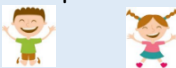






Key Stage 2 Weekly Learning

Year 4 Ash and Yew	Theme: Around our Wonderful World	Week beginning: 29.06.20
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 <i>The Wild Robot</i> by Peter Brown. You do not need the book - all the tasks are within the sheets provided. This week focus on tasks 1 and 2.	
Maths - choose when you do this during the week	See attached resources: 1) Maths of me: this activity is all about the Maths of yourself. Explore the numbers surrounding you and your life. Be creative in how you record this (please look at example sheet). 2) Maths trail: create a Maths trail around your home! This activity involves counting, multiplying, exploring shapes and using everyday objects to measure.	
BREAK	Eat a snack, exercise or relax with some mindfulness. We have attached some mindfulness colouring if you would like to try that.	
Free Children's EBooks 	Check out either of these links to listen to Michael Rosen's Poems & Stories: https://www.michaelrosen.co.uk/videos/ https://www.youtube.com/results?sp=mAEB&search_query=kids+poems+and+stories	
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	This week in Geography we are visiting the Galapagos Islands. These islands are home to some of the most unusual animals on Earth. See attached sheet. Choose one of the animals and write a description of the Islands from their perspective. Remember to use your key writing skills especially noun phrases and fronted adverbials.	
Our School Value	This term our value is Co-operation . Watch the following clip: https://www.bbc.co.uk/bitesize/clips/zsfb9g . Discuss with your family the following questions: Is a leader necessary if a team is to work successfully? What do you think the important parts of a team are?	

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 x 7, 20 x 30, • 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 (virtually) visiting **The Galapagos Islands**. The Galapagos are a really unique and interesting set of islands.

Learn all about them below:

<https://www.bbc.co.uk/bitesize/topics/z3fydc/articles/zk9cxyc>

<https://www.natgeokids.com/uk/discover/geography/countries/ng-kids-heads-to-the-galapagos-islands/>

https://kids.kiddle.co/Gal%C3%A1pagos_Islands

Then answer this question:

Why are the Galapagos islands so special?

Create a poster explaining the many reasons why.



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



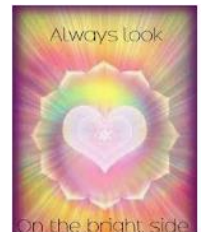
Marvellous Me badges will be awarded!



PSHE

This week we would like you to think about:

- **what it is like to feel positive**
- **ways you can feel positive about your learning.**



- Discuss with your family ways we can **practise being positive** e.g. saying *well done* to yourself when you are proud of something you've done; write or draw one thing that makes you smile each day or remind yourself of something you are looking forward to and why.



- See **attached sheet**: write a sentence or two about how you make the most of your learning (including home learning) and how you can feel positive about your learning.
- You can decorate or illustrate it with positive, happy things!

If you do record any of this, then please share with us via email or Twitter.



Marvellous Me badges will be awarded!



Science

Our topic is Electricity.



This week we are providing a few electricity-related activities.

• **Electric Motor Challenge**

Have a go at building your own motor - all you need is an AA battery, a wire, a small magnet and a screw.

• **Mains or battery?**

Identify devices that run on mains electricity (need to be plugged in), those that require a battery and those that could be both.

• **Match the symbol to the component (you learn about this is Y6 but why not get ahead of the game!)**

Match the correct symbol, definition and photo for each electrical component.



This link has good and helpful information:

<https://www.theschoolrun.com/what-is-electricity>

This link is good for info and fun:

<http://www.switchedonkids.org.uk/>

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



Marvellous Me badges will be awarded!



RE

This term we are learning about Sacred Texts and Stories.

This week we are learning about the Hindu story of Rama and Sita.

Watch the story here:

<https://www.youtube.com/watch?v=uRpNNF4fB4g>

Discuss how Hanuman and Rama were able to defeat Ravana.

How does it link with our value this term?

Now answer the questions or clues to complete the attached crossword.

If you do record any of this, then please share with us via email or Twitter.



