



St John's Catholic Primary School- Learning at home planning

Year 4

Home Planner 5

Weekly Maths Tasks Suggestions

- Practise your **timestables** on Timetable Rockstars. Q. Can you beat your best speed?
<https://play.ttrockstars.com/auth/school/student>
- White Rose Hub Lesson on by watching a short 5 minute video and answering a few questions in the video
<https://whiterosemaths.com/homelearning/year-4/>
Start on Week 6 day 1
- Complete **daily calculations** (Questions at the end of the planner) Challenge – can you check your calculations by using the inverse? Don't worry if you can't you can check using a calculator, an adult or even ask Siri, google or Alexa.

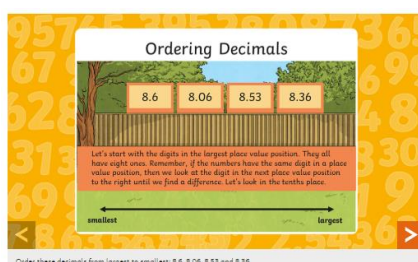
Daily Calculations

Week 1

Monday

$\begin{array}{r} 2348 \\ + 1953 \\ \hline \end{array}$ <p>(Remember to add your carry)</p>	$\begin{array}{r} 3467 \\ - 1359 \\ \hline \end{array}$ <p>(Remember to exchange if the number at the top is smaller)</p>
$\begin{array}{r} 235 \\ \times 3 \\ \hline \end{array}$	$2 \overline{)468}$

- Revise **Ordering decimals** by with the following clips and activities.
<https://www.bbc.co.uk/bitesize/articles/zdt6dp3>



Weekly Reading Tasks Suggestions

- Complete a story and answer the **mixed questions** on reading plus:
<https://student.readingplus.com/seereader/api/sec/login>
- Bitesize Daily Book Club: A Midsummer Night's Dream retold by Marcia Williams
<https://www.bbc.co.uk/bitesize/articles/z43gp4j>
Watch the two videos of *Strictly Come Dancing's* Kevin Clifton reading extracts from the book and complete the activities. In this lesson you will learn how to **summarise** the text and **explain your opinion**.
- Bitesize Daily Book Club: Percy Jackson and the lightning thief.
<https://www.bbc.co.uk/bitesize/articles/zj74kmn>
Watch the two videos of actor Stephen Fry reading extracts from the book and complete the activities.
- Which **character in your book** are you **most like**? Explain your answer.
- Which **character in your book** are you **least like**? Explain your answer.
- Draw a picture of your **favourite part** of the book. Write what is **happening in the picture** and say why you chose this bit of the book.
- Choose an online story from <https://www.storylineonline.net/> and **Draw a poster advertising the book**. Make sure you write on the poster **why people should read it**.
- Write a book review** for a book you have read recently.

- The read information on **rounding decimals**, **watch the video** and complete the two activities

Learn

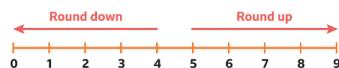
Rounding is important because it makes numbers easier to manage and allows us to estimate answers.

Imagine you're in a shop and you need to quickly estimate how much your shopping will be before you get to the till. You would round up the prices, like £1.99 to £2.00, to make it easier to add up.

The rule for rounding

Always look at the digit to the right of the one you're supposed to be rounding to. For example, if you wanted to round to the nearest hundred, you would look at the tens column.

- If the digit is between 0 and 4, you **round down**.
- If the digit is between 5 and 9, you **round up**.



- Complete the maths challenges at the end of this planner.

Challenge 1

This is half of a cake (illustration)



How many strawberries does Lisa have?

This is half of a cake (illustration)



What could the whole shape look like?

Challenge 2

This is a lolly and a stick.



The lolly costs 10p more than the stick.

The stick costs 10p more than the lolly.

How much does the lolly cost?

- Use the **book cover** image attached at the end of the planner. What do you **observe**, **wonder** and **infer** about the story?
- Listen to a range of poems from <https://childrens.poetryarchive.org/> which is your favourite? Why? Can you read your favourite poem to a family member?

Weekly Spellings

Weekly Writing tasks (Aim to do 1 per day)

Suffixes er, -ing, -est, -ed and -y.

Watch the videos and complete the activities

<https://www.bbc.co.uk/bitesize/articles/zvqn2v4>

Complete the following worksheets on Suffixes **er** and **-est** words (see at the end of the planner) How many can you spell by the end of the week?

'er' or 'est' Ending?

Remember that for some words we double the end consonant before adding the suffix. Complete these sentences:

- | | |
|--|------|
| 1. It is _____ today than yesterday. | wet |
| 2. He is the _____ person around. | mad |
| 3. That is the _____ cat I've ever seen! | big |
| 4. The road is _____ than the grass. | flat |
| 5. The weather is _____ today. | hot |
| 6. Tom is getting _____ every day. | thin |
| 7. That's the _____ thing I've ever heard. | sad |
| 8. The diet is making her _____. | slim |
| 9. The light is getting _____ by the second. | dim |
| 10. James told us the _____ tale. | grim |

Follow the link to **Pobble 365 website**. Look at the picture for the day and choose one of the suggested activities. Pictures are changed daily.

<http://www.pobble365.com/>

Newspaper articles include fact and opinions

Facts and Opinions

Newspaper articles should be based on facts.
These can be checked and evidence can be used to show that they are correct.

According to a recent survey, the most popular girls' names in France are Emma, Léa and Chloé.

The Tale of Peter Rabbit was first printed in Braille in 1921.

Opinions may also be included in a report.
These show a person's thoughts and beliefs.
You can show somebody's opinion using quotes.

