short cartoon version in Spanish. - watch it (6mins) and see if you can work out the story.

https://www.youtube.com/watch?v=fFbAwG1O9_8&fbclid=IwAR1YySRGm3EGbtZNHLL83nWllvOsyGfjkkVA97M7J-jcB6QK9SjqGPW3Y6o

If you want to watch another version in English I think this film is really funny. It is a PG Certificate - so ask an adult to watch with you.

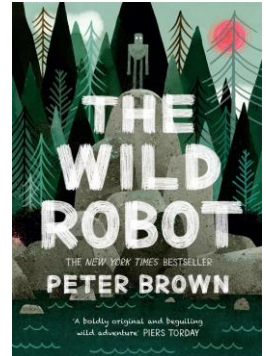
<https://www.youtube.com/watch?v=VzYkHuEOOPA>

Take 5: Ideas for Independent/Home Learning

The Wild Robot by Peter Brown (Piccadilly Press)

1. Explore it

Without sharing the book title, read this story opening. You might want to hear it read aloud as well as reading it for yourself.



Our story begins on the ocean, with wind and rain and thunder and lightning and waves. A hurricane roared and raged through the night. And in the middle of the chaos, a cargo ship was sinking

down

down

down

to the ocean floor.

The ship left hundreds of crates floating on the surface. But as the hurricane thrashed and swirled and knocked them around, the crates also began sinking into the depths. One after another,

they were swallowed up by the waves, until only five crates remained.

By morning the hurricane was gone. There were no clouds, no ships, no land in sight. There was only calm water and clear skies and those five crates lazily bobbing along an ocean current. Days passed. And then a smudge of green appeared on the horizon. As the crates drifted closer, the soft green shapes slowly sharpened into the hard edges of a wild rocky island.

The first crate rode to shore on a tumbling, rumbling wave and then crashed against the rocks with such force that the whole thing burst apart.

- What is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences?
- 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 our story begin?
- What happens? How do you know?
- How does it make me feel? Does this change?
- 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 your drawings with each other or talk about what you have drawn with someone else:

- What do you like about each other's drawings? What is the same or different about your drawings?
- Why have you chosen to draw it this way? Which words and phrases helped you make a picture?

3. Talk about it

- Find and copy any words and phrases which show how forceful the hurricane was.
- Why did so many crates sink? What do you think happened to them?
- Think about the events on the night of the storm and in the following days. How would you report it on the news?

4. Imagine it

Look at the opening illustration:

Think about this:

- What do you think is inside the box?
What makes you think that?
- What other stories do you know about in books, on television or in films that have scenes like this?
- What happens in these stories?



5. Create it

Look at the front cover of the book. Is this what you expected? Why? Why not? Draw what you think this place is like.

- What kind of story world does the wild robot live in now?
- Who else might live here?

Look for clues in the illustrations and what you have read so far.

Use your story world drawing to map the robot's story. What story are you creating? What if it were a different character? What story could you make then?

Draw and write your story, 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.