



Key Stage 2 Weekly Learning		
Year 4 Ash and Yew	Theme: Around our Wonderful World	Week beginning: 22.06.20
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks, go for a walk, run or dance. For something different, why not try one of these: https://mighty-maths-video-channel.webflow.io/	
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 Charlotte's Web by E B White. You do not need the book - all the tasks are within the sheets provided. This week focus on task 5.	
Maths- choose when you do this during the week	Time for a Maths adventure... in your own home! Go on a number hunt! See attached resource. Print and cut out the question cards and follow the answers around the house. If you don't have a printer, you could just answer the questions anyway - it's good revision!	
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 15 - 20 mins	Use this link to do a free times table check like the one done at the end of Year 4. https://www.themathsfactor.com/times-tables-check/#/	
Spelling- 15-20 mins	Practise your Common Exception Words using the different strategies (attached below).	
Writing- 20-30 mins	This week we would like you to revise your speech punctuation. First use the attached revision sheet to help remind yourself of how to punctuate speech correctly. Next look at the images of animals from the Rainforest. Choose two of them to create a conversation they may be having with each other. The funnier the better!	
Our School Value	This term our value is Co-operation . Cassiobury Park has seen an increase in litter. We all need to work together to help stop this. Can you design an anti-litter poster? See the attached competition form from Cassiobury Park Hub.	

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 (on Monday 22nd June) it is World Rainforest Day so this week we are going to visit The Amazon Rainforest.

We would like you to research different aspects of the Amazon Rainforest. Think about:

- It's location in the world.
- Amazon animals and wildlife
- People who live in the Amazon.
- The different layers of the rainforest.
- Fun/interesting facts or 'Did you know?' facts.

You can present your research however you choose to.

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



Marvellous Me badges will be awarded!



PSHE



Reading or being read to offers hope and positivity.

The Book of Hopes aims to comfort and encourage children during these unusual times.



<https://literacytrust.org.uk/family-zone/9-12/book-hopes/>



- Talk about what you have found most challenging over the last few weeks and what has helped you most during these difficult times.
- Which of these things are you as a family going to continue to do as things return to normality? E.g. continue with daily walks or play more family board games.
- Write a pledge as a family, recording all of things that you will continue in the future.

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



Marvellous Me badges will be awarded!



Science

Our new topic is Electricity.



Read the attached infosheet 'All about Electricity'.

Write a quiz about the information on the sheet.



Your quiz must:

- Include questions that a Year 4 pupil would be able to answer.
- Have at least 8 questions.
- Include at least one question about each section of the sheet.
- Include questions that start with a range of question words e.g. where, when, how, what, who, which, why.



You might want to make a fancy PowerPoint or you can just write out the questions and maybe illustrate it.

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



Marvellous Me badges will be awarded!



Art

Oenone Hammersley is an artist well known for her rainforest and wildlife paintings. We have attached some of her pieces for you to look at but there are lots more online.

Can you create your own piece of art work inspired by Oenone Hammersley to represent the rainforest?

You could choose any of the following or if you prefer use one of your own ideas:

- Draw or paint a picture of the rainforest.
- Make a 3D picture of the rainforest.
- Create a picture or model of a rainforest animal.
- Create a diorama

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



Marvellous Me badges will be awarded!




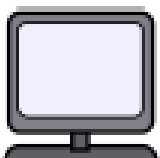


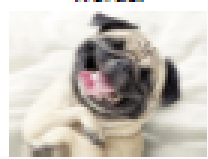



Year 2 Common Exception Words

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


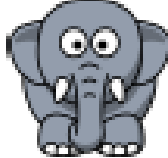

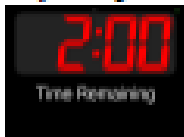


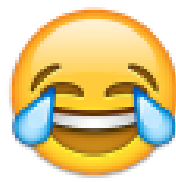

Year 3 and 4 Common Exception Words

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> 	



The shocking power of electricity

Where does this amazing energy come from?

Can you imagine life without electricity? It's almost impossible. After all, electricity is all around us: flashing through the clouds in bolts of lightning, powering our computers, heating up bread in the toaster, and charging our phones. It's even inside your body, carrying messages in your brain and controlling the beating of your heart. We use electricity every day, without even thinking about it.

What is electricity?

Electricity is a type of energy. Electricity that builds up in one place is called static electricity. Electricity that flows from one place to another is called current electricity. Lightning is caused by a build-up of electricity within a thunder cloud. When it is inside the cloud it is static electricity. When it is carried down to Earth in a lightning bolt it becomes current electricity, because it has moved from one place to another. Current electricity is the type of electricity that is used in our homes. It travels along metal wires from the place where it is produced (such as a battery or a power station) to the device that it powers.

What are electrical conductors?

Electrical conductors are materials that let electricity pass through them. Current electricity moves more easily through some materials than others. Most metals are good conductors of electricity. Materials such as glass, wood and rubber are poor conductors of electricity. These are often used as insulators – to stop electricity escaping and to prevent unwanted or dangerous electric currents. The wires that are attached to most electrical appliances are made from copper with an insulating layer of plastic around them. Never touch exposed wires. Electricity can pass through water – that's why it's dangerous to get electrical appliances wet or to touch wires or switches with wet hands. For more information about electricity, head to explainthatstuff.com/electricity



WOW!
Static electricity can bend water. Rub a comb through your hair then hold the comb next to a running tap to see the stream of water bend.