Marvellous Me badges will be awarded!




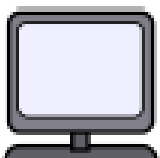


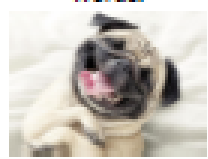



Year 2 Common Exception Words

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	


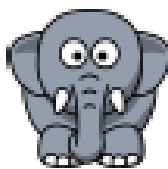

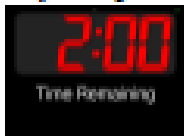


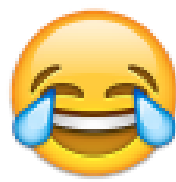
Year 3 and 4 Common Exception Words

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 <u>cater</u>pillar</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>

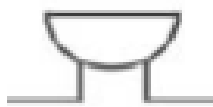



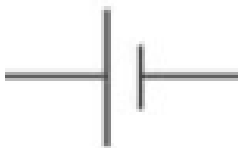



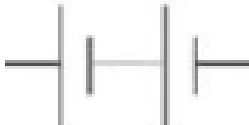
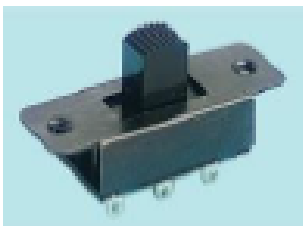




SPELLING MENU

<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 1308 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>	

LO: to identify the components of an electrical circuit.

Match the symbol to the definition and the definition to the photograph.

Tip: use a pencil and a ruler.

Symbol		Definition		Photograph
		BULB (LAMP) A component which lights up when electricity passes through it in a circuit.		
		MOTOR A component which moves (spins) when electricity passes through it in a circuit.		
		BUZZER A component which makes a sound when electricity passes through it in a circuit.		
		WIRE Plastic-coated electrical wire which conducts electricity around a circuit.		
		SWITCH Part of a circuit which can easily be opened or closed to control the flow of electric current.		
		CELL - 1 battery A safe power source. A store of chemical potential energy that can power a circuit.		
		CELL - 2 batteries Two cells used together to make a more powerful power source.		

ELECTRIC MOTOR

ENGINEERING CHALLENGE 05

Designed by Mike,
Design engineer at Dyson

The brief

Build your own electric motor.

The method

1. Attach the magnet to the head of the screw.
2. Holding the battery in your hand, hang the pointy end of the screw from the positive terminal of the battery. Hold one end of the wire to the negative terminal of the battery.
3. With your other hand, touch the opposite end of the wire to the head of the screw and watch it spin.

Top tip

What happens if you swap the battery terminals?