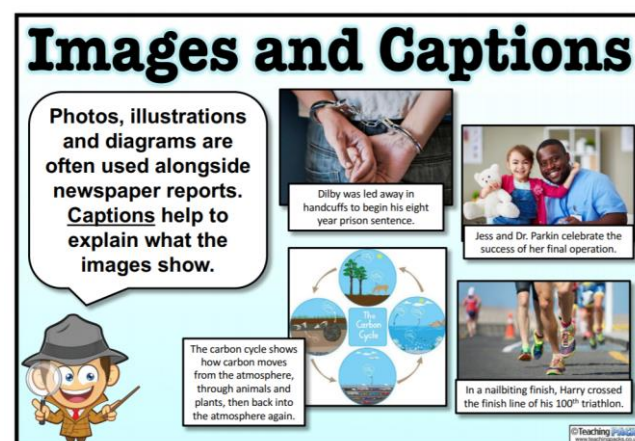
"This is absolutely appalling!" shouted Mr. Orley when he discovered that his favourite shop was about to close.

Tilly cried with joy when she won first place in the awards.

Sort the statements at the end of the planner into facts and opinions

When a newspaper article using an image they include a caption to explain the picture.

<https://www.youtube.com/watch?v=bfeFktgods8>



Write a caption to the four images at the end of the planner.

Complete the **vocabulary** activities at the end of the planner.

Choose a **creative writing stimulus** from the end of planner:

- Describe a setting
- Predict what happens next
- Understand a character's point of view
- Imagine a setting

Handwriting- practice your handwriting as often as you can

Your child would be expected to use continuous cursive letters:

<https://www.teachhandwriting.co.uk/continuous-cursive-beginners-choice-2.html>

Science

Sound – How does sound travel?

Using the following website watch the short clips to understand sound

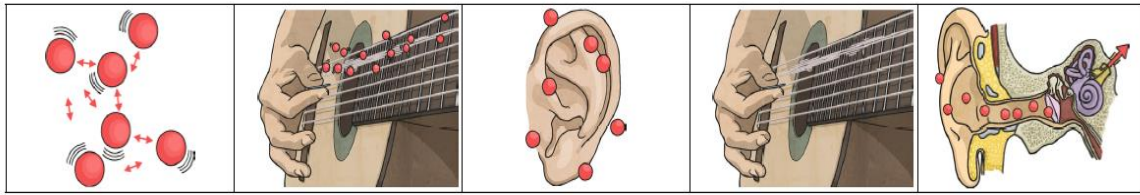
<https://www.bbc.co.uk/bitesize/topics/zgffr82>

Discover how sound travels by watching the video and completing the online quiz from the following website

<https://study.com/academy/lesson/how-does-sound-travel-lesson-for-kids.html>

Activities suggestions

- ❖ Organise the cards in the correct order and describe what is happening in each picture to describe how sound travels. Answers are at the end of the planner.



Travelling sounds

Sounds get quieter as the distance between the sound source and your ear increases.

Sounds travel as vibrations. As the sound waves travel, the particles of whatever they are travelling through vibrate, or move quickly on the spot. The further the vibrations travel, the more they spread out. As they spread out through more and more particles, the vibrations become smaller and smaller. This causes the sound to get quieter and quieter.

This is why sounds get quieter and quieter as you move further away from the source, until you eventually can't hear the sound at all.

- ❖ **Sound investigation** - Try this investigation to explore how sounds change over distance. Sit near to a phone ringing or someone tapping a pan and think about how loud it sounds. Then move one metre away and again listen to how loud it is. Continue moving away one metre at a time, stopping each metre to listen to how loud the alarm sounds. Now choose one member of your family to place a blindfold on them! Make the noise again a certain distance away from them. Can they tell the distance the alarm is away from them just by listening to how loud it sounds? Now you have a go. Who is closest at guessing the distance? Did anyone get it exactly right?
- ❖ **Make a string telephone to transmit sound** -Telephones are used to transmit the sound of people's voices over long distances. When you speak into a telephone, the sound energy in your voice is turned into electrical energy, which is transported down a wire to the other person's telephone. The electrical energy is converted back into sound energy, and they can hear what you are saying! Your challenge today is to create a string telephone that will transmit the sound of your voice over a distance.

What you'll need:

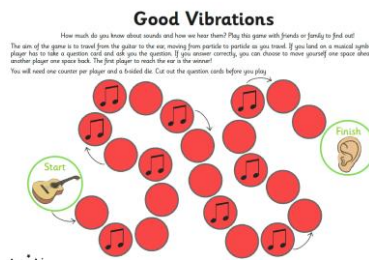
- 2 paper cups
- A sharp pencil or sewing needle to help poke holes
- String (kite string and fishing lines work well)



Instructions:

1. Cut a long piece of string, you can experiment with different lengths but perhaps 20 metres (66 feet) is a good place to start.
2. Poke a small hole in the bottom of each cup. You may need an adult to help.
3. Thread the string through each cup and tie knots at each end to stop it pulling through the cup (alternatively you can use a paper clip, washer or similar small object to hold the string in place).
4. Move into position with you and a friend/family member holding the cups at a distance that makes the string tight (making sure the string isn't touching anything else).
5. One person talks into the cup while the other puts the cup to their ear and listens, can you hear each other?

- ❖ Create a fact file about sound using the following website
<https://study.com/academy/lesson/sound-waves-lesson-for-kids-definition-facts.html>
- ❖ Play the Good vibration game (see at the end of the planner)



Foundation subjects and learning projects- to be done throughout the week

Geography: North America Human and Physical landmarks

Watch the video clip explaining the difference between human and physical features:

<https://www.youtube.com/watch?v=8aQcSUgkBhI>

Activities

- Sort the landmarks into human and physical features discussing how you know.
- Use the map to label where each of the landmarks are found in North America.
- Choose one of the landmarks to create a fact file. Research using IPads.
- Create a poster encouraging someone to visit your chosen landmark. Research using IPads.
- Use googlemaps or google earth to take a closer look at some of the landmarks.
- Use Ipad to find some more human and physical landmarks within North America.

Art

Paint in the style of Picasso

- ❖ Using your knowledge of tones and shades from the previous planner to paint a portrait like one of Picasso's painting?