DID YOU KNOW?
Coal, gas and oil are known as fossil fuels because they are made from the remains of plants and animals that died millions of years ago.

How is electricity produced?

Here are just a few of the ways humans generate electricity.

Fossil fuels

In some power stations, coal, gas or oil is burnt to generate electricity. For a long time this has been the cheapest way of generating electricity, but other ways are becoming cheaper. This is good news for the planet because fossil fuels cause global warming.

Nuclear power

When the nucleus (the centre) of an atom breaks apart, energy is released. In nuclear power stations, this energy is captured and turned into electricity. Nuclear power does not cause global warming, but some people are opposed to it because it creates dangerous waste products.

Solar power

Solar panels transform the Sun's energy into electricity. Solar power is a renewable energy, which means energy that is produced by nature and that will never run out.



A crazy experiment



Don't try this at home! Franklin's shocking experiment.

Hundreds of years ago, scientists were eager to learn about electricity and so they tried some strange and risky experiments. In 1752, Benjamin Franklin, an important US politician and inventor, conducted one of the most famous (and dangerous) experiments of all time. He attached a metal key to a kite and flew the kite into a storm cloud. Lucky not to be struck by lightning, Franklin pulled the kite back to earth and discovered that the key now carried an electrical charge. This experiment demonstrated that lightning is a kind of electricity.

Electric eels

Electric eels are long, thin fish that generate huge bursts of electricity. They use this amazing ability to stun other fish in order to catch and eat them, and to zap creatures that might be about to attack them. That's not all. Electric eels live in muddy river water, so their eyes aren't that useful. Instead, they have electrical sensors that detect the movement of fish.

WOW!
Electric eels can deliver electric shocks powerful enough to stun a human or even a horse.



These electric lightning effects were created for a rock concert.

Could you live without it?

Without electricity, there would be no...

Light bulbs

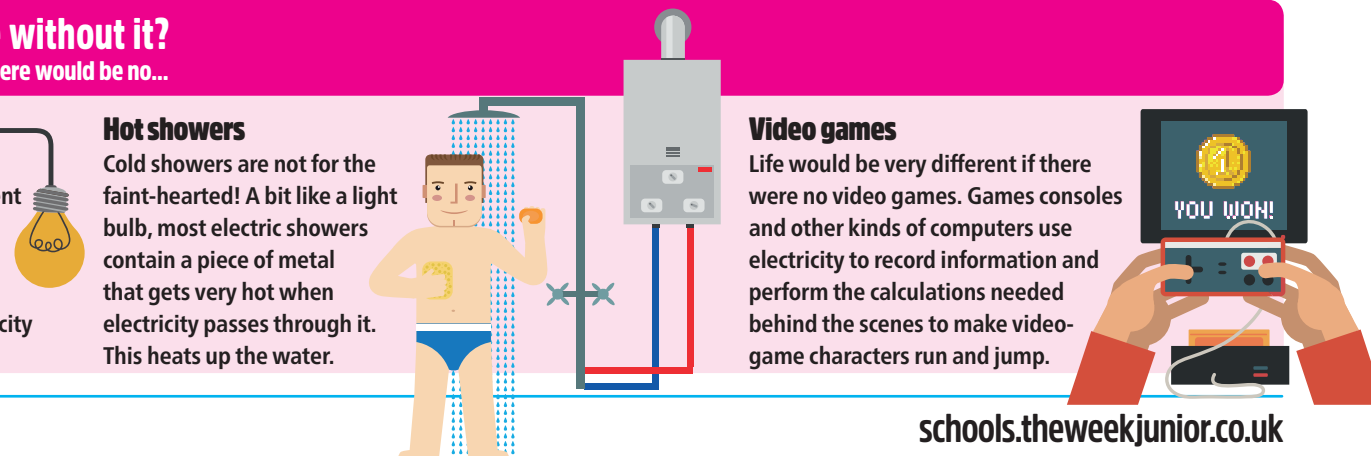
Some light bulbs – known as incandescent light bulbs – contain a thin wire that heats up and glows brightly when electricity flows through it.

Hot showers

Cold showers are not for the faint-hearted! A bit like a light bulb, most electric showers contain a piece of metal that gets very hot when electricity passes through it. This heats up the water.

Video games

Life would be very different if there were no video games. Games consoles and other kinds of computers use electricity to record information and perform the calculations needed behind the scenes to make video-game characters run and jump.



Anti-Litter Poster Competition

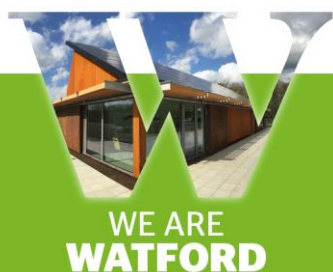
Cassiobury Park and other local green spaces have recently been affected by increased littering. To help us in our battle against the litter, we are asking children to design a poster with imaginative drawings and phrase to help spread an anti-litter message. The best posters will be used to help keep the park a clean and pleasant space for everyone to enjoy. Plus a winner will be chosen from Keystage 1 and Keystage 2 categories and will receive prize of £15 Amazon gift voucher.