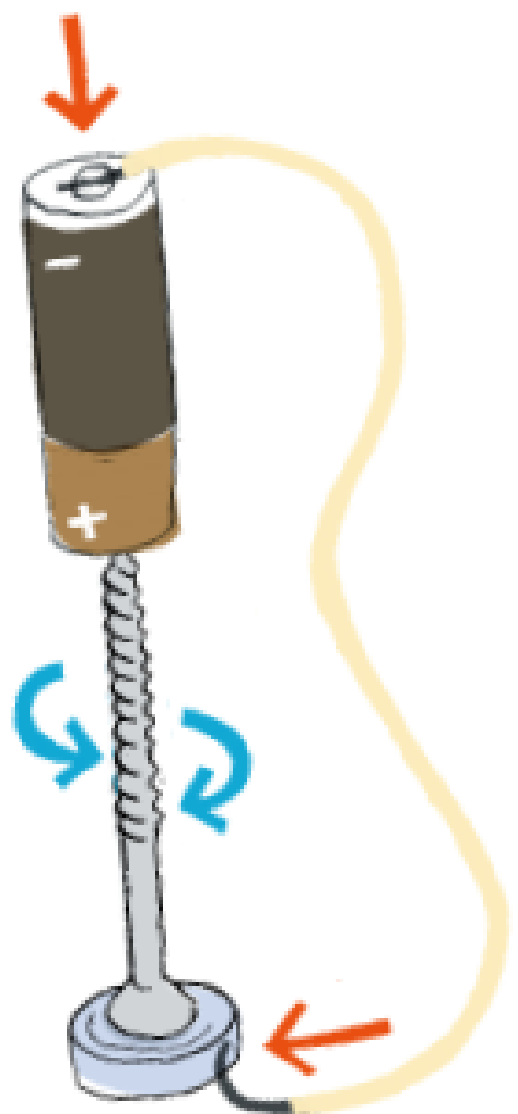
Materials

An AA battery

A screw

A small, round
neodymium magnet
(approx. 1/4in
diameter)

A wire



How does it work?

The electric current passing through the screw when the circuit is completed by the wire is subject to the Lorentz force. This force creates torque, which turns the screw.

Design icons



Michael Faraday built the first electric motor in 1821.

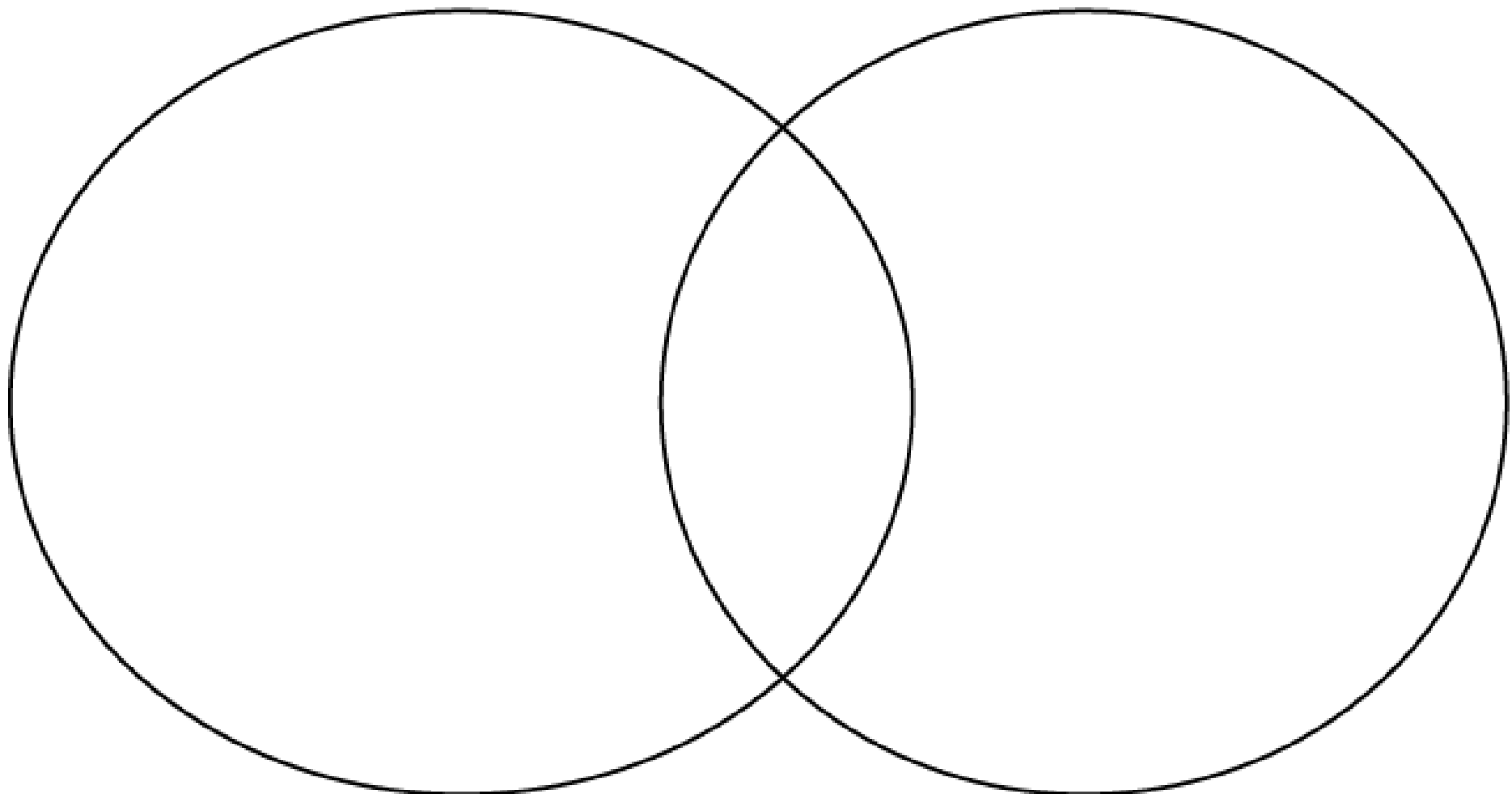
LO: to identify and group devices that are either run mains electricity or battery operated.