Mayan Art

Follow the video to draw a Mayan Temple (Chichen Itza) <https://www.youtube.com/watch?v=F2JTKYrHbKY>

Did you know that Chichen Itza is one of the Seven Wonders of the New World? It was built in a Mayan City on The Yucatan Peninsula in Mexico.

Want to find out more? Look at this website https://kids.kiddle.co/Chichen_Itza

Fun and relaxing

- ❖ **Create your own zendoodle** Here are a few ideas. There are many more on the internet so why not create your own and colour them in?
- ❖ **Zendoodle for beginners** <https://www.youtube.com/watch?v=bmp62Pe9AHl>
- Elephant** https://www.youtube.com/watch?v=CokQaNFc_cw
- Lion** <https://www.youtube.com/watch?v=2OkWDsWt294>
- Owl** <https://www.yoteacutube.com/watch?v=4TGLlu9Yk>
- Butterfly** <https://www.youtube.com/watch?v=cQkGf6PDilQ>

Flower pattern <https://www.youtube.com/watch?v=iU6weqHpxXc>



History – Mayan Writing

- ❖ Read the information sheet on Mayan writing with an adult.
- ❖ Examine some Mayan logograms. Which is your favourite? Why?
- ❖ Choose some of your favourite to copy and draw, explaining the meaning.
- ❖ Design your own logogram and explain the meaning to a friend.

DT suggestion

- ❖ Create a model of Roman baths, villas, colosseum, aqueducts etc
http://downloads.bbc.co.uk/history/handsonhistory/romans_villas.pdf



R.E.- Come and See

Reveal: Building bridges

Read the attached bible extract and choose one of the activities.

Additional learning resources children and parents may wish to engage with

<http://www.sciencekids.co.nz/gamesactivities.html>

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/?q&sortOption=AtoZ&pageNo=1#!?q=&sortOption=AtoZ&pageNo=1>

<https://www.literacyshedplus.com/browse/free-resources>

<https://nrich.maths.org/>

<https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-lessons/1>

<https://sciencebob.com/category/experiments/>

<https://wowscience.co.uk/>

<https://www.coolkidfacts.com/famous-scientists/>

<https://www.historyforkids.net/>

Teacher tips

Let the children lead their learning, if they are interested in a particular thing let them explore it and where possible make links with other things as children learn more if they enjoy it.
Breaks are important- Children cannot concentrate for long periods of time and need to have time built in for them to switch off. Try PE with Joe wicks or Cosmic Yoga on YouTube to get the children moving and enable them to burn off some energy.

Daily Calculations

Week A

Monday

$$\begin{array}{r} 5845 \\ + 8776 \\ \hline \end{array}$$

(Remember to add your carry digit)

$$\begin{array}{r} 9765 \\ - 2345 \\ \hline \end{array}$$

(Remember to exchange if the number at the top is smaller)

$$\begin{array}{r} 823 \\ \times 4 \\ \hline \end{array}$$

$$5 \overline{) 673}$$

Tuesday

$$\begin{array}{r} 7683 \\ + 3465 \\ \hline \end{array}$$

(Remember to add your carry digit)

$$\begin{array}{r} 8647 \\ - 2741 \\ \hline \end{array}$$

(Remember to exchange if the number at the top is smaller)

$$\begin{array}{r} 462 \\ \times 5 \\ \hline \end{array}$$

$$7 \overline{) 824}$$

Wednesday

$$\begin{array}{r} 6753 \\ + 7728 \\ \hline \end{array}$$

(Remember to add your carry digit)

$$\begin{array}{r} 9900 \\ - 4328 \\ \hline \end{array}$$

(Remember to exchange if the number at the top is smaller)

$$\begin{array}{r} 679 \\ \times 6 \\ \hline \end{array}$$

$$3 \overline{)956}$$

Thursday

$$\begin{array}{r} 5432 \\ + 3567 \\ \hline \end{array}$$

(Remember to add your carry digit)

$$\begin{array}{r} 8537 \\ - 2356 \\ \hline \end{array}$$

(Remember to exchange if the number at the top is smaller)

$$\begin{array}{r} 730 \\ \times 3 \\ \hline \end{array}$$

$$7 \overline{)984}$$

Friday

$$\begin{array}{r} 7543 \\ + 7534 \\ \hline \end{array}$$

(Remember to add your carry digit)

$$\begin{array}{r} 7090 \\ - 3467 \\ \hline \end{array}$$

(Remember to exchange if the number at the top is smaller)

$$\begin{array}{r} 687 \\ \times 8 \\ \hline \end{array}$$

$$9 \overline{)768}$$

Week B

Monday

$\begin{array}{r} 8756 \\ + 5654 \\ \hline \end{array}$ <p><i>(Remember to add your carry digit)</i></p>	$\begin{array}{r} 4050 \\ - 896 \\ \hline \end{array}$ <p><i>(Remember to exchange if the number at the top is smaller)</i></p>
$\begin{array}{r} 850 \\ \times 7 \\ \hline \end{array}$	$8 \overline{)928}$

Tuesday

$\begin{array}{r} 2356 \\ + 247 \\ \hline 24 \\ \hline \end{array}$ <p><i>(Remember to add your carry digit)</i></p>	$\begin{array}{r} £99.00 \\ - £65.99 \\ \hline \end{array}$ <p><i>(Remember to exchange if the number at the top is smaller)</i></p>
$\begin{array}{r} 608 \\ \times 4 \\ \hline \end{array}$	$9 \overline{)935}$

Wednesday

$\begin{array}{r} £ 67.90 \\ + £ 34.57 \\ \hline \end{array}$ <p><i>(Remember to add your carry digit)</i></p>	$\begin{array}{r} £ 35.98 \\ - £ 14.99 \\ \hline \end{array}$ <p><i>(Remember to exchange if the number at the top is smaller)</i></p>
$\begin{array}{r} 487 \\ \times 9 \\ \hline \end{array}$	$6 \overline{) 547}$