Requirements/ how to enter

- Submit an A4 size design – artwork to fill up the whole page
- Use bright and bold colours to help your poster stand out
- Must have our anti-litter message - Love Watford Hate Litter
- Take a photo or scan of your completed posters in high resolution. We recommend camera setting of minimum of 20 megapixels & resolution of 300 pixel/inch and please send entries to Victoria.D'Souza@watford.gov.uk
- Along with the photo/ scan, please include name of child, year group and school the entries are from
- Deadline for poster entries: 13th July 2020

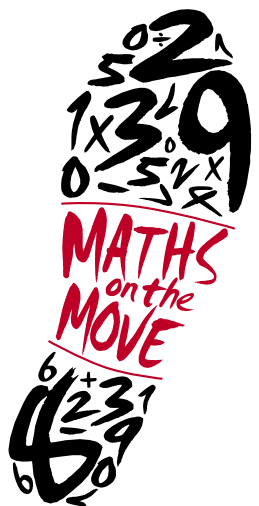
Once all the entries have been received they will then be narrowed down to one winner. The winning poster will be made into banners and displayed at Cassiobury Park and at your school. Also, the poster will be posted on Watford Council's social media and used as part of Cassiobury Park's anti-litter campaign.

If your school is interested in joining Cassiobury Park's Anti-litter Poster Competition or would like further details, please email Vicky on **Victoria.D'Souza@watford.gov.uk**



watford.gov.uk/cassioburypark



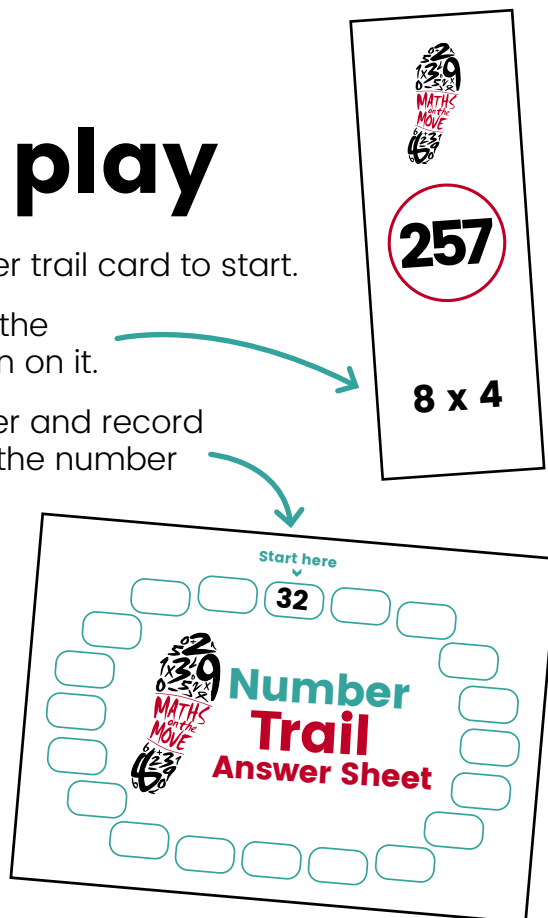


Number Trail Instructions

How to play

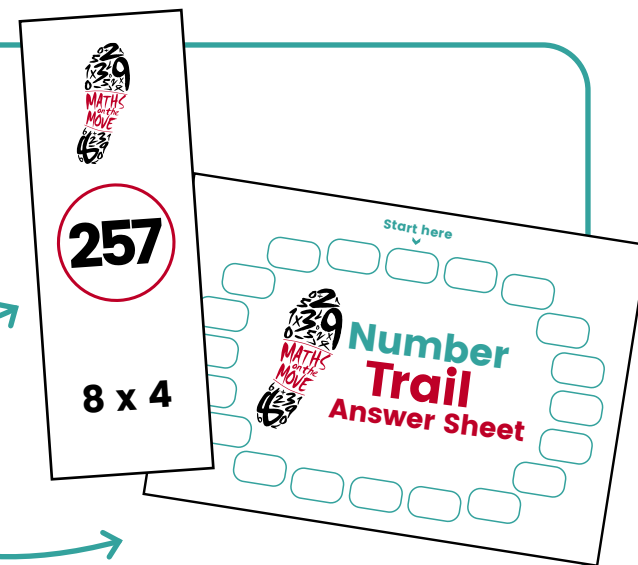
- Choose any number trail card to start.
- The bottom half of the card has a question on it.
- Work out the answer and record it in the first box of the number trail answer sheet.

The example question here is 8×4 , and the answer (32) is recorded on the answer sheet.

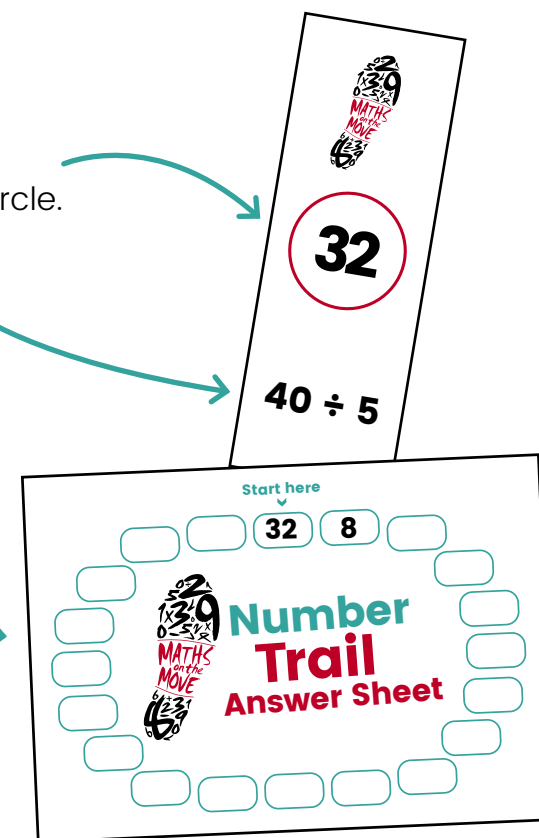


Preparation

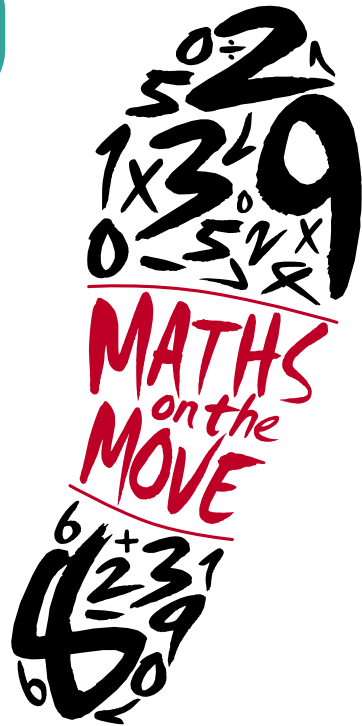
- Cut out the number trail cards along the red dotted line. You should have 20 trail cards.
- Hide these randomly around the house.
- Give each child a number trail answer sheet.



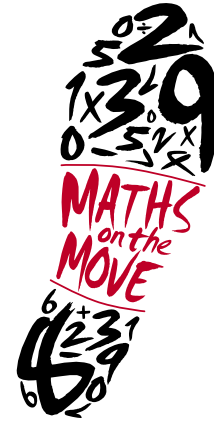
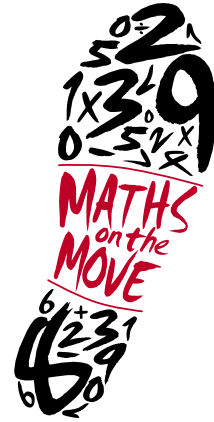
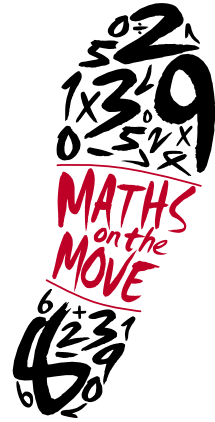
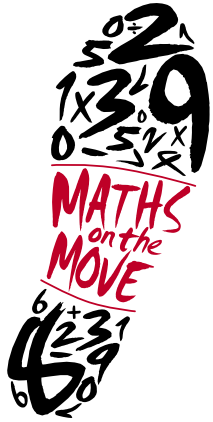
- Find the number trail card with the answer 32 in the circle.
- This card has a new question which will lead to another answer.
- The game is finished when all 20 boxes are complete on the trail answer sheet.



Start here



Number Trail Answer Sheet



45

**What
number
is 100 less
than 260?**

160

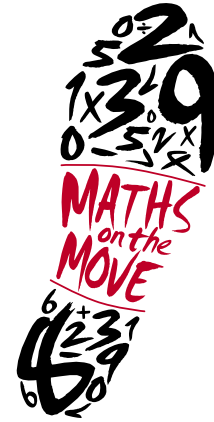
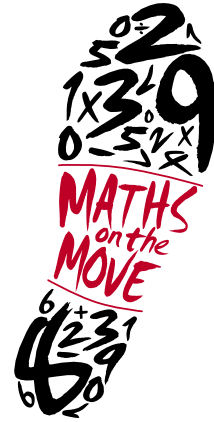
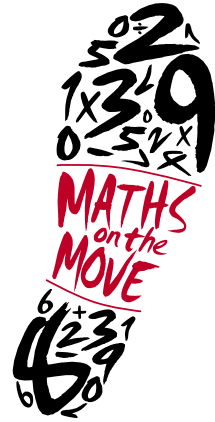
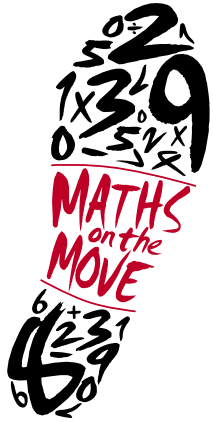
**Write two
hundred
and fifty
seven as a
number**

257

8×4

32

$40 \div 5$



8

**16, 24, 32,
40, 48, —**

56

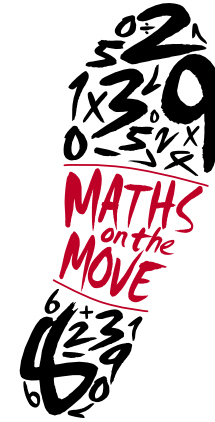
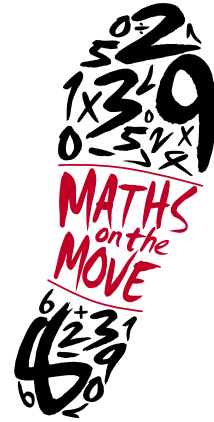
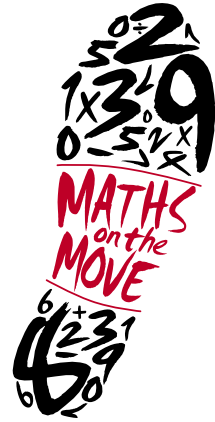
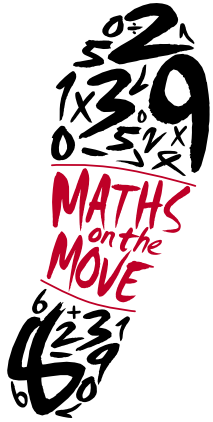
**What
number
is XVI?**

16

8 X 6

48

**How long is
1 ½ hours in
minutes?**



90

**What is
half of 72?**

36

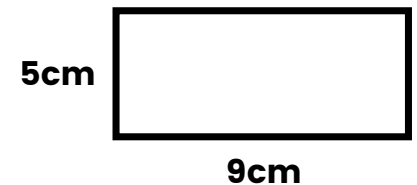
**I have £8.90.
How much
money do
I need to
make £10?**

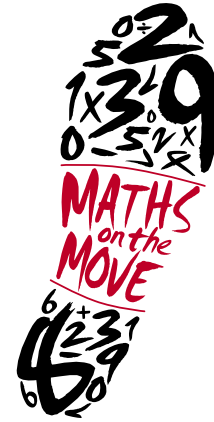
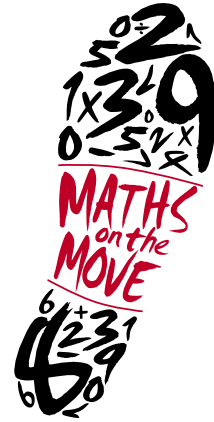
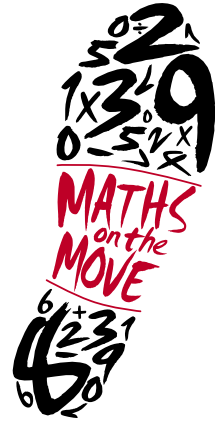
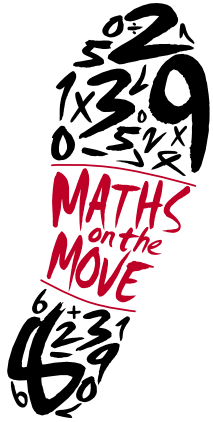
£1.10

3 x 9

27

**What is the
perimeter of
the rectangle?**





28cm

**What is the
missing
number?
27, 24, 21,
___, 15**

18

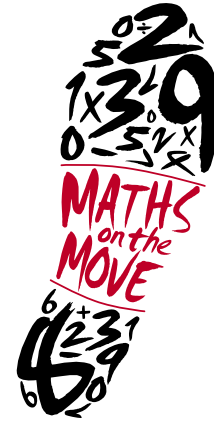
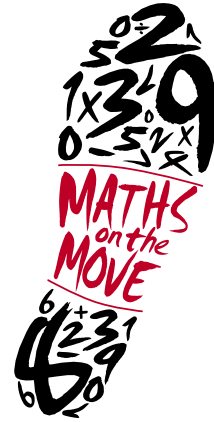
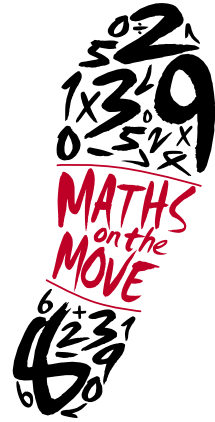
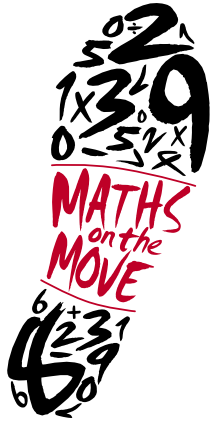
**What is 286
rounded to
the nearest
hundred?**

300

**9cm + 5cm
+ 12cm**

26cm

**What
number
is XII?**



12

$25 + 25 + 25$

75

**How long is
 $2\frac{1}{2}$ hours in
minutes?**

150

**I have £37.40.
How much
money do
I need to
make £40?**

£2.60

**The time is
08:45. How
many minutes
until 09:30?**

Inverted Commas

Beginning and End

Keep your inverted commas at the beginning and the end of the words being spoken.
"Stop!" I said.

New Speaker, New Line

Start a new line whenever someone new speaks.
"How are you doing today?" asked Henry.
"I'm great!" said Ashton.

Capital Letter

Begin what is spoken with a capital letter!
"What an amazing day!" he announced.

Different Names

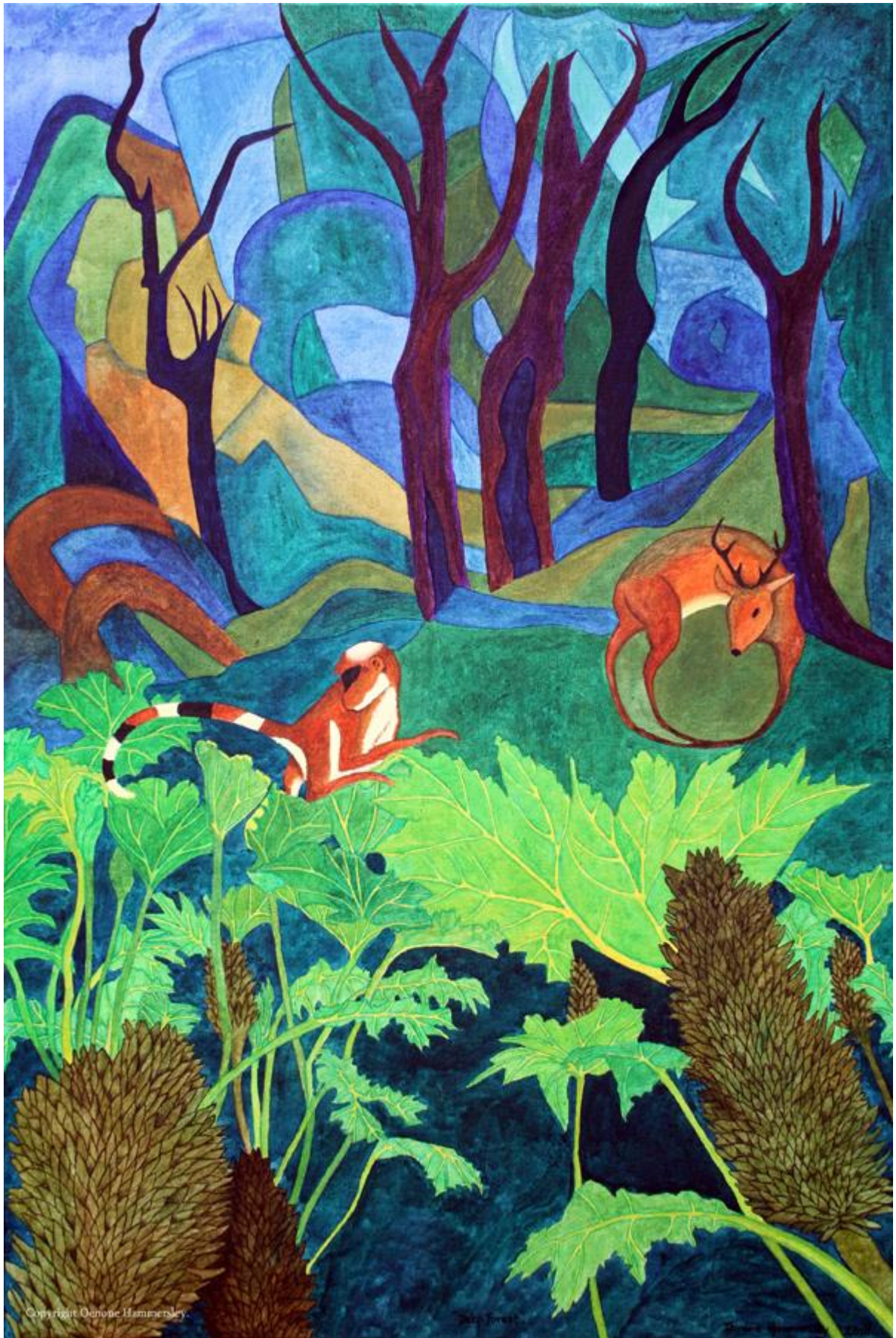
Inverted Commas are also called:
Speech Marks
Quotation Marks

Commas

Remember to add commas.
Ashton whispered, "Be quiet!"
"Goodbye," said Jules.

Punctuation

Make sure your speech is correctly punctuated!
"There are times, I feel, that you are a little cold," I said.





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Toucan



Harpy Eagle



Red eyed tree frog



Boa Constrictor Snake



Bengal Tiger



Capybara







Take 5: Ideas for Independent/Home Learning

Charlotte's Web by E B White, illustrated by Garth Williams (Puffin)



1. Explore it

Read the extract from the book below, thinking about what is happening and the characters you meet:

Fern loved Wilbur more than anything. She loved to stroke him, to feed him, to put him to bed. Every morning, as soon as she got up, she warmed his milk, tied his bib on, and held the bottle for him. Every afternoon, when the school bus stopped in front of her house, she jumped out and ran to the kitchen to fix another bottle for him. She fed him again at suppertime, and again just before going to bed. Mrs Arable gave him a feeding around noontime each day, when Fern was away in school. Wilbur loved his milk, and he was never happier than when Fern was warming up a bottle for him. He would stand and gaze up at her with adoring eyes.

For the first few days of his life, Wilbur was allowed to live in a box near the stove in the kitchen. Then, when Mrs Arable complained, he was moved to a bigger box in the woodshed. At two weeks of age, he was moved outdoors. It was apple-blossom time, and

the days were getting warmer. Mr Arable fixed a small yard specially for Wilbur under an apple tree, and gave him a large wooden box full of straw, with a doorway cut in it so he could walk in and out as he pleased.

'Won't he be cold at night?' asked Fern.

'No,' said her father. 'You watch and see what he does.'

Carrying a bottle of milk, Fern sat down under the apple tree inside the yard. Wilbur ran to her and she held the bottle for him while he sucked. When he had finished the last drop, he grunted and walked sleepily into the box. Fern peered through the door. Wilbur was poking the straw with his snout. In a short time he had dug a tunnel in the straw. He crawled into the tunnel and disappeared from sight, completely covered with straw. Fern was enchanted. It relieved her mind to know that her baby would sleep covered up, and would stay warm.

What do you think is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences?

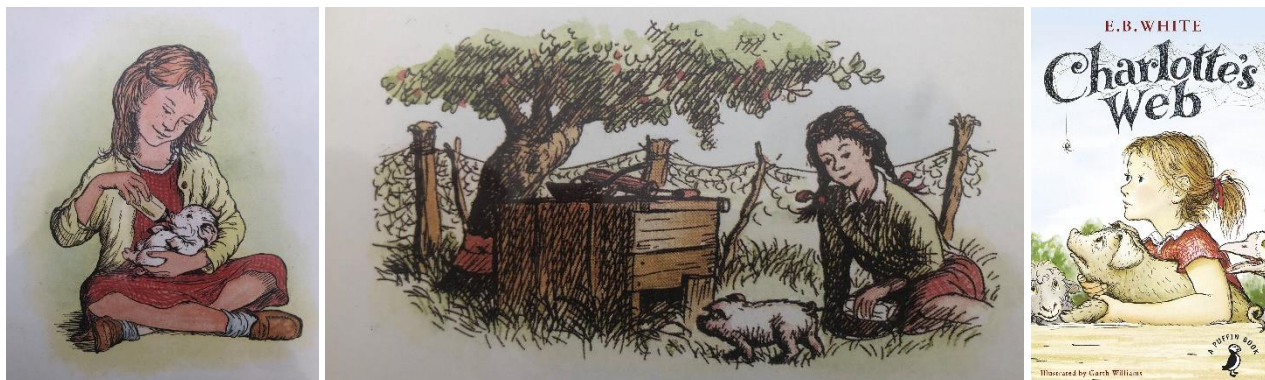
What do you think you know about Fern, her parents, the situation that has brought her and Wilbur together? What kind of person do you think she might be? How would you describe her? What kind of animal do you think Wilbur might be? How do you know? Did you think he was an animal at first? What does the way Fern treats him tell us about her feelings toward him?

Think about how this extract 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. Do any parts of the extract really stick in your mind? Which words and phrases do you like best? What do you like about them? Do they help you make a picture in your mind?

2. Illustrate it

Re-read the passage, or ask someone to read it to you, or maybe record it for you so you can play it over again. After you have read the extract 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 what you hear. It might be interesting to share the passage with a friend or family member and see what they draw, then compare it with what you have drawn.

Then look at how the illustrator, Garth Williams, chose to illustrate the scene and cover. What is similar and different about your illustrations: did you draw Fern, the box by the stove, the small yard outside, Fern feeding Wilbur, Wilbur hiding in the straw? Remember, everyone has their own ideas and imagines things their own way. This is a good thing!



3. Talk about it

Read the extract again and look at the illustrations. Think more about what you have seen and read:

- How does Fern feel about Wilbur? What are she and her parents doing to look after him? What in the text tells you this?
- How old do you think Wilbur is at this time? What time of year do you think the story is happening?
- How do you think Fern's parents feel about Wilbur? Do you think they feel the same about him as Fern? How do you know?
- Do you think a pig is a good choice for a pet? Why? Why not? What do you think makes for a good pet?

4. Imagine it

Imagine you are Wilbur, recently born into the world, and finding yourself looked after by a girl called Fern Arable, and living with her family. What do you think are your needs and concerns? How do you think you might feel about your situation? What do you think will happen next? Do you think Fern will be able to keep looking after you? What do you think it might be like to live as part of a human family? What do you think will happen as you grow up? You could choose to write about your experiences, your hopes and fears, for someone else to read.

5. Create it

In this extract Fern is doing her best to look after Wilbur, and treating him as a pet although he is a farmyard animal. Do you have a pet? What do you do to look after it? If you don't, what kind of pet would you choose to have? What do you think makes for the best pet? What do you look for in one — friendship, loyalty, humour, beauty, exercise, warmth?

Write some guidance for how to choose and look after your dream pet. It could be whatever you choose: dog, cat, goldfish, hamster — or something exotic: snake, tarantula, llama...or pig! You could even invent a new creature that combines the best of several different animals. Explain to someone else why your pet is the perfect choice then how to select one, provide food and shelter, exercise and look after it. Are there special things the owner would need to know or do to care for it properly? You can explain your ideas in any way you wish, using words and pictures. You could do this by hand or on a computer.

MFL Y3, Y4, Y5, Y6 Summer 2 Week 4 – Gazpacho (Spanish Salad Soup) with Differentiated activities for each Year Group. Feel free to try all activities if you are brave enough.

Nombre:

Fecha:

The recipe book is now complete and I was surprised and a little disappointed that none of the Spanish pupils made this traditional dish from the south of Spain...

Watch Video - <https://www.youtube.com/watch?v=JnmtBGfWhC0>

Alex makes Gazpacho, it is a traditional salad soup served cold made with fresh raw ingredients like a liquid salad. It is delicious on a hot day you should try it.

Year 3 - Match the Ingredients to the correct word.

Tomates

un pepino

vinagre

sal

Aceite

un diente de ajo

pan

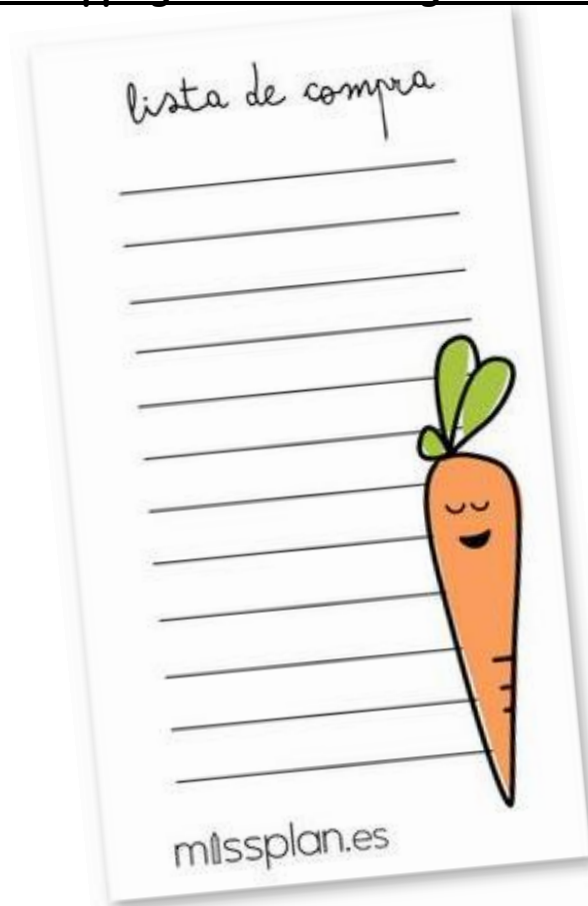
pimiento verde



Year 4 - Put the numbers of the steps (pasos) on the recipe instructions so the cook can prepare the soup easily. 3 of the 'pasos' have already been numbered for you.

Pasos	Instrucciones
	cortar los tomates
1	lavar todas las verduras
	cortar el pimiento
2	echar poco de aceite y vinagre sobre el pan y déjalo en remojo
	añadir un pizca de sal y liquidar
	poner todos los ingredientes en un bol
	pelar y cortar el pepino
8	pon la sopa en la nevera para enfriar

Y5 - Write a shopping list of the ingredients you need



Extension Activity

Have a go at writing out the full recipe. Use the steps from Y4's work above but remember PUNCTUATION and you may want to use the following Spanish connective adverbials:

primero
siguiente
finalmente

Y6 - The following are all Spanish verbs about cooking. What do you think they mean in English?

cortar

pelar

liquidar

echar

Here are the verbs conjugated in the present tense.

I	yo	<u>corto</u>	<u>pelo</u>	<u>liquido</u>	<u>echo</u>
You	tú	<u>cortas</u>	<u>pelas</u>	<u>liquidas</u>	<u>echas</u>
He/she/it	él/ella/Ud.	<u>corta</u>	<u>pela</u>	<u>liquida</u>	<u>echa</u>
We	nosotros	<u>cortamos</u>	<u>pelamos</u>	<u>liquidamos</u>	<u>echamos</u>
You (plural)	vosotros	<u>cortáis</u>	<u>peláis</u>	<u>liquidáis</u>	<u>echáis</u>
They	ellos/ellas/Uds.	<u>cortan</u>	<u>pelan</u>	<u>liquidan</u>	<u>echan</u>

Complete the Spanish sentences with the correct verb ending and then translate it to English underneath.

1] La niña (cortar)_____ los tomates por la mitad.

1]

2] Los niños (pelar)_____ los pepinos con el pelador.

2]

3] Nosotros (liquidar)_____ las verduras con una licuadora.

3]

4] Vosotros (echar)_____ la sopa en tazones.

4]