Look around your home for different devices that use electricity i.e. torch, TV, remote controls etc. and work out if they are run by being plugged in to main electricity or by battery operated.

Are there some that could be both?

Mains electricity

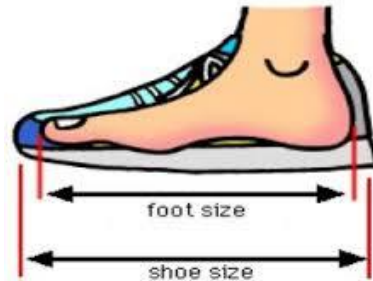
Battery operated



Maths of Me

What maths do you do every day?-maybe without even realising it...

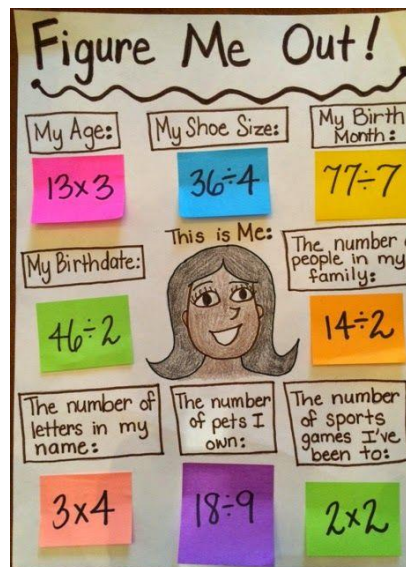
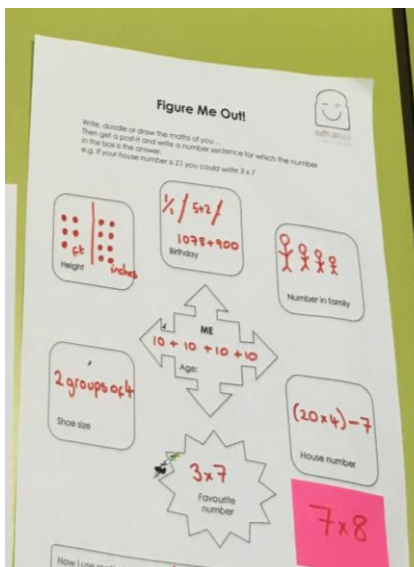
Numbers are part of you, from the month you were born to the size of your shoe.



www.instructables.com

Figure me out:

Use the facts and figures on your Maths of Me profile to create a number sentence poster all about you...



For example if your birthday is 21st of the month you could write:

$$20 + 1 = 21$$

$$3 \times 7 = 21$$

$$42 \div 2 = 21$$

Why's this maths?

Thinking about the maths you use in everyday life provides you with the tools to make sense of it all.

For more fun activities visit www.mathsont toast.org.uk

Don't forget to share your creations and comments on Twitter, Facebook or Instagram tagging @mathsont toast using #positiveaboutmaths



Maths of Me Profile

Write, doodle or draw the maths of you...

Birthday

Height

ME

Age:

Number in family

Shoe size

House number

Favourite number

One more maths fact about me...