Thursday

$\begin{array}{r} 3571 \\ 1024 \\ + 356 \\ \hline \end{array}$ <p><i>(Remember to add your carry digit)</i></p>	$\begin{array}{r} 9000 \\ - 4573 \\ \hline \end{array}$ <p><i>(Remember to exchange if the number at the top is smaller)</i></p>
$\begin{array}{r} 765 \\ \times 6 \\ \hline \end{array}$	$7 \overline{) 497}$

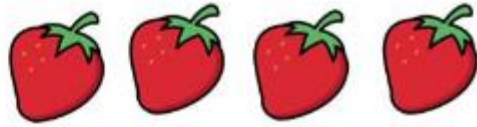
Friday

$\begin{array}{r} 8674 \\ 1211 \\ + 456 \\ \hline \end{array}$ <p><i>(Remember to add your carry digit)</i></p>	$\begin{array}{r} 9000 \\ - 4276 \\ \hline \end{array}$ <p><i>(Remember to exchange if the number at the top is smaller)</i></p>
$\begin{array}{r} 108 \\ \times 3 \\ \hline \end{array}$	$3 \overline{) 585}$

Maths Challenges

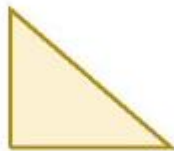
Challenge 1

This is half of Lee's strawberries.



How many strawberries does Lee have?

This is half of Lee's shape.



What could the whole shape look like?

Challenge 2

Tim buys a lolly and a chew.



The lolly costs 12p more than the chew.

The total cost of the two items is 82p.

How much does the lolly cost?

Challenge 3

Stickers come in packs of 5.

Max buys 12 packs.



He gives his three friends some stickers.

They each receive the same number.

He has 27 stickers left.

How many stickers did Max give each of his friends?

Challenge 4

Here are 3 containers.



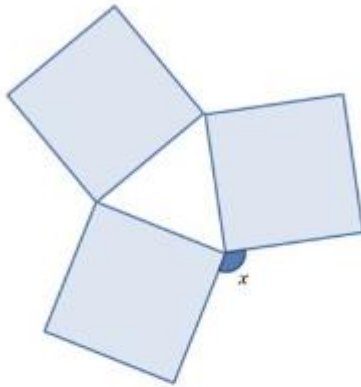
- The jug can hold **1500 ml**.
- The bucket can hold **2 litres**.
- The barrel can hold **15 litres**.

Anisa wants to fill the barrel with water.

Find 2 ways that Anisa can fill the barrel using the jug and bucket.

Challenge 5

Three identical squares are arranged to make this pattern.



What is the size of the angle marked x ?

As a rough guide of difficulty level:

- **Challenge 1 and 2** are suitable for ages 5 to 7.
- **Challenge 3 to 5** are suitable for ages 7 to 11.

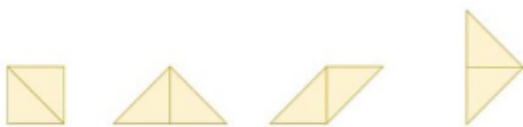
We want everyone to get involved with challenge day, so work together to solve as many as you can and share your solutions!



Maths Challenge Answers

Answers

Challenge 1 - 8 strawberries



Challenge 2 - 47p

Challenge 3 - 11 cards

Challenge 4 - 2 jugs and 6 buckets, 6 jugs and 3 buckets, or 10 jugs

Challenge 5 - 120 degrees

'er' or 'est' Ending?

Complete the sentences by adding either 'er' or 'est' to the adjectives.

1. Jenny is much fast_____ than Susan.
2. Thomas is the tall_____ in the class.
3. My bedroom is clean_____ than my brother's bedroom.
4. This ruler is long_____ than that one.
5. Caroline is the smart_____ girl I know.
6. It's dark_____ at 10pm than at 5pm.
7. I think I am the strong_____ kid in the class.
8. Melons are sweet_____ than apples.
9. I'm old_____ today than I was yesterday.
10. Timmy always has the great_____ ideas.

Sheet 2

'er' or 'est' Ending?

When an adjective ends in the letter 'e', drop the 'e' before adding 'er' or 'est'. Complete these sentences using the word provided.

1. My cat is _____ than your dog. **cute**
2. The sky is _____ than the sea. **blue**
3. My grandma has the _____ habits. **strange**
4. You will get _____ as you get older. **wise**
5. This is the _____ apple I've ever eaten. **ripe**
6. That is the _____ thing you've said. **true**
7. You're even _____ than usual. **late**
8. Francis has the _____ skin. **pale**
9. An elephant's feet are _____ than mine. **large**
10. The lion is the _____ animal. **fierce**

'er' or 'est' Ending?

When a two-syllable adjective ends in 'y', drop the 'y' and add an 'i' before adding the suffix.
Complete these sentences:

- | | |
|---|----------------|
| 1. Jenny is the _____ girl in the world. | pretty |
| 2. My dad makes the _____ jokes. | witty |
| 3. My pet rat is _____ than my cat. | tiny |
| 4. I'm _____ when I'm at home. | happy |
| 5. That man's voice is _____ than mine. | raspy |
| 6. The box was _____ than all the others. | heavy |
| 7. That was the _____ cake. | yummy |
| 8. The orange was _____ than the pear. | sticky |
| 9. That was the _____ ghost train. | creepy |
| 10. This branch is the _____! | prickly |
-

'er' or 'est' Ending?

Remember that for some words we double the end consonant before adding the suffix.
Complete these sentences:

1. It is _____ today than yesterday. **wet**
2. He is the _____ person around. **mad**
3. That is the _____ cat I've ever seen! **big**
4. The road is _____ than the grass. **flat**
5. The weather is _____ today. **hot**
6. Tom is getting _____ every day. **thin**
7. That's the _____ thing I've ever heard. **sad**
8. The diet is making her _____. **slim**
9. The light is getting _____ by the second. **dim**
10. James told us the _____ tale. **grim**

Answers

Sheet 1

Complete the sentences by adding either 'er' or 'est' to the adjectives.