For more fun activities visit www.mathsont toast.org.uk

Don't forget to share your creations and comments on Twitter, Facebook or Instagram tagging @mathsont toast using #positiveaboutmaths



Maths Trail

Discover the maths around your home.

First, plan your trail, you could draw a simple map. It doesn't have to be perfect.

What shapes can you see as you go along the trail?

Name and draw them or take a photo.



A tine is a prong or a point. Find some forks.
How many tines are there altogether?

Can you multiply?
For example, 10 forks with 4 tines

$$10 \times 4 = 40$$

How many legs can you count on your trail?
(Perhaps tables, pets or people)

What's the time? Is there a way of telling the time in each room?

Write down the time of any you find. Don't forget to check cookers, radios and TVs

Can you find some parallel lines?
Which room had the most?

Can you measure without a ruler?
Yes! With string or paperclips or books

How many books does it take to measure the length of your bed?

What else could you use?

For example: footsteps to measure the bath or your whole body to measure the garden path.

Why's this maths?

There is a huge range of maths in these activities from counting and multiplying to exploring shapes. You will discover that everyday objects can be used to measure – giving you a sense of scale and a useful tool for estimating.



For more fun activities visit www.mathsonttoast.org.uk

Don't forget to share your creations and comments on Twitter, Facebook or Instagram tagging @mathsonttoast using #positiveaboutmaths



There are 4 people in my house.

Year 1974 Born

There are 150 sheets of paper in the notebook paper pack.

Time I was born... 1:58 am

Classroom 5 chairs

Ms. Shusher's Numbers

Zip 30141

I have 32 Crayons.

My Address... #193

I have zero brothers and Sisters

I graduated from IU on 5-10-2014!

I have 4 people in my family

I have over 100 books!

I get up at 6:15 am

My shoe size is 9 1/2

I have 2 eyes, 2 ears, 1 mouth and 1 nose!

My car has 4 wheels.

My address is 1458

I have 10 letters in my name

My birthday is in the 11th month of the year. (November)

I have 2 daughters (Emilee & Isabella)

I have one dog!

Math about ME!

My House Number 1650

My Height 53 inches

My Birthday 3-9-01

My Head Circumference 18 inches

Number of Family Members 5

I have 24 teeth

My Zip Code 94660

My Name melissa

My Dog's Name 7

My Life in Numbers

÷ × + - = ft. cm.

There are 365 days in a year:

365 days/yr x 8 years old = 2920

I am 2920 days old.

My address is 100+20+3= 123 Main Street!

There are 2+2 people in my family.

DAD MOTHER ME BROTHER JAY

Happy Birthday!!

I am number 27 ÷ 3 on my baseball team.

I go to bed at 8:30 pm. I wake up at 6:30 am.

I get 10 hours of sleep each night.

My Life in Number

The number of letters in my first name is 36÷6

Number of that I visited is 64÷4

I've been skiing for 5+ 3 27 years

My age is 77÷7

My is (12X5)+2 inches

My number is 2 9, 1X0, 2 9, 2 8

My birthday is 44÷11, 10+7

The number of people in my is (10-(3X2))-1

My number is 225÷15

MY LIFE IN NUMBERS

<p>Ms. Chavez</p> <p>I have 8 letters in my name.</p> <p>Six consonants and two vowels.</p>	<p>The number on my house is:</p> <p>9001</p>
<p>My Birth date is:</p> <p>04-19-1982</p>	<p>One foot equals 12 inches.</p> <p>I am 5ft., 2in. tall; so I measure 62 inches.</p>
<p>I have worked at Charles R. Hadley Elementary for 11 school years.</p>	<p>I was a 5th grader in 1992!</p>
<p>Only 2 people live in my house.</p>	<p>There are 365 days in a year. That means that as of August 2012 I am 11,072 days old.</p>

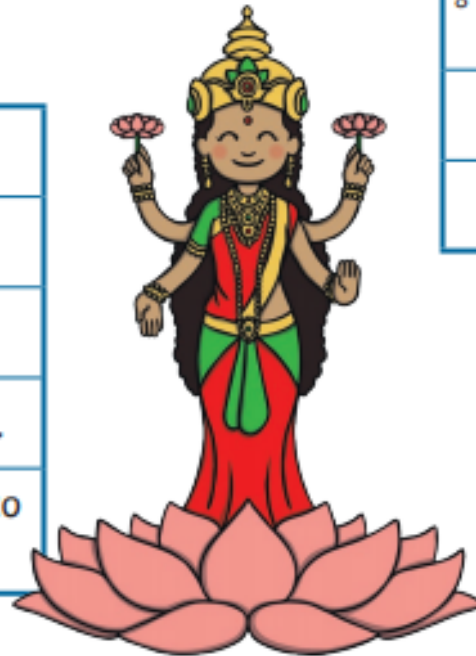
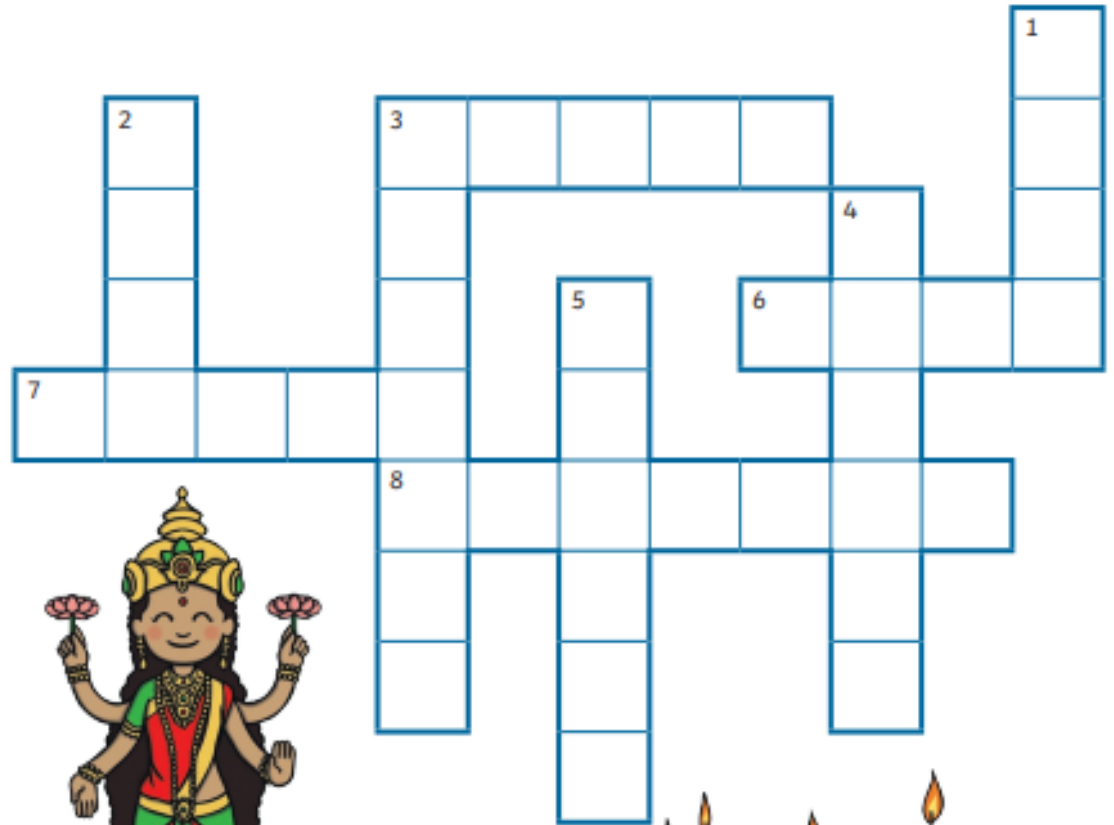
Diwali

Across

3	Diwali is also called a Festival of _____.
6	The hero prince banished with his wife.
7	These are lit to celebrate Diwali.
8	The helpful animal king.

Down

1	Who was imprisoned in Lanka?
2	The name of the beautiful wife.
3	The goddess of wealth.
4	The name of the evil ten-headed creature.
5	The type of animal who built a bridge to help rescue the princess.



Galápagos Island Animals



Galápagos Penguin



Galápagos Fur Seal



Galápagos Tortoise



Marine Iguana



Blue-Footed Booby



Whitetip Reef Shark



King Angelfish



Galápagos Snake



Giant Crab Spider



Bottlenose Dolphin



Flightless Cormorant



Galápagos Sea Lion



Magnificent Frigatebird



Sally Lightfoot Crab



Lava Gull



American Flamingo

Nombre:

Fecha:

These songs are fabulous song for learning parts of the body - have a look

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

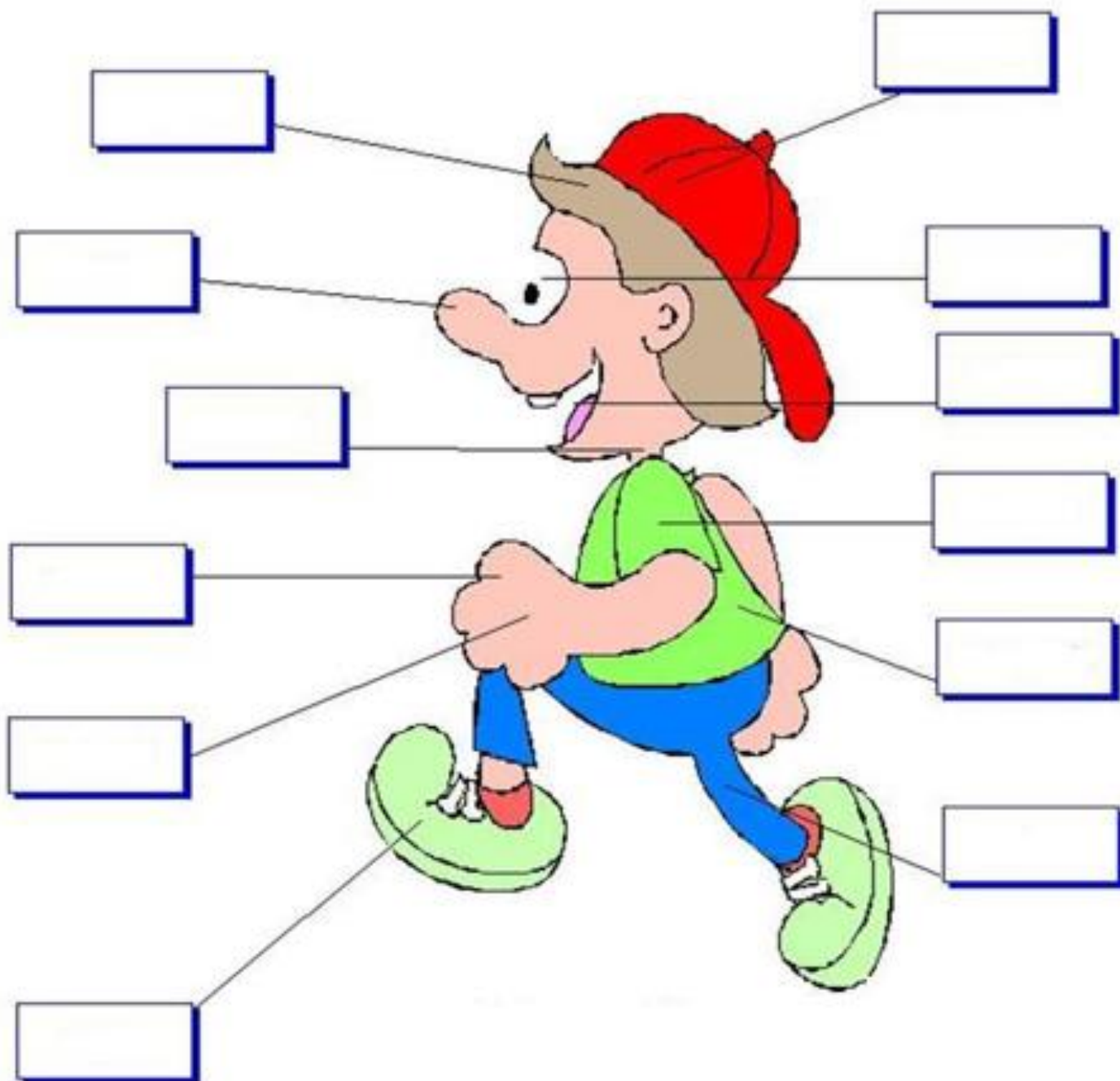
<https://www.youtube.com/watch?v=pOg6y-Q59eM>

Las partes del cuerpo	The parts of the body
la cabeza	head
la espalda	back
la mano	hand
la pierna	leg
la rodilla	knee
la nariz	nose
las orejas	ears
el estómago	stomach
el brazo	arm
el dedo	finger
el pie	foot
los dientes	teeth
los ojos	eyes
el codo	elbow
los hombros	shoulders

Try to memorise the words and then have a go at this:

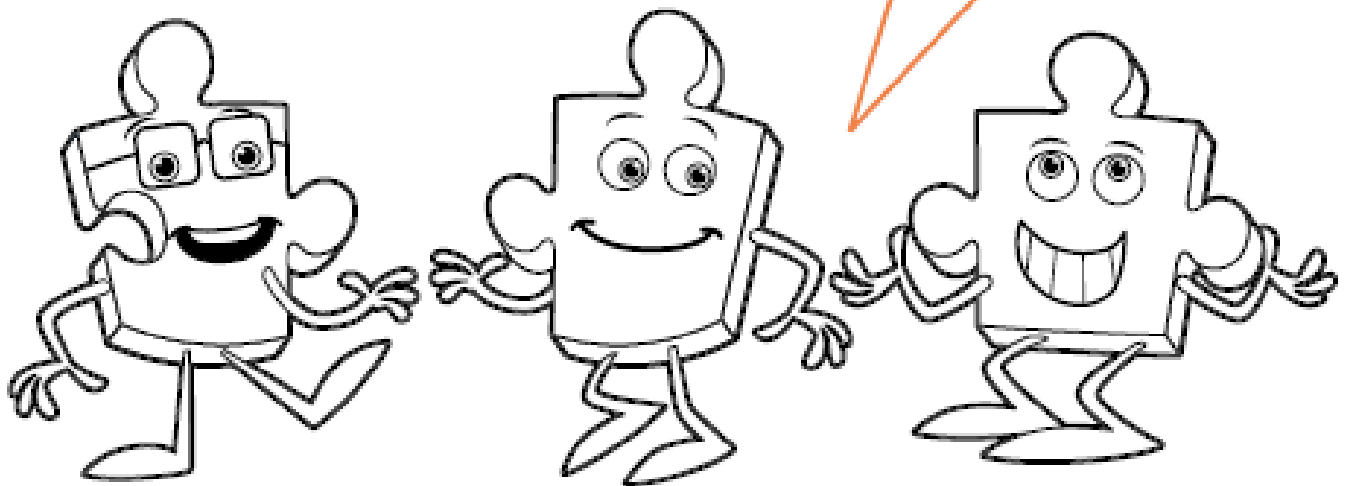
Las partes del cuerpo

Try to write as many of the parts of the body words from memory as you can. Check for any you cannot remember and write them in with a different colour pencil.





How am I positive about my learning?

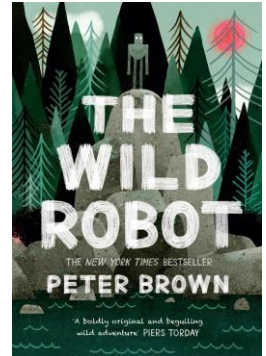
A large empty rounded rectangle with an orange border, intended for writing a response.

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.