1. Jenny is much **faster** than Susan.
2. Thomas is the **tallest** in the class.
3. My bedroom is **cleaner** than my brother's bedroom.
4. This ruler is **longer** than that one.
5. Caroline is the **smartest** girl I know.
6. It's **darker** at 10pm than at 5pm.
7. I think I am the **strongest** kid in the class.
8. Melons are **sweeter** than apples.
9. I'm **older** today than I was yesterday.
10. Timmy always has the **greatest** ideas.

Sheet 2

'er' or 'est' Ending? **Answers**

When an adjective ends in the letter 'e', drop the 'e' before adding 'er' or 'est'. Complete these sentences using the word provided.

- | | | |
|-----|--|----------------|
| 1. | My cat is cuter than your dog. | cute |
| 2. | The sky is bluer than the sea. | blue |
| 3. | My grandma has the strangest habits. | strange |
| 4. | You will get wiser as you get older. | wise |
| 5. | This is the ripest apple I've ever eaten. | ripe |
| 6. | That is the truest thing you've said. | true |
| 7. | You're even later than usual. | late |
| 8. | Francis has the palest skin. | pale |
| 9. | An elephant's feet are larger than mine. | large |
| 10. | The lion is the fiercest animal. | fierce |

'er' or 'est' Ending? **Answers**

When a two-syllable adjective ends in 'y', drop the 'y' and add an 'i' before adding the suffix.
Complete these sentences:

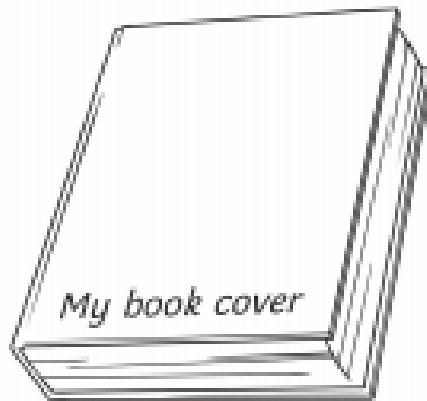
- | | | |
|-----|--|----------------|
| 1. | Jenny is the prettiest girl in the world. | pretty |
| 2. | My dad makes the wittiest jokes. | witty |
| 3. | My pet rat is tinier than my cat. | tiny |
| 4. | I'm happiest when I'm at home. | happy |
| 5. | That man's voice is raspier than mine. | raspy |
| 6. | The box was heavier than all the others. | heavy |
| 7. | That was the yummiest cake. | yummy |
| 8. | The orange was stickier than the pear. | sticky |
| 9. | That was the creepiest ghost train. | creepy |
| 10. | This branch is the prickliest ! | prickly |

Sheet 4

Remember that for some words we double the end consonant before adding the suffix. Complete these sentences:

- | | | |
|-----|---|-------------|
| 1. | It is wetter today than yesterday. | wet |
| 2. | He is the maddest person around. | mad |
| 3. | That is the biggest cat I've ever seen! | big |
| 4. | The road is flatter than the grass. | flat |
| 5. | The weather is hotter today. | hot |
| 6. | Tom is getting thinner every day. | thin |
| 7. | That's the saddest thing I've ever heard. | sad |
| 8. | The diet is making her slimmer . | slim |
| 9. | The light is getting dimmer by the second. | dim |
| 10. | James told us the grimmost tale. | grim |

Book Review



Book Title _____

Author _____

Illustrator _____

Genre (tick as many as apply to your book)

- | | | |
|--------------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> fiction | <input type="checkbox"/> scary | <input type="checkbox"/> animal story |
| <input type="checkbox"/> non-fiction | <input type="checkbox"/> fairy tale | <input type="checkbox"/> biography |
| <input type="checkbox"/> fantasy | <input type="checkbox"/> adventure | <input type="checkbox"/> historical |
| <input type="checkbox"/> humour | <input type="checkbox"/> sports | <input type="checkbox"/> mystery |
| <input type="checkbox"/> other _____ | | |

Plot

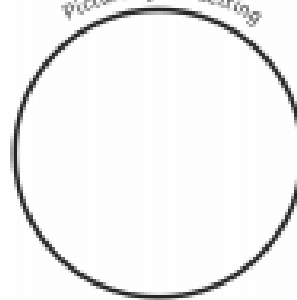
Event 1 _____

Event 2 _____

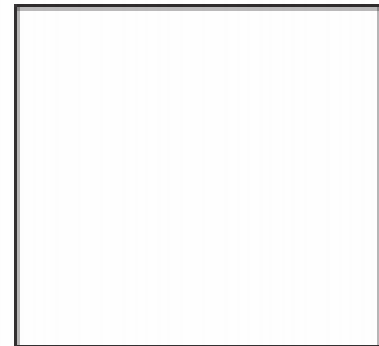
Event 3 _____

Setting

Picture of the setting



Character



Name _____

Personality _____

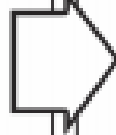
Physical Appearance _____

How I feel about this character and why: _____

Cause and Effect of one of the events in the book

Cause

Effect



My Star Rating



Why I rated the book _____ stars

This book made me feel

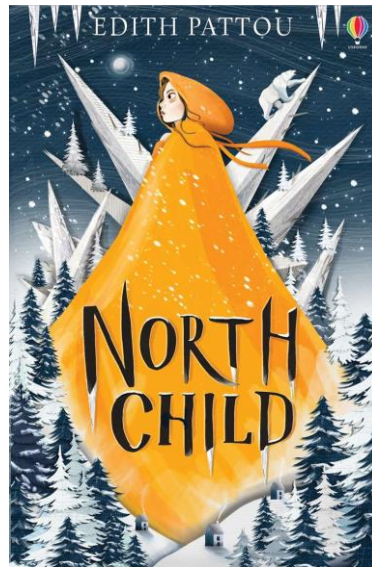
_____ because



draw how you felt!

Book cover activity

Use the image from the below book cover...



I observe...

What can you see? (Make a list)

I can infer...

*From what you can see, are there any clues you can find about the story or characters?
(Make a list)*

I wonder...

*What do you want to find out about the story or characters?
(Make a list of questions)*

Fact and opinion sorting activity.

Fact or Opinion?

✓ Tick whether you think each sentence is a fact or an opinion:

	Fact	Opinion
The earth is round.		
The Link Schools are in Croydon Road.		
Coronation Street is a very good TV programme.		
Steve and Vera teach DT.		
School dinners are delicious.		
Mo Salah is the best football player in Liverpool.		
Tomas is taller than Jamie.		
John Steinbeck wrote <i>Of Mice and Men</i> .		

Write:

- Two facts about school
- Two opinions of school
- Two facts about food
- Two opinions of food
- Two facts about a famous person
- Two opinions of a famous person

Think of a caption to describe what is happening in the picture.









Vocabulary

The words we will be focusing on this week are...

apprehensive intrigued stealthily confined

Monday

Use our 4 key words to fill in the missing gaps.

1. Olivia was _____ about walking home alone in the late evening.
2. I was _____ to find out what my friends thought of my cake.
3. _____, James crept down the stairs, dodging the fourth step in case it creaked.
4. Lucy was _____ within the four walls of her bedroom.

Your definition (don't copy from dictionary, put into your own words to create a child friendly explanation that you could tell to a friend.

Apprehensive: _____

Intrigued: _____

Stealthily: _____

Confined: _____

Tuesday

Alternate context:

Using our key words, fill in the missing gaps.

1. Will enjoyed the Science exhibition and was _____ to find out more about astronomy.
2. The dog was _____ to a suitable travelling cage.
3. Although Sarah was excited to go to university, she was also _____ about living away from home.
4. He moved _____ towards the exit.

Wednesday

Tick the correct box below.

1. Which of the sentences below represents an **apprehensive** person?

She was worried about her upcoming test. ☐

She was confident about her upcoming test. ☐

2. Which sentence shows **intrigue**?

Josh was bored listening to the same type of music. ☐

Josh became fascinated by different styles of music. ☐

3. Which sentence best describes the word **stealthily**?

Being cautious, so as not to be seen or heard.

☐

Creating plenty of noise in an attempt to be heard.

☐

4. Another word for **confined** is:

restricted

☐

freedom

☐

Thursday

Word

Example

Non example

apprehensive		
intrigued		
stealthily		
confined		

Friday

1. The boy was apprehensive because
2. They felt intrigued because
3. They walked stealthily back into the house because
4. He's been confined to his bed room for the past week because

Creative writing stimulus 1



Describe a Setting

Write 5 sentences about:

1. What you can feel under your feet
2. What you can see
3. What you can hear
4. What the weather is like
5. Your footprints

Challenge:

Imagine the penguin comes to life. Describe the moment when it realises it can move. Describe it moving gently and carefully at first. Describe what it decides to do.

Creative writing stimulus 2



Predict what Happens Next...

Mike and his friend Joe are experienced rock climbers enjoying what they do best. However as the sky begins to cloud over quickly, spots of rain fall.

What happens next?

- What dangers are there around Mike?
- What problem could happen to Mike?
- How could it be fixed?
- How do Mike and Joey finish the story?

Creative writing stimulus 3



Understand a Character's Point of View

This girl looks worried or scared.

1) Explain how we know this.

We know that this girl is worried because...

2) Ask her three questions.

What...?

How...?

Why...?

Challenge:

Ask an 'if' question.

Creative writing stimulus 4

Imagine a Setting

This is a scene from 'Alice in Wonderland'.
The surroundings seem so big, making Alice appear even smaller.



Imagine you were trapped in your school after you had been shrunk.
Describe your journey from the door across the classroom.
What dangers would you have to be careful of as a tiny person?

Challenge: Use a thesaurus to look up 'big' and 'small'.

Religious education

REVEAL: The importance of admitting wrong, and being reconciled with God and one another

People get lost when they deliberately do something wrong, hurting others, themselves or the world they live in. That is what is called 'sin'. It is anything deliberately chosen – to think, say or do. It is also anything you choose to do or not to do that spoils or breaks the friendship with God and with other people. Sin is anything which breaks bridges of love.

Share this bible reading:



Christians try to build bridges towards one another every day. They 'examine their consciences' to see how they have kept these two commandments. Our conscience is like a voice or feeling inside us. This is the Holy Spirit helping us to respond to God. If we pay attention to the Holy Spirit, it will help us to know if something is good or bad.

It is good to think every evening, before you go to bed, about how you have built bridges of love and friendship or, perhaps, broken them through sin. We remember if we have done something that hurt someone else or if someone else has hurt us. We can thank God for all the good and say sorry for the bad and know that God, like the good shepherd, cares about us and loves us. We also must try to forgive those who have hurt us.



Choose an activity:

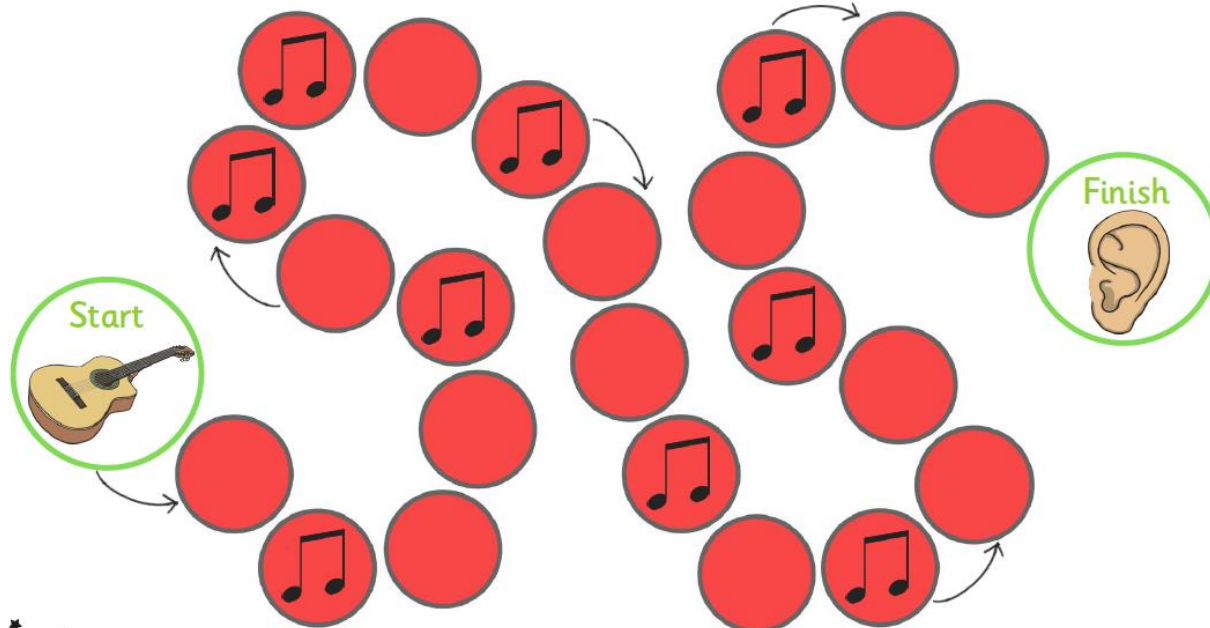
- God's law of love can be broken by thinking, saying, or doing anything that spoils or breaks friendship with God or with other people. It is also choosing not to do something which again results in breaking friendship with God and other people. Make a friendship or sorry bracelet and build a bridge of love and wear it to remind yourself to say sorry and keep a friendship or to show that you love and forgive them.
- Write a short story/account to illustrate one of these occasions and how a bridge might be rebuilt.









Good Vibrations









How much do you know about sounds and how we hear them? Play this game with friends or family to find out!

The aim of the game is to travel from the guitar to the ear, moving from particle to particle as you travel. If you land on a musical symbol, another player has to take a question card and ask you the question. If you answer correctly, you can choose to move yourself one space ahead or move another player one space back. The first player to reach the ear is the winner!




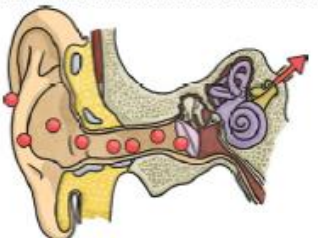
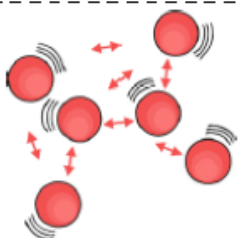
You will need one counter per player and a 6-sided die. Cut out the question cards before you play



 The shortest string on a guitar will the... a) highest... b) lowest... sound. highest <small>twinkl.co.uk</small>	 Do sounds get louder or quieter as you move away from the sound source? quieter <small>twinkl.co.uk</small>	 What is vibration? A very fast movement back and forth. <small>twinkl.co.uk</small>	 What causes a sound? Vibrations <small>twinkl.co.uk</small>
 Which part of our body do we hear with? Ears <small>twinkl.co.uk</small>	 The longer the bar on a xylophone, the _____ the sound will be. Lower <small>twinkl.co.uk</small>	 What is it called when you use materials to absorb sound to make a room or space quieter? Soundproofing <small>twinkl.co.uk</small>	 Does sound travel fastest through a solid, liquid, or gas? Solid <small>twinkl.co.uk</small>

 <p>Hitting a drum harder will produce a...</p> <p>a) louder...</p> <p>b) quieter... sound.</p> <p>louder</p> <p>twinkl.co.uk</p>	 <p>Which part of our body interprets the electrical signals from the ear, so that we understand the sounds we hear?</p> <p>The brain</p> <p>twinkl.co.uk</p>	 <p>The smaller the drum, the _____ the sound.</p> <p>higher</p> <p>twinkl.co.uk</p>	 <p>True or false: sounds cannot travel in space.</p> <p>True</p> <p>twinkl.co.uk</p>
 <p>Pitch is a measure of how _____ or _____ a sound is.</p> <p>high or low</p> <p>twinkl.co.uk</p>	 <p>Why do the line crew working on noisy airport runways wear ear defenders?</p> <p>To protect their ears from the loud sounds.</p> <p>twinkl.co.uk</p>	 <p>In a wind instrument, what vibrates to create the sound?</p> <p>The air inside the instrument.</p> <p>twinkl.co.uk</p>	 <p>How can you make a percussion instrument make a quiet sound?</p> <p>Hit it gently.</p> <p>twinkl.co.uk</p>

Answers to how sound travels

 <p>The sound source begins to vibrate.</p>	 <p>Vibrations pass from the sound source to particles in the air around it.</p>	 <p>The vibrations reach your ear, and pass into your ear.</p>
 <p>The vibrations pass from particle to particle.</p>	 <p>The vibrations are changed into electrical signals and sent to your brain. Your brain tells you that you are hearing a sound!</p>	

Geography

(Sort the landmarks into according to whether they are physical or human features)


Yellowstone National Park



Location:

Wyoming and surrounding areas


Goldengate Bridge



Location:

San Francisco California

Disney World



Location:

Orlando Florida

Statue of Liberty



Location:

New York City New York State


Great Smoky Mountains National Park



Location:

North Carolina and Tennessee

Alcatraz Island



Location:

San Francisco California


Times Square



Location:

New York City New York State

Central Park



Location:

New York City New York State

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The White House



Location:

Washington DC Maryland and Virginia


Glacier National Park



Location:

Montana


Empire State Building



Location:

New York City New York State


Yosemite National Park



Location:

California


Grand Canyon



Location:

Arizona


Niagara Falls



Location:

New York State

Hoover Dam



Location:

Nevada and Arizona

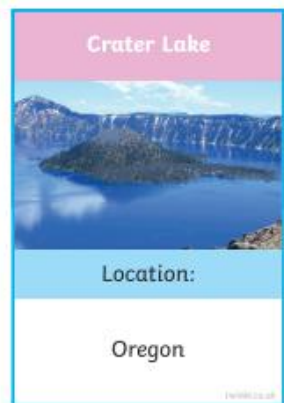
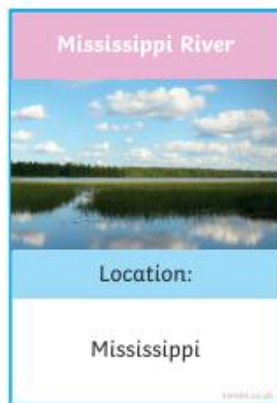
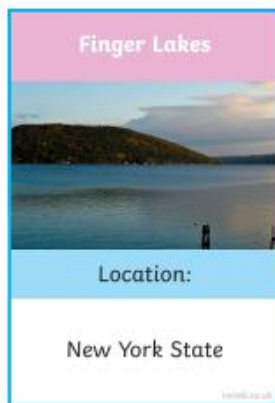
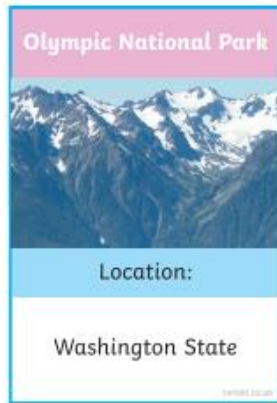
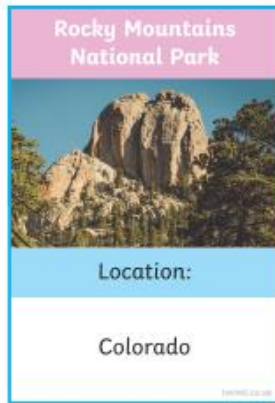
Everglades National Park



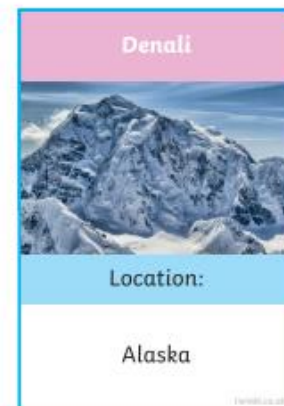
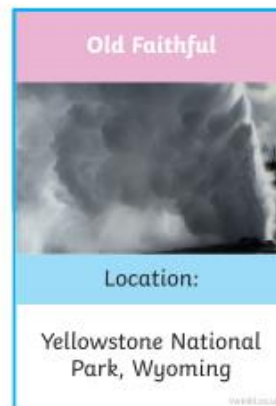
Location:

Florida

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Choose 10 landmarks, find where they are on the map and label them.

North America



Maya Writing

The Maya were one of the five ancient civilisations to develop a writing script. The earliest Maya writing was found in Guatemala and dates to as far back as 300 BC.

The Maya people used signs or symbols called hieroglyphs or glyphs for short. Maya writing was written in columns and then read in a zig-zag way, like this:



Codices

There are four known codices left today; Grolier, Madrid, Paris and Dresden.

The Paris Codex: The Paris Codex was found in Paris and contains important information about the Maya astronomical signs (similar to zodiac signs). The Paris Codex is kept at the National Library of Paris in France.

The Dresden Codex: The Dresden Codex was found in Vienna, Austria, in 1759. It is the most complete of the three codices.

The Grolier Codex: The Grolier Codex was displayed at the Grolier Club in New York. Some historians argue that it is fake, although the fig bark paper it is written on is real.

There was not one single Mayan language and there are over 800 Maya glyphs.

Examples of Maya writing have been found carved in wood, on pottery, on stone monuments and in codices (books). Their temples were also carved with writing.

Codices were Maya books written by priests and clever people. In 1562, Diego de Landa (a priest - religious man) ordered the burning of many Maya codices as he believed they were a work of the devil. The Spanish also burned hundreds of other documents as well.

Landa's records on Maya writing were useful in helping us to understand their writing system. He wrote a guide to some of the glyphs which became known as Landa's alphabet. In the 1950's, a Russian man called Yuri Valentinovich Knorosov discovered that a lot of the Maya writing was based on sounds. This has really helped us to understand the Maya writing a lot better.



The Madrid Codex

The Madrid Codex measures 22 feet in length. It is painted on both sides and contains information about religious beliefs and rituals. It is now kept in the Museo de America in Madrid.



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Logograms



chan
'sky'



winik
'person'



witz
'mountain'



k'in
'sun'



b'alam
'jaguar'



k'ak'
'fire'



bak
'bone'



way
'spirit'



juun
'book'



ja'
'water'



ajaw
'lord'



muyal
'cloud'



ix
'woman'



ch'am
'to grab'



k'uk'
'quetzal'



chan
'snake'



ch'ul
'holy'



chok
'to scatter'



jaab
'year'



yax
'blue/green'



pakal
'shield'



tok
'flint'



naj
'house'



k'al
'twenty'

Can you draw some Maya logograms and write down their meanings?



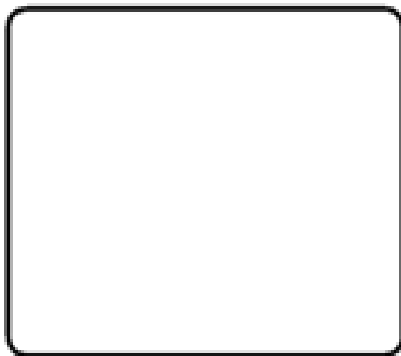
Name and Meaning



Name and Meaning



Name and Meaning



Name and Meaning

My own Maya style logogram



A description of my design:
