

Home Learning	
<p>In this pack we have provided a set of activities which are similar to a school day. We have suggested a length of time for each activity. Please feel free to spend more or less time on each activity to suit you and your child. In your pack there are all the resources you need for each day. We are available to contact should you have any questions on info@scraptoftvalley.leicester.sch.uk or you can call the school office on 0116 2413444 where somebody will be able to help you.</p>	
Day 1	
30 mins	<p style="text-align: center;">Get active / wake up shake up</p> <p style="text-align: center;">Take part in the 'Kiddo's catching challenge'. What level can you get up to?</p>
10 mins	<p style="text-align: center;">Handwriting</p> <p style="text-align: center;"><u>High frequency words</u>: water, bear, find, these, live, away, can't, more, began, say</p>
40 mins	<p style="text-align: center;">Maths</p> <p style="text-align: center;">Arithmetic: Complete the first page of 'Ultimate Times Tables Daily Practise Booklet 11'.</p> <p><u>WALT: Can I identify place value?</u></p> <p>Watch and follow along the video below to remind you if you need to, pause it as you go along and answer any questions that pop up. We will be using different worksheets so do what you can from the video then try the questions on here.</p> <p><u>100s 10s and 1s</u></p> <p>https://whiterosemaths.com/homelearning/year-4/week-1/</p> <p>Now have a go at your worksheet.</p>
Break	
20 mins	<p style="text-align: center;">Writing Time</p> <p style="text-align: center;"><u>Suffixes:</u></p> <p style="text-align: center;">Add a suffix onto the end of the given verbs to form nouns. Eg trade....trader</p>
40 mins	<p style="text-align: center;">Literacy</p> <p>Look at the mixed up instructions on Day 1 sheet. Can you cut each step out and put the instructions into the right order and stick them down securely. Now look at the sheet entitled <u>Instruction Text Features Key</u> and follow the highlighting activity, ticking each feature you have located as you go along.</p>
Lunch	
15 mins	<p style="text-align: center;">Reading</p> <p>Read the text 'Roald Dahl. Underline any vocabulary that you do not understand. Does the glossary tell you the definition? Are there any words that you need to find the definition of? Use a dictionary or the internet. Remember, if you are using the internet then an adult should be supervising you.</p>
15 mins	<p style="text-align: center;">Wellbeing (Deep breathing)</p> <p>Deep breathing is a good way to calm yourself down. There is no right or wrong way to deep breathe. This is a trick you can play on your body to make it feel relaxed- even if something is worrying you!</p> <ol style="list-style-type: none"> 1. Breathe in 1, 2, 3, 4, 5 2. Pause (for a count of one) 3. Breathe out 1, 2, 3, 4, 5, 6, 7, 8 4. Pause (for a count of one) 5. Repeat
30 mins	<p style="text-align: center;">Non-Core (PSHE)</p> <p>Take a look at the cyberbullying PowerPoint. Can you create a poster to 'say no to cyberbullying'? You may want to include a definition of cyberbullying, some facts and what children can do if they feel they are a victim of cyber bullying. Remember at Scraptoft Valley we say 'zip it, block it, flag it'.</p>
Break	

10 mins	<p style="text-align: center;">Gratefulness</p> <p>Think of someone you are grateful for. Can you brighten their day with a random act of kindness? This could be a compliment, making them a drink, tidying up. It is about being thoughtful, kind and caring towards that person.</p>
15 mins	<p style="text-align: center;">Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

KIDDO's Catching Challenge

What level can you get to over the school holidays?

What do you need: wall, hard surface and a ball – use whatever balls you have at home.

Harder

smaller, bouncier balls e.g. rubber bouncy balls

Easier

larger, softer e.g. large foam balls

Catching Challenge

How did you go?

1	Wall	Bounce	Catch
2	Wall	Bounce	Bounce Catch
3	Wall	Catch	
4	Bounce	Wall	Catch
5	Bounce	Wall	Bounce Catch
6	Wall	Bounce	Catch
7	Wall	Bounce	Bounce Catch
8	Wall	Catch	
9	Bounce	Wall	Catch
10	Bounce	Wall	Bounce Catch
Bonus	Bounce	Wall	Bounce Spin 360° Catch

Level 1 & 2



AMAZING

Level 3 & 4



SUPERSTAR

Level 6 & 7



HERO

Level 9 & 10



LEGEND

Bonus



CATCHING GENIUS

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Next 200 High Frequency Words Handwriting

DAY 1

Practise your weekly spelling words using cursive handwriting.

water

bear

find

these

live

away

can't

more

began

say

Ultimate Times Table

Daily Practice

Booklet 11



Name: _____

Day 1 Challenge

$5 \times 3 =$	$3 \times 8 =$	$7 \times 3 =$
$6 \times 4 =$	$9 \times 4 =$	$4 \times 8 =$
$10 \times 3 =$	$7 \times 8 =$	$3 \times 4 =$
$8 \times 8 =$	$12 \times 4 =$	$0 \times 8 =$
$8 \times 3 =$	$9 \times 3 =$	$5 \times 4 =$
$7 \times 4 =$	$0 \times 4 =$	$3 \times 3 =$
$11 \times 8 =$	$6 \times 3 =$	$2 \times 4 =$
$4 \times 4 =$	$12 \times 8 =$	$11 \times 3 =$

My score:

24

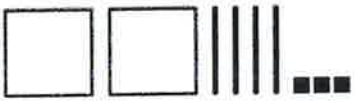
Maths

Day 1

Place Value

WALT: Can I identify the value of a digit in a number?

- Use the base 10 and represent the 2-digit and 3-digit numbers.

243		789	
302		707	
670		900	
100		601	
498		93	
351		12	

- Can you represent numbers in different ways? Look at my example, then complete the task.

Number	Words	Expanded Form
456	4 hundreds 5 tens 6 ones	$400+50+6=456$

Number	Words	Expanded Form
_____	____ hundreds ____ tens ____ ones	$500 + 40 + 1$ = _____
_____	2 hundreds 6 tens 1 ones	____ + ____ + ____ = _____
824	____ hundreds ____ tens ____ ones	____ + ____ + ____ = _____
_____	____ hundreds ____ tens ____ ones	____ + ____ + ____ = _____
156	____ hundreds ____ tens ____ ones	____ + ____ + ____ = _____
_____	____ hundreds ____ tens ____ ones	$300 + 70 + 7$ = _____
_____	8 hundreds 9 tens 3 ones	____ + ____ + ____ = _____

3. Write the value of underlined digits in these numbers.

Look at my example: $8\underline{3}4 = 3 \text{ tens or thirty}$

a) $4\underline{5}2 =$

d) $\underline{3}19 =$

b) $\underline{9}03 =$

e) $7\underline{9}0 =$

c) $6\underline{6}4 =$

f) $5\underline{7}8 =$

Reasoning

1. Megan says "The value of 5 in 805 is 50 or 5 tens". Is she right? Explain your answer.

2. Peter says "My number is 256. If I add 2 more hundreds, the sum will be 456." Is he right? Explain your reasoning.

Suffixes:

Day 1

Add the appropriate suffixes -er or -or to the verbs below to form the noun.

eg. trade..... trader

1. act

7. edit

2. inspect

8. glide

3. print

9. fly

4. vote

10. collect

5. visit

Now put each into a super sentence of your own!

6. sail

Oh no! My computer has muddled up my instructions for making Fairy Cakes. Can you cut these instructions out and put them in the correct order. Thank you for your help.

- Sprinkle sugar flowers on top.
- Pre-heat oven to 180 C/350 F/ Gas mark 4
- Mix the icing sugar with 3 teaspoons of water.
- Spoon into paper cases and bake in centre of oven for 12-15 minutes.
- Spoon icing over the cold buns.
- Place the paper cases in bun tray.

A recipe for Fairy Cakes

- Allow to set before serving.
- Add 1 more tablespoon of water and beat for another minute.
- Beat for 1 minute with a whisk.

You will need:

- Sponge mix
- 1 medium egg
- Water
- Baking cases
- Mixing bowl
- Whisk
- Bun tray
- Icing Sugar
- Sugar flowers
- Tablespoon
- Teaspoon

How to make the fairy cakes

How to make the decoration

- Take buns out of oven and allow to cool.
- Add 1 medium sized egg and 1 tablespoon of water to the sponge mix.

Instruction Text Features Key

Date _____ Name _____

Text Title: _____

Here are the features of an instruction text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'imperative verbs' box in red, then use the **same colour** to underline all the imperative verbs in your text.



	Title which shows what the text is about. It may begin "How to..."		Adverbs for how the actions should be done.
	Sub-headings to break the text into clear sections.		Chronological order and Adverbs of Time .
	An opening sentence which encourages the reader to have a go.		Technical vocabulary which is specific to the task.
	A clear list of equipment or ingredients needed.		Diagrams or illustrations with labels .
	Simple steps for each action in the method.		Formal, impersonal tone.
	Imperative (bossy) verbs telling the reader what to do.		Closing statement which shows or describes what the reader has achieved.
	Bullet points or numbers for each step.		

Day 1

ROALD DAHL



Roald Dahl was born on 13th September 1916 in Llandaff, Wales. His parents were from Norway. He had an older sister called Astri, but she sadly died in 1920 when she was only 7 years old. Roald's father was so sad that he fell ill from pneumonia and a few weeks later he also died. His mother was a great story teller and had a fabulous memory. Roald remembered many tales she told about trolls and other mythical Norwegian characters.

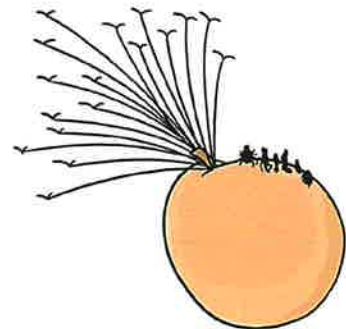
Although Roald had a happy home life, he had an unhappy time at his school in Wales, and was often 'caned' for bad behaviour. His mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the 'twitching' Latin teacher Captain Hardcastle, the all-powerful Matron who "disliked small boys very much indeed" and the cane-wielding Headmaster.



At the age of 13, Roald attended Repton Public School in Derbyshire. He was happier here. He was brilliant at sports and was very good at boxing. The boys at the school were sometimes asked to be chocolate testers for a famous chocolate company, and this experience later inspired the book 'Charlie and the Chocolate Factory'.

After he left school, he wanted adventure so he worked for Shell Oil Company. He was sent to Africa for 3 years, but after only one year, the Second World War broke out, so he enlisted with the Royal Air Force (RAF) and became a pilot.

In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western Desert in North Africa and suffered such severe injuries to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF but after a while he began suffering such terrible headaches from his accident, he had to return to the UK and could not fly planes anymore.



Day 1



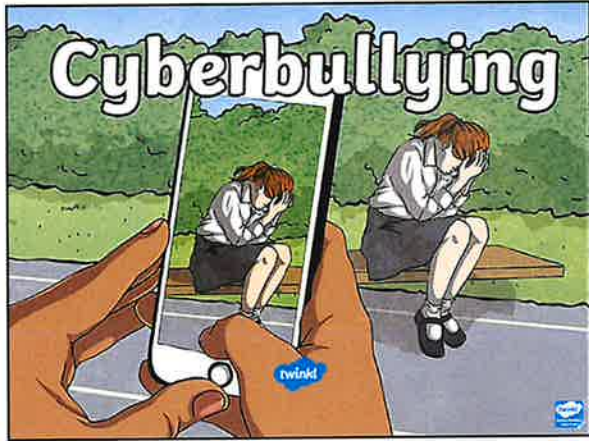
In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S. Forester, who suggested Roald should write about his experiences in the desert, flying planes. This led to Roald being paid for the first time for writing, which was in the Sunday Evening Post newspaper.

During this time, he met and married actress Patricia Neal. They lived in Great Missenden in Buckinghamshire, England. He wrote many of his famous stories there. Roald Dahl and Patricia Neal had five children: Olivia, Tessa, Theo, Ophelia and Lucy. Olivia tragically died at the age of 7 from measles encephalitis. Roald Dahl started telling his fantastical stories to his children at bedtime. He realised how much his own children enjoyed his stories and decided to write them down for all children to enjoy. 'James and the Giant Peach' was the first children's book that he had published.

Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll find you have to look up at all these giants around you who are always telling you what to do and what not to do."

He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."





The Big Questions

What is cyberbullying?

What are the effects of cyberbullying?

How can we get help if cyberbullying happens to us or someone we know?



Technology and How It Helps Us

Technology is all around us. It is designed and made to help us.

With a partner, think of different technological devices and talk about how they help us.

Be ready to share your ideas with the class.

All of these are great if we use them in the right way - to help ourselves and others.



Cyberbullying

Unfortunately, some people choose to use technological devices to hurt people instead of helping them.

This is not OK.

What do you think bullying means?

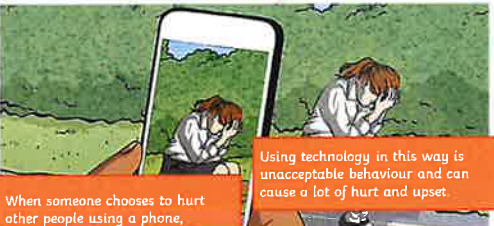
Bullying is when someone chooses to hurt.

Bullying can have serious and long-lasting effects.

happens more than once but it can also happen just once.

Cyberbullying

Bullying can happen in person or using a technological device.



Using technology in this way is unacceptable behaviour and can cause a lot of hurt and upset.

When someone chooses to hurt other people using a phone, computer, tablet or other online device...

Let's find more out about cyberbullying by taking part in a quiz!

Cyberbullying

True – Cyberbullying is when people choose to hurt others through a phone, computer, tablet or a gaming device.

True False

Cyberbullying

False – Unfortunately, cyberbullying is becoming increasingly widespread.

True False

Cyberbullying

False – All bullying behaviours can have serious and long-lasting effects. For example, anxiety, depression, loneliness, becoming withdrawn from family and friends, loss of self-confidence and also feeling worthless.

True False

Cyberbullying

False – All bullying behaviours are wrong and unacceptable.

True False

Cyberbullying

True – Name calling, posting and commenting on or liking nasty online posts, videos and photos is cyberbullying. So is starting and spreading lies about someone online. Cyberbullying also includes sending unkind messages, pressuring others online to do something they don't want to do and being unkind to someone in an online game.

True False

Cyberbullying

True – We can choose to never hurt others online using a technological device and we can speak out if we see it happening to us or our friends.

Getting Help

If you report cyberbullying, it is not your fault and there are people who can help make it stop.

Getting Help

In your group, look carefully at the Getting Help Case Study and that you have been given.

Discuss together your answers to these three questions and record your thoughts on the Getting Help Recording Sheet:

- What was happening to the person in the case study?
- What were the effects of the cyberbullying they experienced?
- What help did they get and how?

Getting Help Recording Sheet

Getting Help

So what are the strategies for tackling and getting help for cyberbullying?

- Report it via the online site that you experience it on, then tell a trusted adult about it and ask for help.
- Block or remove the account or person who is carrying out the bullying.
- Contact the police if you experience bullying because of who you are, where you are from or a life choice you have made as these are 'hate crimes' and will be taken seriously.
- Keep evidence to show a trusted adult or if necessary, the police.

Getting Help

- Remember bullying is not your fault and there are people who can help.
- Be kind online all of the time!
- Say no to cyberbullying!
- Remember, bullying in any form is wrong and that all people have the right to live safe, happy and healthy lives which are free from fear.

Consolidating Reflecting

Consolidating

Say No to Cyberbullying

Design and make a poster which encourages others to be kind online and explains how to get help if cyberbullying happens to them or a friend.

Say No to Cyberbullying

Reflecting

The Importance of Kindness

We can choose how we treat others. We can choose to use our words and actions to help others to feel good or we can choose words and actions which hurt others.

How can we be kind?

How can we show kindness to others?

Giving and receiving kindness helps people to feel happy.

The Importance of Kindness

Just as it is important that we treat people we meet with kindness, it is important we treat people with kindness when we are using phones, computers, tablets and gaming devices.

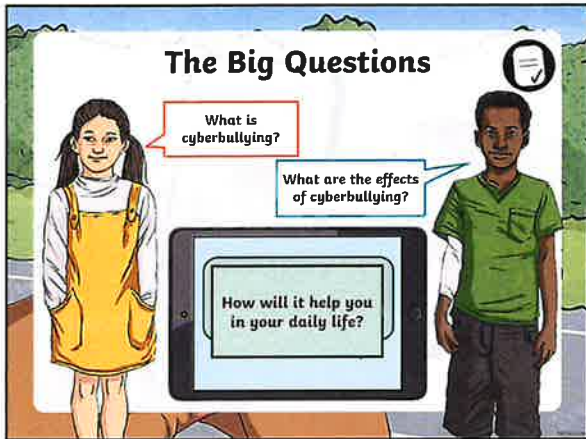
Let's be a class that says no to cyberbullying!

Remember, bullying in any form is wrong and that there are people who can help.

The Big Questions

The Big Questions

Remember, having a healthy mind is important so we need to make sure we don't spend too long using devices with screens. Doing a range of activities inside and outside helps us to keep our body and mind healthy! It is also very important that we don't use or look at things which are too old for us. If you are worried about anything at all, talking to a trusted adult is a good place to start.



Day 1

Say No to Cyberbullying



Day 2	
30 mins	<p>Get active / wake up shake up</p> <p>Take a look at the balance dice. Put the dice together. When you have done this, roll the dice at least 6 times. Can you copy the action that is rolled? Can you hold it for 5 seconds? 10 seconds? 20 seconds? What is the longest you can balance for?</p>
10 mins	<p>Handwriting</p> <p><u>High frequency words:</u> good, again, I'll, boy, soon, want, cat, round, animals, night</p>
40 mins	<p>Maths</p> <p>Arithmetic: Complete the second page of 'Ultimate Times Tables Daily Practise Booklet 11'.</p> <p><u>WALT: Can I round numbers to the nearest 10?</u></p> <p>Watch and follow along the video below to remind you if you need to, pause it as you go along and answer any questions that pop up. We will be using different worksheets so do what you can from the video then try the questions on here.</p> <p><u>Round to the nearest 10</u></p> <p>https://whiterosemaths.com/homelearning/year-4/week-1/</p> <p>Now have a go at your worksheet.</p>
Break	
20 mins	<p>Writing Time</p> <p><u>Alphabetical order:</u> Place the given words in alphabetical order according to which would be found first/last in the dictionary.</p>
40 mins	<p>Literacy</p> <p>Look at the cupcake instructions you ordered yesterday. Answer the comprehension questions relating to this on the DAY 2 sheet.</p>
Lunch	
15 mins	<p>Reading</p> <p>Answer the questions about 'Roald Dahl'. Remember to find the evidence in the text. You can highlight or underline evidence before writing your answer down.</p>
15 mins	<p>Wellbeing (meditation)</p> <p>Today's activity is called 'pebble meditation'.</p> <p>Can you collect 4 pebbles (you could use bits of gravel, marbles, rocks or shells if you can't find pebbles).</p> <p>Place the 4 pebbles in front of you.</p> <p>Breathing in- 'I see myself as a flower'</p> <p>Breathing out- 'I feel fresh, flower fresh' and breathe in and out 3 times.</p> <p>Round 2:</p> <p>Breathing in- 'I see myself as a mountain'</p> <p>Breathing out - 'I feel solid, mountain solid' and breathe in and out 3 times.</p> <p>Round 3:</p> <p>Breathing in- 'I see myself as water'</p> <p>Breathing out- 'Clear water, reflecting' and breathe in and out 3 times.</p> <p>Round 4:</p> <p>Breathing in- 'I see myself as space'</p> <p>Breathing out- 'I feel free, space free' and breathe in and out 3 times.</p>
30 mins	<p>Science</p> <p>Look at the 'functions of a skeleton' PowerPoint. Can you complete the activity sheet that goes with it?</p>
Break	

10 mins	<p style="text-align: center;">Gratefulness</p> <p>Think about your random act of kindness yesterday. How did it make you feel? How do you think that person felt? Can you challenge yourself to fit in as many random acts of kindness as you can throughout the week?</p>
15 mins	<p style="text-align: center;">Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

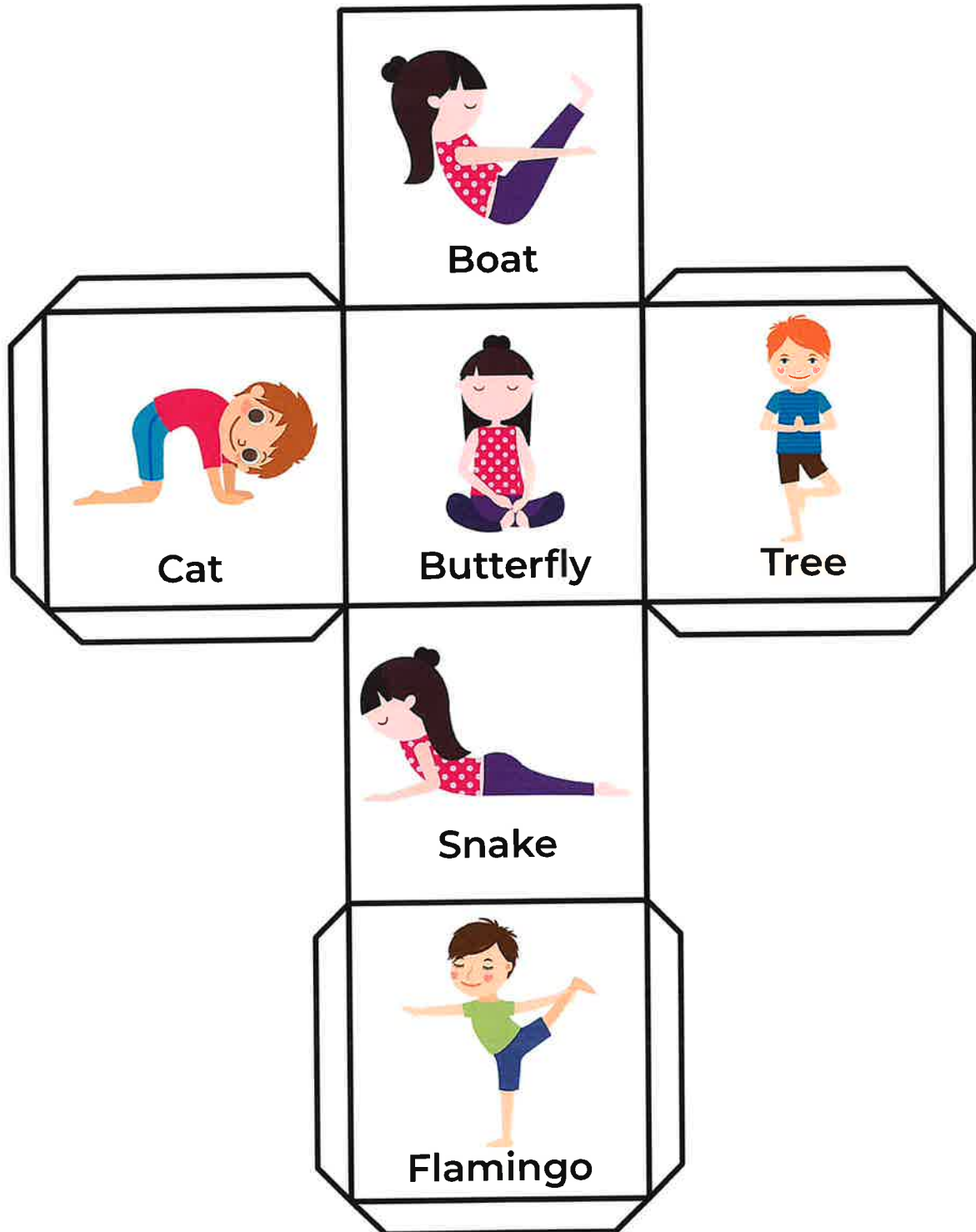
Day 2



Improve your Move

www.kiddo.edu.au

KIDDO BALANCE DICE



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@kiddo_australia

Day 2

DAY 2

Next 200 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

good

again

I'll

boy

soon

want

cat

round

animals

night

Day 2 Challenge

$8 \times 3 =$	$9 \times 4 =$	$8 \times 4 =$
$6 \times 4 =$	$0 \times 8 =$	$3 \times 3 =$
$11 \times 4 =$	$6 \times 8 =$	$1 \times 4 =$
$3 \times 3 =$	$12 \times 3 =$	$12 \times 8 =$
$6 \times 3 =$	$4 \times 4 =$	$0 \times 4 =$
$2 \times 8 =$	$7 \times 4 =$	$5 \times 8 =$
$5 \times 4 =$	$11 \times 4 =$	$3 \times 4 =$
$3 \times 8 =$	$3 \times 8 =$	$2 \times 3 =$

My score:

24

Maths

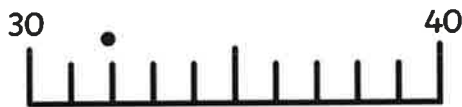
Day 2

WALT: Can I round numbers to the nearest 10?

1. Can you round these numbers to the nearest 10? Use the number lines to help you.



28 to the nearest 10 = 30



1. 32 to the nearest 10 = _____



2. 46 to the nearest 10 = _____



3. 54 to the nearest 10 = _____



4. 66 to the nearest 10 = _____



5. 71 to the nearest 10 = _____



6. 88 to the nearest 10 = _____



7. 93 to the nearest 10 = _____



8. 45 to the nearest 10 = _____



9. 44 to the nearest 10 = _____

Day 2

Challenge - Can you help the astronaut collect some space rocks?

Can you help me collect some space rocks? Colour the correct rock to show your answers.



1) Round 537 to the nearest 10.



2) Round 704 to the nearest 10.



3) Which space rock will round to 670 when rounded to the nearest 10?



4) Round 345 to the nearest 10.



Alphabetical order:

DAY 2

Arrange these words into the correct alphabetical order, thinking about which would appear first/ last in the dictionary.

chatter potion orange

drum shut corner

bang red finger

picnic horse jacket

joy dot danger rotten

slip slap sleep

flick flame flock

prod pray prepare

pet planet pear pebble

Fairy cake instructions- comprehension activity

1. How long will your cakes need to bake in the oven for?
2. How much water is needed to make the icing?
3. The buns must be warm when you spoon the icing onto them. T/F
4. What equipment is needed to beat the mixture?
5. At what temperature will the cakes bake in the oven?
6. What is the main heading? Why has it been included?
7. Each step begins with an _____.
8. What are the sugar flowers for?
9. Look at the step that begins with the word take. Can you think of a synonym that you could use to up-level the sentence without changing its meaning?
10. Write down as many features as you can that is included in instruction writing.

Day 2

Questions About Roald Dahl

1. Who started Roald's love of stories?

2. What tragedies did Roald have in his early life?

3. Describe what you think the Matron might have been like.

4. Why was he happier at Repton School?

5. How do you think the chocolate testing experience inspired 'Charlie and the Chocolate Factory'?

6. Explain why he had to leave the RAF.

7. How did Roald start writing children's stories?

8. Why did Dahl say that to live in a child's world you had to "get down on your hands and knees and live that for a week"?

Day 2

9. What did Dahl have a passion for?

10. Why did Roald Dahl think learning to read was a good thing?

Functions of a Skeleton

Purpose of a Skeleton

Discuss the following questions with your partner:

1

Why do we have skeletons?

2

What would happen if we did not have a skeleton?

Protection

Skeleton functions

1. Support

2. Protection

3. Movement

4. Storage

5. Blood cell production

Whose Skeleton?

human
dog
horse
snake
fish

All Fall Down!

One of the functions of a skeleton is to support your body.

What would happen if you had no bones in your body?

Which part of the skeleton keeps your body upright?




On your activity sheet using a different coloured pencil, colour in the main bones that keep your body upright.

Movement

What happened when I tried to pick up a pencil the first time and the second time?

Joints

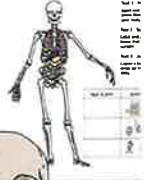
Without joints connecting our bones we would not be able to move the way we do. We would not be able to bend, jump, skip to name a few movements. There are 3 different types of joints in the body.

ball and socket	hinge	gliding
		
<p>Ball and socket joints allow the most freedom of movement. One example in the human skeleton is the between the pelvis (hip) and femur (upper leg bone)</p>	<p>Hinge joints allow flex and extend movements. One example in the human skeleton is between the humerus (upper arm bone) and radius/ulna (lower arm bones)</p>	<p>Gliding joints are also known as 'plane' joints. The bones are shaped to glide over one another and allow for small limited movements in different directions. One example in the human skeleton is the wrist bones.</p>

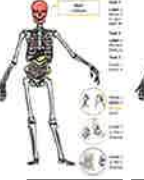
Skeleton Functions

Complete the Skeleton Functions activity sheet


Skeleton Functions




Skeleton Functions






Skeleton Functions





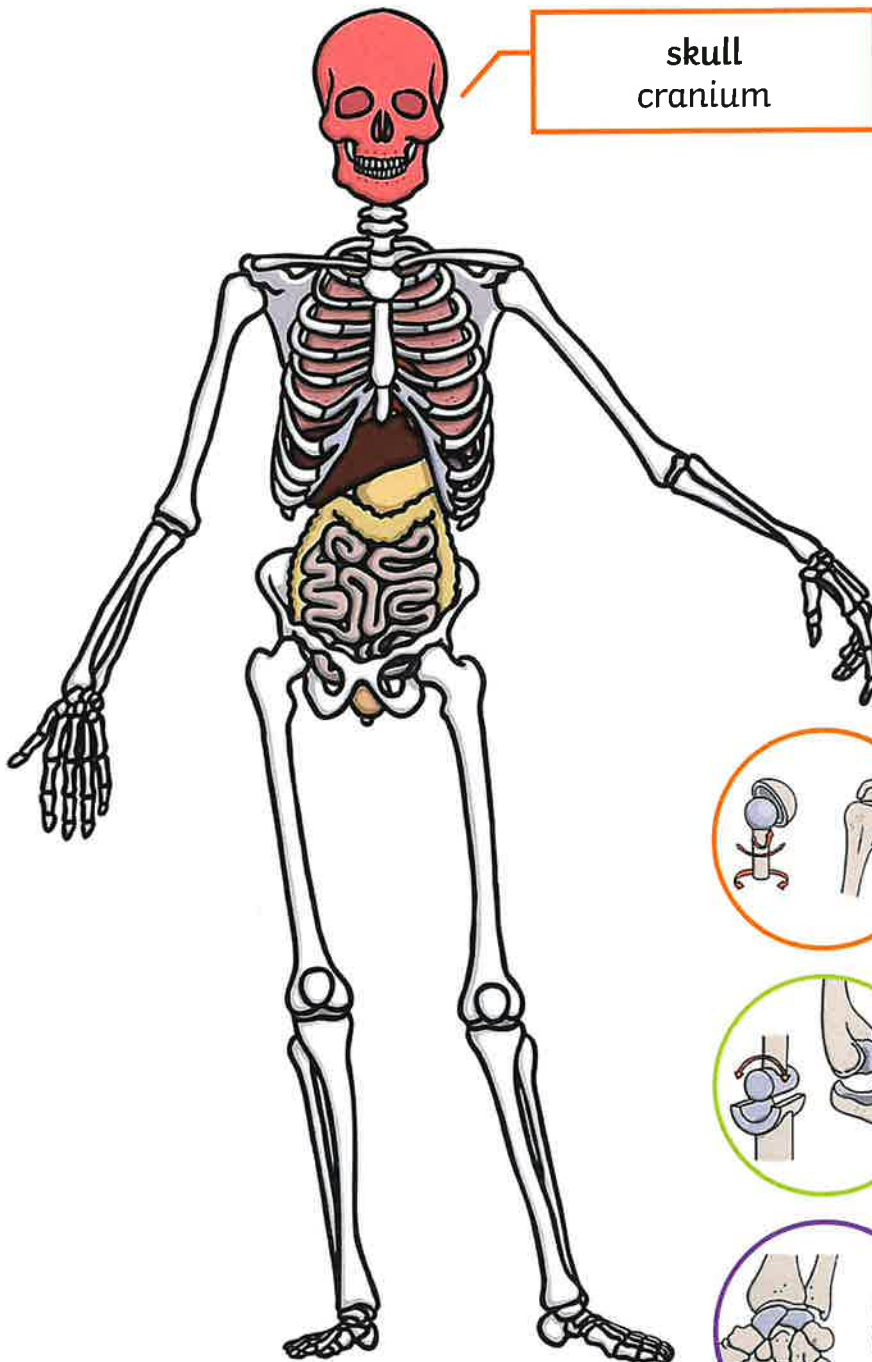
Skeleton Types and Functions

Functions of a Skeleton				
	protection	support	shape	movement
Types of Skeleton	 endoskeleton			
	 exoskeleton			
	 hydrostatic skeleton			



Skeleton Functions

I can explain the functions of a skeleton.



skull
cranium

Task 1 - Protection

Label and colour in **red** the bones that protect organs in your body. (One has been done for you).

Task 2 - Support

Label and colour in **blue** the bones that keep your body upright.

Task 3 - Joints

Circle (o) the following joints in the body.



Circle the **ball and socket joints** in the skeleton in **orange**. (Example: Hip joint).



Circle the **hinge joints** in the skeleton in **green**. (Example: Elbow joint).



Circle the **gliding joints** in the skeleton in **purple**. (Example: Wrist joint).

Day 3	
30 mins	<p>Get active / wake up shake up Complete Cogsworth's time trial! https://www.nhs.uk/10-minute-shake-up/shake-ups/cogsworths-time-trial</p>
10 mins	<p>Handwriting <u>High frequency words:</u> over, never, narrator, how, things, magic, next, small, did, new</p>
40 mins	<p>Maths Arithmetic: Complete page 3 of 'Ultimate Times Tables Daily Practise Booklet 11'. <u>WALT: Can I round numbers to the nearest 100?</u> Watch and follow along the video below to remind you if you need to, pause it as you go along and answer any questions that pop up. We will be using different worksheets so do what you can from the video then try the questions on here. <u>Round to the nearest 100</u> https://whiterosemaths.com/homelearning/year-4/week-1/ Now have a go at your worksheet.</p>
Break	
20 mins	<p>Writing Time <u>Apostrophes for possession:</u> Write a sentence to show who an object belongs to by using apostrophes correctly.</p>
40 mins	<p>Literacy The last few days you have been looking at instruction texts. Each step of these instructions start with an imperative verb. Look at the imperative verb activities on Day 3 of your pack and complete them as appropriate.</p>
Lunch	
15 mins	<p>Reading Read your table top book. Take notice of words that you find tricky to read. Which strategy did you use to read them? Are there any words that you don't understand? Can you find the meaning of them?</p>
15 mins	<p>Wellbeing (yoga) Take a look at the yoga positions called 'the mountain', 'the tree', 'the chair' and 'the rainbow'. Read the instructions carefully. Yoga poses make you feel calm and relaxed.</p>
30 mins	<p>Non-Core (PE) Try each of these 3 times each. What is the best score that you can get? Record them in your homework book! Around the sock challenge: https://youtu.be/c9Im8Y7kogE Sock ladder challenge: https://www.youtube.com/watch?v=BA4XN3Pynig Speed bounce challenge: https://www.youtube.com/watch?v=zzWyMWAefk4 What happened to your heart rate when you were doing these? How did your arms feel after the around the sock challenge? Which muscles could you feel working in the sock ladder challenge?</p>
Break	
10 mins	<p>Gratefulness Look at each member of your family. What do you appreciate about them? Appreciation is recognition of enjoyment of the good qualities about someone. Draw a picture of each member of your family and write down the things you enjoy and appreciate about them! They might tell you what they appreciate about you.</p>
15 mins	<p>Storytime Listen to a story. An adult could read you a story or you can listen to one online.</p>

Next 200 High Frequency Words Handwriting

DAY 3

Practise your weekly spelling words using cursive handwriting.

over

never

narrator

how

things

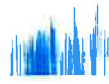
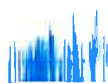
magic

next

small

did

new



Day 3 Challenge

$5 \times 3 =$	$9 \times 3 =$	$3 \times 8 =$
$6 \times 4 =$	$0 \times 4 =$	$9 \times 4 =$
$10 \times 3 =$	$6 \times 3 =$	$7 \times 8 =$
$8 \times 8 =$	$12 \times 8 =$	$12 \times 4 =$
$8 \times 3 =$	$7 \times 3 =$	$5 \times 4 =$
$7 \times 4 =$	$4 \times 8 =$	$3 \times 3 =$
$11 \times 8 =$	$3 \times 4 =$	$2 \times 4 =$
$4 \times 4 =$	$0 \times 8 =$	$11 \times 3 =$

My score:

24

Maths

Day 3

WALT: Can I round numbers to the nearest 100?

1. Can you round these numbers to the nearest 100? Use the number lines to help you.



280 to the nearest 100 = 300



1. 362 to the nearest 100 = _____



2. 565 to the nearest 100 = _____



3. 849 to the nearest 100 = _____



4. 623 to the nearest 100 = _____



5. 715 to the nearest 100 = _____



6. 890 to the nearest 100 = _____



7. 321 to the nearest 100 = _____



8. 245 to the nearest 100 = _____



9. 550 to the nearest 100 = _____



10. 376 to the nearest 100 = _____

2. Round the following numbers to the nearest 100.

341	→
789	→
145	→
35	→
676	→
423	→

Reasoning and problem solving

1. Annie says "My number, when rounded to the nearest 100, is 400. My number is 430, when rounded to the nearest 10." What could Annie's number be? Write 3 possible numbers.
2. Ted needs to round number 562 to the nearest 100. He says "562 rounded to the nearest 100 is 500 because 2 is less than 5." Is he right? Explain your answer.

Apostrophes for possession:

DAY 3

Write the shortened form for each phrase

eg. The clubs belong to the golfer..... The golfer's clubs

1. The hammer belongs to the builder
2. The boots belong to the footballer
3. The pen belongs to my uncle
4. The tail of the dinosaur
5. The slippers belong to Mr. Smith
6. The glasses belong to Katie.....

Now write 3 of your own.

Imperative Verbs

Circle the imperative verbs in these commands.

1. Place the cup on the table.
2. Tear the sandwich into pieces.
3. Share the cake with your friends.
4. Listen to your teacher.
5. Hold my hand.
6. Cross the road safely.
7. Open the door for Mrs Riaz.
8. Type in your password.
9. Underline today's date.
10. Read your book quietly.



Add an imperative verb to each of these commands so that they make sense.

- 1) _____ a line with a ruler.
- 2) _____ the ingredients together properly.
- 3) _____ to the instructions.
- 4) _____ your hand up to ask a question.
- 5) _____ your homework by Friday.

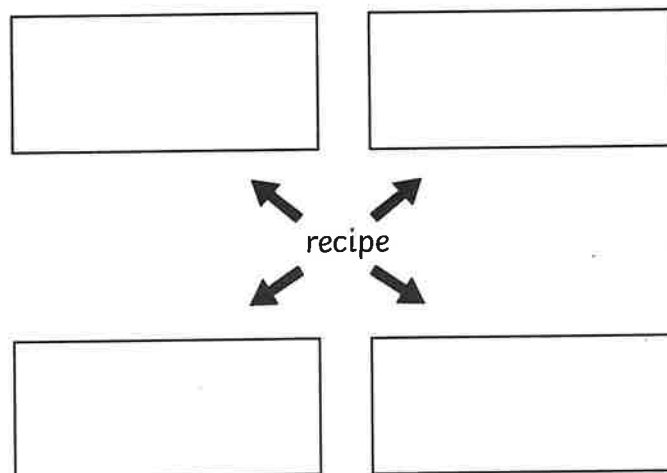
Imperative Verbs

Add an imperative verb to each of these commands so that they make sense.

1. _____ a line with a ruler.
2. _____ the ingredients together properly.
3. _____ to the instructions.
4. _____ your hand up to ask a question.
5. _____ your homework by Friday.
6. _____ what you saw.
7. _____ the suspects about the crime.
8. _____ the webpage.
9. _____ your answers.
10. _____ to bring your book bag.



Write four imperative verbs that you might find in a recipe.



Imperative Verbs

Write four imperative verbs that might be used in each of these situations.

--	--	--	--

↖ ↗
baking a cake
↙ ↘

↖ ↗
washing a car
↙ ↘

--	--	--	--

--	--	--	--

↖ ↗
at school
↙ ↘

↖ ↗
before bed
↙ ↘

--	--	--	--

Now, list three imperative verbs which would turn these sentences into different commands.

1) _____ the chocolate bar down.

2) _____ to the headteacher.

3) _____ your playtime.

Chair Pose

Utkatasana



Benefits

Strengthens legs, stretches shoulders and chest.

- 1 Start in mountain pose. (Standing with your feet shoulder width apart and arms by your side.)
- 2 Exhale, and bend your knees as if you were sitting in a chair.
- 3 Reach your arms towards the ceiling with your palms facing each other.
- 4 Hold this pose and breathe.

Mountain Pose

Tadasana



Benefits

Improves posture, strengthens core, muscles and legs.

- 1 Stand tall with your weight balanced evenly on your feet.
- 2 Firm your thigh muscles and pull in your tummy.
- 3 Press your shoulders back and hang your arms beside your torso.
- 4 Breathe deeply and hold as long as needed (at least two breaths).

Rainbow Pose



Benefits

Stretches arms, abdominals, spine and chest; calms the mind.

- 1 Start on your knees. Raise both hands over your head.
- 2 Drop one hand by your side, exhale and arch your arm over your body.
- 3 Hold this position.
- 4 As you bring your dropped arm back over your head, straighten your body.
- 5 Repeat on other side.

Tree Pose

Vrikshasana



Benefits

Improves balance, strengthens thighs, calves and ankles, stretches legs and chest, develops concentration.

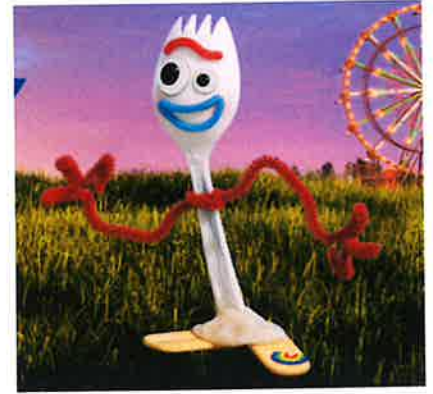
- 1 Begin in mountain pose. (Feet shoulder-width apart, hands at your sides.)
- 2 Lift your right foot, turning your knee out; place your foot on your leg wherever feels comfortable.
- 3 Press your hands together.
- 4 Raise your arms over head and look up to your hands if possible.
- 5 Return hands to your chest and lower your right leg.
- 6 Repeat with left leg.

Day 4	
30 mins	<p>Get active / wake up shake up</p> <p>Play 'find forkys' with a member of your family! It is all explained on the sheet in your pack!</p>
10 mins	<p>Handwriting</p> <p><u>High frequency words</u>: shouted, first, car, man, after, us, work, couldn't, going, wanted</p>
40 mins	<p>Maths</p> <p>Arithmetic: Complete page 4 of 'Ultimate Times Tables Daily Practise Booklet 11'.</p> <p>WALT: Can I add two 4-digit numbers with no exchange?</p> <p>Watch and follow along the video below to remind you if you need to, pause it as you go along and answer any questions that pop up. We will be using different worksheets so do what you can from the video then try the questions on here.</p> <p>Add two 4-digit numbers - no exchange</p> <p>https://whiterosemaths.com/homelearning/year-4/week-5/</p> <p>Fluency</p> <p>Use the column method or draw base 10 to work these out.</p> <p>1) $4287+1212=$ 2) $2034+4165=$ 3) $7004+2051=$ 4) $3201+6798=$</p> <p>5) $1234+2345=$ 6) $7162+2316=$ 7) $8246+1442=$ 8) $6389+3210=$</p> <p>Reasoning and problem solving</p> <p>Maya's calculation is: $5623+316=8790$ Did she make a mistake? How do you know? Explain.</p>
Lunch	
20 mins	<p>Writing Time</p> <p><u>Anagrams</u>:</p> <p>Unscramble the letters to give you a name of an animal.</p>
40 mins	<p>Literacy</p> <p>Think back to the work you've done over the last few days. You have read the given instructions several times, now. Today is your turn to write some instructions of your own! As you have already thought about some imperative words for writing instructions for washing a car, baking a cake or getting ready for bed, you could write instructions for any of these. Alternatively, you may want to write instructions for making a cup of tea, making a piece of toast or something of your own choice. Remember to use the support sheets entitled <u>Instructional Text Writing Mat</u> and <u>Instruction Text Features</u> to ensure that you have included as many of the necessary features of this genre of writing.</p>
Lunch	
15 mins	<p>Reading</p> <p>Look at the reading activity called 'Dear Adventurer'. When you read the text for the first time, ask an adult to time one minute. When the minute is up, circle the word that you get to. Read the text again slowly and then answer the questions.</p>
15 mins	<p>Wellbeing (emotions)</p> <p>Take a look at the 'how do you feel today?' cards. Play emotion charades with someone in your house. Try and copy the facial expression of a chosen emotion. Can the person you are playing with guess what emotion you are acting out? Can you guess what they are acting out?</p>
30 mins	<p>Non-Core (ICT)</p> <p>Log on to Purple mash.</p> <p>Click on 2Code</p> <p>Launch the app 'superheroes' and complete the challenges that are set for you!</p> <p>Remember to save your work.</p>
Break	

10 mins	<p style="text-align: center;">Gratefulness</p> <p>What good things have happened in your day? How has it made you feel? Can you re-call a positive memory from the past- why does it stick in your mind? Tell your parent about positives that have happened this week.</p>
15 mins	<p style="text-align: center;">Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Day 4

Forky, the newest member of the Toy Story gang, does not believe he is a toy. Even though he is Bonnie's favourite, he keeps running away. Who can find Forky the fastest?



How to play...

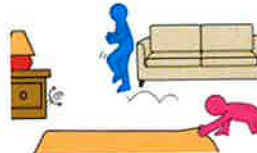
- 1 Draw Forky on a piece of paper and get an adult to help you cut him out.



- 2 One player hides Forky while everyone else closes their eyes.



- 3 Open your eyes and hop your way around the room to try to find Forky.



- 4 The player who finds Forky is the winner.



- 5 Everyone celebrates with 10 star jumps. Let the winner take a turn to hide Forky, and play again!



Next 200 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

shouted

first

car

man

after

us

work

couldn't

going

wanted

Day 4 Challenge

$8 \times 3 =$	$9 \times 4 =$	$8 \times 4 =$
$6 \times 4 =$	$0 \times 8 =$	$3 \times 3 =$
$11 \times 4 =$	$6 \times 8 =$	$1 \times 4 =$
$3 \times 3 =$	$12 \times 3 =$	$12 \times 8 =$
$6 \times 3 =$	$4 \times 4 =$	$0 \times 4 =$
$2 \times 8 =$	$7 \times 4 =$	$5 \times 8 =$
$5 \times 4 =$	$11 \times 4 =$	$3 \times 4 =$
$3 \times 8 =$	$3 \times 8 =$	$2 \times 3 =$

My score:

24

DAY 4

Anagrams:

Unscramble the letters below to find the name of an animal.

1. gdo
2. nilo
3. ipcmhezane
4. taheceh
5. dapna
6. lptehnae
7. naske
8. dholgfis
9. fegirfa
10. eabr

Instructional Text
Writing Mat

Instructional Verbs

'Instructional verbs' are 'imperative verbs'.

Cooking



Stir Mix
Add Pour
Whisk
Beat Spoon
Cook Bake
Fry Boil

Directions



Walk Run
Turn Step
Rotate Take
Face

Key Words

How to...
ingredients
You will need...
first
firstly
last
lastly
next
then
diagram
label
right
left
straight on
continue
finally

Craft



Fold Cut
Score Tear
Turn Draw
Colour
Bend Paint

Exercise



Run Walk
Bend Stretch
Relax Move
Turn Jump
Skip Hop

Checklist

Have your instructions got.....

- A clear main heading
- Numbered stages
- Sub-headings
- A 'you will need' section
- Bullet points
- Useful diagrams, illustrations or photographs
- More than one instruction for each sub-heading

Dear Adventurer

2 Dear adventurer,

12 I am writing this letter to ask for your assistance.

21 Over the last few weeks, we have been receiving

29 reports of strange activity coming from the forest

37 just south of here. Perhaps the most worrying

45 thing is the large footprints that have started

54 appearing at the forest edge. It seems as though

62 whatever is creating them is getting bored of

70 staying hidden and could soon become a threat.

79 Tomorrow, we will be sending a search team into

89 the forest to investigate. I expect that you will be

99 joining us. You will, of course, be paid a handsome

103 sum for your bravery.

105 Yours expectantly,

107 King Dom



Quick Questions



1. In which direction is the forest?



2. Find and copy one word which means the same as **help**.



3. How do you think King Dom would react if the adventurer refused to join in with the investigation?



4. What do you think will happen tomorrow?

How Do You Feel Today?



happy



angry



excited



embarrassed



cold



hot



surprised



tired



astonished



upset



worried



nervous



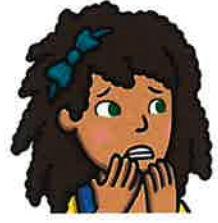
proud



sad



confused



scared



poorly



calm



stressed



disappointed

Day 5	
30 mins	<p>Get active / wake up shake up</p> <p>Have a go at a 'PE with Joe' this morning! It will help get your heart rate going ready for a day of learning. https://www.youtube.com/watch?v=BDiqyoBrHms</p>
10 mins	<p>Handwriting</p> <p><u>High frequency words</u>: other, lots, eat, food, need, head, would, everyone, fox, that's</p>
40 mins	<p>Maths</p> <p>Arithmetic: Complete page 5 of 'Ultimate Times Tables Daily Practise Booklet 11'.</p> <p><u>WALT: Can I add two 4-digit numbers with one exchange?</u></p> <p>Watch and follow along the video below to remind you if you need to, pause it as you go along and answer any questions that pop up. We will be using different worksheets so do what you can from the video then try the questions on here. Add two 4-digit numbers - one exchange https://whiterosemaths.com/homelearning/year-4/week-5/</p> <p>Now complete your worksheet.</p>
Break	
20 mins	<p>Writing Time</p> <p>Look at the picture prompt and write some sentences following the given rule for each sentence.</p>
40 mins	<p>Literacy</p> <p>Can you make up your own word search outlining features of instruction texts for your family to solve. For example you would include sub-headings and diagrams.</p>
Lunch	
15 mins	<p>Reading</p> <p>Read your library book. Take notice of words that you find tricky to read. Which strategy did you use to read them? Are there any words that you don't understand? Can you find the meaning of them?</p>
15 mins	<p>Wellbeing (mindful doodling)</p> <p>Play some soft music in the background. You can find 'mindfulness' music on youtube. Make sure an adult helps you with this! Create a pattern on a blank piece of paper. Keep filling in the shapes you have made with patterns. Can you colour in the pattern you have made? Remember- there is no right or wrong way to doodle. This is just what comes from your wrist!</p>
30 mins	<p>Non-Core (Art)</p> <p>Take a look at the pages in your pack from the book 'The Boy, the mole, the fox and the horse' by Charlie Mackesy'. Can you draw a picture and find a quote to put underneath it in the style of Mackesy'</p>
Break	
10 mins	<p>Gratefulness</p> <p>Can you complete a gratitude diary in your homework book for this week? Look back at all of the activities that you have done and this might trigger your memory. You can be grateful for almost anything! People, things, memories.</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Next 200 High Frequency Words Handwriting

DAY 5

Practise your weekly spelling words using cursive handwriting.

other

lots

eat

food

need

head

would

everyone

fox

that's

Day 5 Challenge

$8 \times 3 =$	$9 \times 4 =$	$8 \times 4 =$
$6 \times 4 =$	$0 \times 8 =$	$3 \times 3 =$
$11 \times 4 =$	$6 \times 8 =$	$1 \times 4 =$
$3 \times 3 =$	$12 \times 3 =$	$12 \times 8 =$
$6 \times 3 =$	$4 \times 4 =$	$0 \times 4 =$
$2 \times 8 =$	$7 \times 4 =$	$5 \times 8 =$
$5 \times 4 =$	$11 \times 4 =$	$3 \times 4 =$
$3 \times 8 =$	$3 \times 8 =$	$2 \times 3 =$

My score:

24

Maths

Day 5

WALT: Can I add two 4-digit numbers with one exchange?

Fluency

1. Complete the calculations. Use the column method or draw the base ten model.

1) $4362 + 3722 =$

2) $2128 + 3232 =$

3) $4521 + 2229 =$

4) $7154 + 3222 =$

5) $2645 + 1162 =$

6) $5076 + 2131 =$

7) $4444 + 3336 =$

8) $6543 + 1521 =$

2. Reasoning and problem solving.

1. This is Ayoub's calculation. Did he make a mistake? Explain.

		3	6	3	2	
	+	5	5	1	2	
		8	1	4	4	
		1				

2. Can you add the missing digits to complete the addition?

		3		5	4	
	+	1	2	0		
			2	6	1	

DAY 5



Write 5 wow sentences about the picture above.

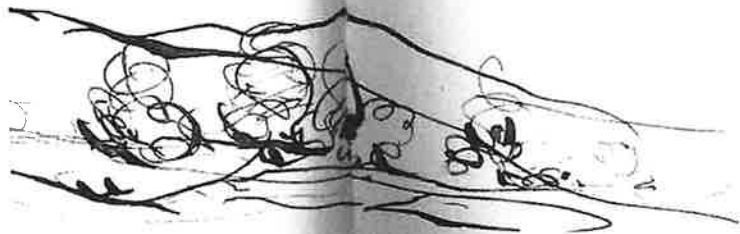
1. Your first sentence must include 2 adjectives.
2. Your second sentence must include a fantastic verb.
3. Your third sentence must start with a verb to form a fronted adverbial.
4. Your fourth sentence must start with an adverb.
5. Your last sentence must include a similie.

Day 5

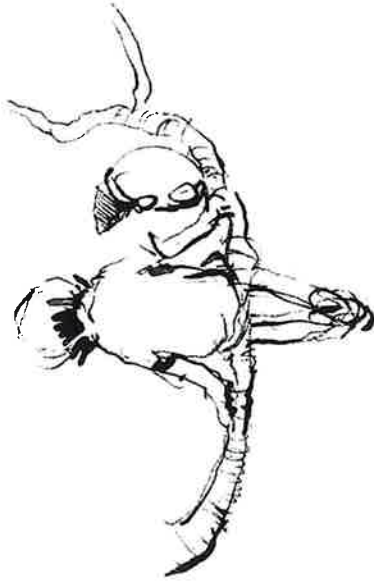
"What do you want to be
when you grow up?"



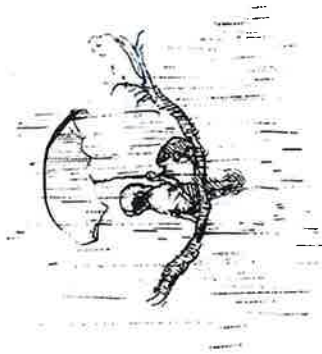
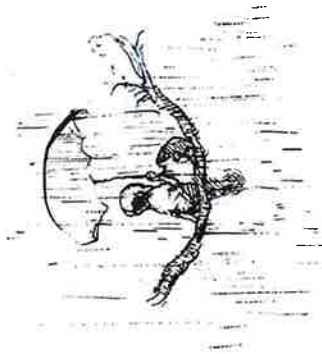
"Kind" said the boy



"What do you think
Success is?" asked the boy



"To love," said the
Mole



"One of our
greatest freedoms
is how we
react to
things"



"What's your best
discovery?" asked
the note.



"That I'm enough as
I am," said the
boy.

Day 5

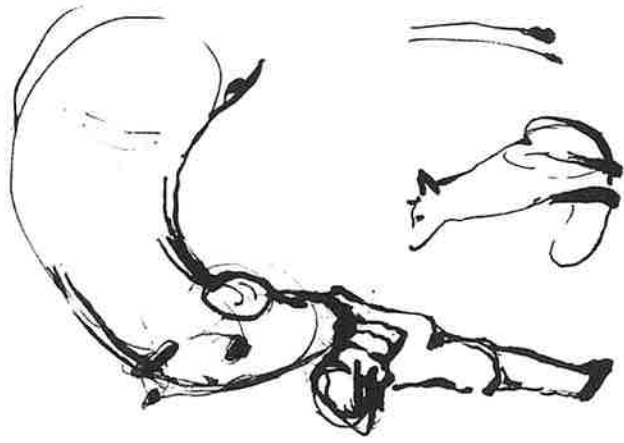
Day 5



"Home isn't always
a place is it?"



Day 5



"Thank
you"



Home learning

In this pack we have provided a set of activities which are similar to a school day. We have suggested a length of time for each activity. Please feel free to spend more or less time on each activity to suit you and your child. In your pack there are all the resources you need for each day. We are available to contact should you have any questions on info@scraptoftvalley.leicester.sch.uk or you can call the school office on 0116 2413444 where somebody will be able to help you.

Day 6

30 mins	<p>Get active / wake up shake up</p> <p>Complete the Yoga Yak challenge using the following like: https://www.nhs.uk/10-minute-shake-up/shake-ups/yoga-yak</p>															
10 mins	<p>Handwriting</p> <p>High frequency words: king, or, our, through, baby, town, took, two, way, fish</p>															
40 mins	<p>Maths</p> <p>Arithmetic: Complete page 6 of 'Ultimate Times Tables Daily Practise Booklet 11'. <u>WALT: Can I subtract two 4-digit numbers with no exchange?</u></p> <p>Watch and follow along the video below to remind you if you need to, pause it as you go along and answer any questions that pop up. We will be using different worksheets so do what you can from the video then try the questions on here. Subtract two 4-digit numbers - no exchange https://whiterosemaths.com/homelearning/year-4/week-6-number-addition-subtraction/</p> <p>Fluency Complete the calculations using the column method or drawing base 10.</p> <p>1) $2667-1223=$ 2) $3981-2070=$ 3) $7980-3210=$ 4) $9876-1234=$ 5) $6465-2013=$ 6) $1566-1432=$ 7) $9968-3365=$ 8) $5398-2156=$</p> <p>Reasoning Patrick has saved £4556. He wants to buy the car that costs £4231. He wants to know, how much money will he have left after he buys the car. He does this calculation. Explain what is wrong with it.</p> <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td></td><td>4</td><td>2</td><td>3</td><td>1</td></tr><tr><td>-</td><td>4</td><td>5</td><td>5</td><td>6</td></tr><tr><td></td><td></td><td>3</td><td>2</td><td>5</td></tr></table>		4	2	3	1	-	4	5	5	6			3	2	5
	4	2	3	1												
-	4	5	5	6												
		3	2	5												
Break																
20 mins	<p>Writing Time</p> <p><u>Verb tenses:</u></p> <p>Read the given sentence and say whether they are written in past, present or future tense. Then write some of your own sentences in the past present and future tense and label them as past, present or future tense.</p>															
40 mins	<p>Literacy</p> <p>Take a look at Day 6 sheet entitled <i>Me, Me, Me</i>. Think of a character in a book you have read and use the template to create a social media profile for him/her.</p>															
Lunch																

15 mins	<p style="text-align: center;">Reading</p> <p>Read the text 'Oliver Twist'. Underline any vocabulary that you do not understand. Are there any words that you need to find the definition of? Use a dictionary or the internet. Remember, if you are using the internet then an adult should be supervising you.</p>
15 mins	<p style="text-align: center;">Wellbeing (breathing technique)</p> <p style="text-align: center;">This method we are learning today will help re-focus you. It is like an acrostic but it is a way to remember how to STOP and refocus yourself.</p> <p style="text-align: center;">S- Stop what you are doing</p> <p>T- Take a deep breath. Breathe in for a count of five, hold for a count of one and breathe out for a count of eight (just like Day 1's breathing technique)</p> <p style="text-align: center;">O- Observe what is happening around you at this moment.</p> <p style="text-align: center;">P- Proceed with what you were doing.</p> <p>Keep trying this throughout the week if you feel you need to re-focus yourself! This is a very useful hint to keep you concentrating!</p>
30 mins	<p style="text-align: center;">Non-Core (RE)</p> <p>Take a look at the Special Festivals PowerPoint for Christianity.</p> <p>Pick a different religion that you would like to research and find out about other special festivals! You could create a leaflet, fact file or poster about this.</p> <p style="text-align: center;">Remember Zip it, Block it, Flag it if you are using the internet.</p>
Break	
10 mins	<p style="text-align: center;">Gratefulness</p> <p style="text-align: center;">This week you are going to complete a week of gratitude!</p> <p>Today you are going to draw a picture of a happy memory that you have! You could write a sentence or small paragraph to say why it was special!</p>
15 mins	<p style="text-align: center;">Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Next 200 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

king

or

our

through

baby

town

took

two

way

fish



Ultimate Times Tables

Daily Practice

Booklet 12



3 ×
4 ×
8 ×



Name: _____

6 Day 1 Challenge

$5 \times 3 =$	$9 \times 3 =$	$3 \times 8 =$
$6 \times 4 =$	$0 \times 4 =$	$9 \times 4 =$
$10 \times 3 =$	$6 \times 3 =$	$7 \times 8 =$
$8 \times 8 =$	$12 \times 8 =$	$12 \times 4 =$
$8 \times 3 =$	$7 \times 3 =$	$5 \times 4 =$
$7 \times 4 =$	$4 \times 8 =$	$3 \times 3 =$
$11 \times 8 =$	$3 \times 4 =$	$2 \times 4 =$
$4 \times 4 =$	$0 \times 8 =$	$11 \times 3 =$

My score:

24

DAY 6

Verb tenses:

Verbs can be written in different tenses.

eg. I swam fast = past tense because it happened in the past.

I am swimming fast = present tense because it is happening now.

I will swim fast = future tense because it will happen in the future.

Write whether each of the sentences is in past, present or future tense.

1. I will go to bed early.
2. We drank all the lemonade.
3. Alex is riding his bicycle.
4. They crossed the busy street.
5. Next week we will go on holiday.
6. The car broke down.
7. We gave the dog a bone.
8. I will sleep in the tent tonight.
9. I am eating my pudding.
10. Glen enjoyed his sandwiches.

Now write a sentence each in past, present and future tense.

Me, Me, Me!

If the main character of the last story you read created a social media page, what would it say? Fill in their profile, making sure to include as much information as possible about them.

Profile Picture:

Decorative picture:

Name:

Add as friend!

Friends

What's on your mind?

Visited:
last Thursday

Went to:
on Saturday

Became friends with:
and 3 other people

Me and my friends at a cool party last weekend! with _____

Draw a photograph here

Worked at:

Studied at:

Lives in:

From:

Birthday:

I just ate _____

Oliver Twist

Scene One – The Workhouse

(Narrator stands in front of the closed stage curtain, lit by a spotlight.)

Narrator: Through no fault of his own, Oliver Twist finds himself being cared for by an elderly woman three miles from where he once lived. He spends his days with 20 or 30 other children, who are lying on the floor with their stomachs rumbling. On his ninth birthday, Oliver is pale, thin, short and in need of a wash. Nevertheless, Oliver is in good spirits.

Unexpectedly, Mr Bumble – the man who had given Oliver his name – visits the workhouse. As Oliver has now turned nine years old, Mr Bumble explains to Mrs Mann that he is too old to stay in her care. He says that Oliver must return to the workhouse and takes him to begin yet another new life.

(Curtains open as Narrator exits to stage right. Five workhouse orphans, including Oliver, walk across the stage towards stage left. They are holding empty bowls in front of them. At stage left, the boys join the back of the queue that has formed in front of two women and The Master. These people wear aprons and ladle gruel into each boy's bowl.)

Boy 1: **(holding his stomach)** I'm so hungry. If I don't have an extra spoonful of gruel today, I'm scared that I might end up eating the boy who sleeps next to me!

Boy 2: **(quietly)** One of us should say something. We should ask for more food.

Boy 3 and

Boy 4: **(together)** Not me!

(All characters move forward one place in the queue. The children before move to sit around the table with their full bowl.)

Boy 2: What about you, Oliver?

Boy 1: Yes, Oliver, will you ask The Master for more supper?

Oliver: **(hesitant)** Well, I don't know. I guess we are hungry. Just another spoonful wouldn't hurt, would it?

Oliver Twist Scene One – The Workhouse

(All orphans move through the queue, receive their gruel and take their seats at the table. Boy 1 sits next to Oliver. The Master and the two women remain stood at stage left. They are watching the orphans as they eat.)

Boy 2: (winks at Oliver) Now's your chance, Oliver. Ask him.

Boy 1: Go on, Oliver. Ask. (nudges Oliver with his elbow)

(Oliver stands up and walks towards The Master. He carries his bowl and spoon in front of him. He has an unsure expression on his face.)

Oliver: (quietly) Please, sir, I want some more.

The

Master: (open-mouthed, with a faint voice) What?!

Oliver: Please, sir, I want some more.

(The Master tries to hit Oliver over the head with the serving spoon but Oliver ducks just in time. The Master grabs Oliver by the arm.)

The

Master: (loudly calling to offstage right) MR BUMBLE!

(Mr Bumble and Mr Limbkins enter quickly from stage right.)

The

Master: Mr Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!

(Orphans around the table gasp and look at one another with shocked faces.)

Mr

Limbkins: For more?! (turns to Mr Bumble) Mr Bumble, answer me clearly. Do I understand that Oliver asked for more after he had already eaten the supper he was allowed?

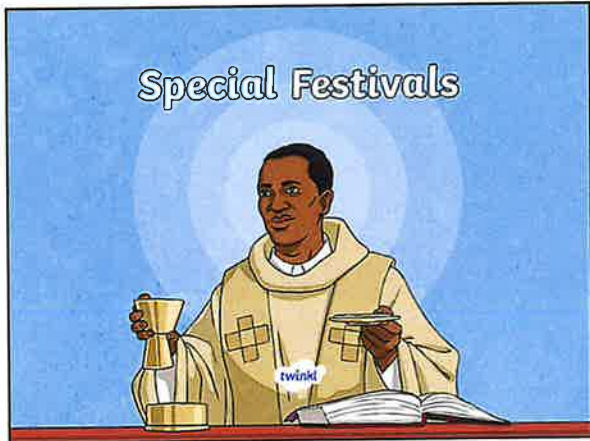
Mr

Bumble: He did, sir.

Mr

Limbkins: That boy will be hung! I know that boy will be hung!

(Lights fade. Curtains close.)



Special Festivals

Festivals

What do you think the word 'festival' means?

A festival is a day or period of celebrating, usually for a religious meaning.

Do you or your families ever celebrate anything?

Easter and Christmas

Have you heard of the festivals Easter and Christmas before?

What do you know about these festivals?

Easter and Christmas are Christian festivals. They both celebrate important times of Jesus Christ, who Christians believe was the Son of God.

Christmas

Christmas is a festival celebrating the birth of Jesus Christ. Christians believe his birth showed God's love for the world. Christians celebrate Christmas by exchanging gifts to show their love for each other and going to church services. During these services hymns are sung and special meals are eaten in the home.

Easter

Easter is a festival celebrating the death and resurrection of Jesus Christ. This festival is very important to Christians as they believe it shows them that Jesus died for their sins. Christians also believe that Jesus will one day come again.


Christmas and Easter

What is the connection between these festivals?

Lent

Lent is a Christian festival marking the 40 days and nights before Easter.

Lent begins on Ash Wednesday when a service is held and ash crosses are marked on Christian's foreheads. This is to say sorry to God for any wrong doings. The final week of Lent is called Holy Week.




It is a time when Christians reflect and prepare for Easter. Christians remember Jesus going into the desert for 40 days and 40 nights to fast and pray before beginning his work for God.

Lent


Lent is a Christian festival marking the 40 days and nights before Easter.

Lent is a time of giving things up and showing self-discipline. Christian sacrifices during this time are a reflection of Jesus' deprivation in the desert and a test of self-discipline.



What sort of things do you think Christians could give up for Lent?

The Desert



The Bible tells Christians that Jesus was tempted by the devil many times whilst he was in the desert. Temptation is wanting to do something, especially when it is wrong or unwise.


The devil tried to tempt Jesus as Jesus was very tired and very hungry. These tests were to see how strong Jesus' faith was and if he was ready to start teaching.

The Desert

The devil tried to...

- get Jesus to turn stones into bread;
- jump off a temple to see if God would protect him;
- tell Jesus that he would have all the kingdoms and wealth if he worshipped him (the devil).

Jesus was strong and managed to resist all of the temptations from the devil. This showed God that Jesus was ready to start teaching.



The Desert

Complete your activity sheet to retell the story of Jesus in the Desert.

1 Jesus in the Desert

Jesus was in the desert for 40 days and 40 nights. He was very hungry and tired. The devil tried to tempt him to turn stones into bread, to jump off the temple, and to worship him. Jesus resisted all the temptations and showed God that he was ready to start teaching.

2 Jesus in the Desert

Jesus was in the desert for 40 days and 40 nights. He was very hungry and tired. The devil tried to tempt him to turn stones into bread, to jump off the temple, and to worship him. Jesus resisted all the temptations and showed God that he was ready to start teaching.


3 Jesus in the Desert

Jesus was in the desert for 40 days and 40 nights. He was very hungry and tired. The devil tried to tempt him to turn stones into bread, to jump off the temple, and to worship him. Jesus resisted all the temptations and showed God that he was ready to start teaching.

Pancakes

Why are pancakes significant to Lent for Christians?

Shrove Tuesday (Pancake Day) is the day before Ash Wednesday (the start of Lent). It is the last day before the fasting begins so it is a time to eat up the things that you are about to give up. It is also a day of confessing sins and receiving absolution (forgiveness from God).



Day 7

30 mins	<p>Get active / wake up shake up Take a look at the Stork Challenge. Can you complete it? https://www.youtube.com/watch?v=aDxT-56hGLO Did you manage to balance for the whole time?</p>																		
10 mins	<p>Handwriting High frequency words: I've, school, has, around, think, yes, stop, mouse, every, home</p>																		
40 mins	<p>Maths Arithmetic: Complete page 7 of 'Ultimate Times Tables Daily Practise Booklet 11'. WALT: Can I subtract two 4-digit numbers with one exchange? Watch and follow along the video below to remind you if you need to, pause it as you go along and answer any questions that pop up. We will be using different worksheets so do what you can from the video then try the questions on here. Subtract two 4-digit numbers - one exchange https://whiterosemaths.com/homelearning/year-4/week-6-number-addition-subtraction/</p> <p>Fluency Complete the calculations using the column method or drawing base 10. 1) 3276-1248= 2) 4655-3229= 3) 5572-1191= 4) 9809-2903= 5) 8667-1384= 6) 6464-2128= 7) 7745-1822= 8) 1595-1229=</p> <p>Reasoning and problem solving Jack's calculation is wrong. Can you explain why?</p> <table border="1" data-bbox="933 952 1204 1097"> <tr><td></td><td>5</td><td>4</td><td>2</td><td>3</td><td></td></tr> <tr><td>-</td><td>4</td><td>1</td><td>5</td><td>2</td><td></td></tr> <tr><td></td><td>1</td><td>3</td><td>3</td><td>1</td><td></td></tr> </table>		5	4	2	3		-	4	1	5	2			1	3	3	1	
	5	4	2	3															
-	4	1	5	2															
	1	3	3	1															
Break																			
20 mins	<p>Writing Time Connectives: <i>conjunctions</i> Can you join the two given sentence with an appropriate connective?</p>																		
40 mins	<p>Literacy Take a look at Day 7 sheet <u>How Comical</u>. Can you use the plot of a book you enjoyed reading, to create a comic book version of it to recount the story? Make it nice and colourful, like comics to be really eye catching!</p>																		
Lunch																			
15 mins	<p>Reading Answer the questions about 'Oliver Twist'. Remember to find the evidence in the text. You can highlight or underline evidence before writing your answer down.</p>																		
15 mins	<p>Wellbeing (mindful eating) Get a healthy snack such as raisins, apple, orange or any dried fruit. What do you notice about it? What colour is it? Is it small or large? What does it smell like? Can you squeeze it? Is it smooth, sticky or rough? Does it make any sounds? What does it feel like on your tongue? What does it taste of? How does it feel in your mouth? When you swallow it, can you feel the food going through your body? Discuss with an adult how you felt during that and what your noticed.</p>																		

30 mins	<p style="text-align: center;">Science</p> <p>Take a look at the PowerPoint about bones in the human body. Can you label the skeleton with the proper bone names? There are key words at the bottom of your sheet.</p>
Break	
10 mins	<p style="text-align: center;">Gratefulness</p> <p>Continuing with our week of gratitude. You are going to think about who has been thoughtful towards you while you have not been in school. Why are you grateful for this?</p>
15 mins	<p style="text-align: center;">Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Next 200 High Frequency Words Handwriting

DAY 7

Practise your weekly spelling words using cursive handwriting.

I've

school

has

around

think

yes

stop

mouse

every

home

Day ⁷ 2 Challenge

$8 \times 3 =$	$9 \times 4 =$	$8 \times 4 =$
$6 \times 4 =$	$0 \times 8 =$	$3 \times 3 =$
$11 \times 4 =$	$6 \times 8 =$	$1 \times 4 =$
$3 \times 3 =$	$12 \times 3 =$	$12 \times 8 =$
$6 \times 3 =$	$4 \times 4 =$	$0 \times 4 =$
$2 \times 8 =$	$7 \times 4 =$	$5 \times 8 =$
$5 \times 4 =$	$11 \times 4 =$	$3 \times 4 =$
$3 \times 8 =$	$3 \times 8 =$	$2 \times 3 =$

My score:	<u>24</u>
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Connectives/ conjunctions

DAY 7

A connective is a joining word . It can be used to join two sentences together.

eg. It was raining **so** I put my umbrella up.

Choose the best connective from the brackets to join the two sentences together.

1. The lion looked fierce. It was tame. (but/and/so)

.....

2. I hurt my ankle. I fell off my bike. (and/so/because)

.....

3. I went to bed early. I was tired. (whether/so/because)

.....

4. It rained hard. I got soaked. (and because/if)

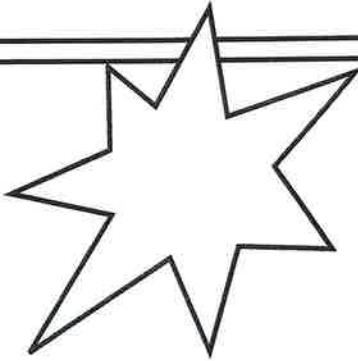
.....

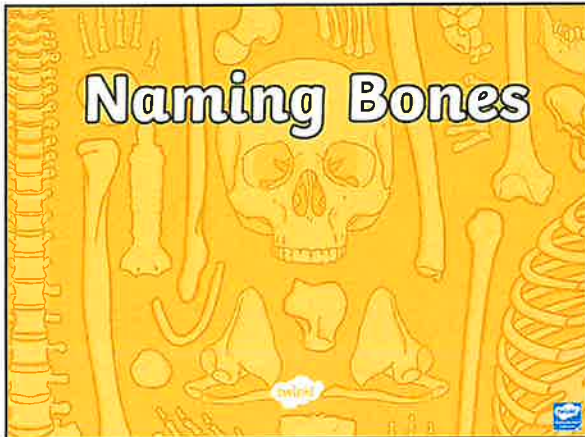
5. Sharif did his spellings. He got them all right. (but/and/when)

.....


How Comical

Think of a story you have read or one that is from your own imagination. Create a comic strip all about it, with pictures and captions that will create suspense.



Where Are Our Bones?




Draw the bones in your body.

Feel your bones to get an idea of their size, shape and location.

Once you're finished swap it with a partner.

This slide features a white silhouette of a human figure on a yellow background. To the right of the silhouette, there are three lines of text: a bold instruction to draw bones, a prompt to feel bones for size and location, and a final instruction to swap the drawing with a partner. A small cartoon character icon is in the top right corner.

Human Skeleton



How does your partner's drawing compare with a real human skeleton?

Tick the bones that are correctly drawn.

Pass it back to your partner.


Looking at your own sheet:

Were you able to identify the bones in your body?

Which ones confused you? Why?

This slide shows a black and white diagram of a human skeleton. To the left of the skeleton, there are several lines of text asking for comparison and identification. A small cartoon character icon is in the top right corner.

Name Those Bones!




Build your own skeleton as a group.

Then label the bones.

Use this skeleton to help you correctly label the bones.

This slide features a human skeleton with various parts labeled with boxes containing question marks. The labels include: skull, jaw, shoulder blade, upper arm bone, backbone, wrist bones, finger bones, ankle bones, toe bones, lower leg bone, collarbone, breast bone, rib, rib cage, lower arm bone, hand bones, lower arm bone, hip, thigh bone, knee cap, lower leg bone, and foot bones. To the right of the diagram, there are three lines of text: a bold instruction to build a skeleton, a prompt to label bones, and a final instruction to use the skeleton for labeling. A small cartoon character icon is in the top right corner.

Scientific Names



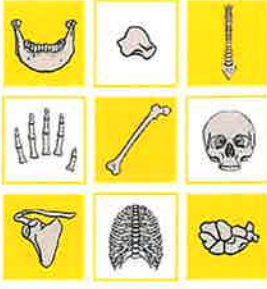
So far you have used the common names we call bones.

Bones are also called by their scientific names.

Do you know any of the scientific names of bones?

This slide shows a human skeleton with question marks in boxes pointing to various bones. To the left of the skeleton, there are three lines of text: a statement about common names, a statement about scientific names, and a question about knowing scientific names. A small cartoon character icon is in the top right corner.

Scientific Names



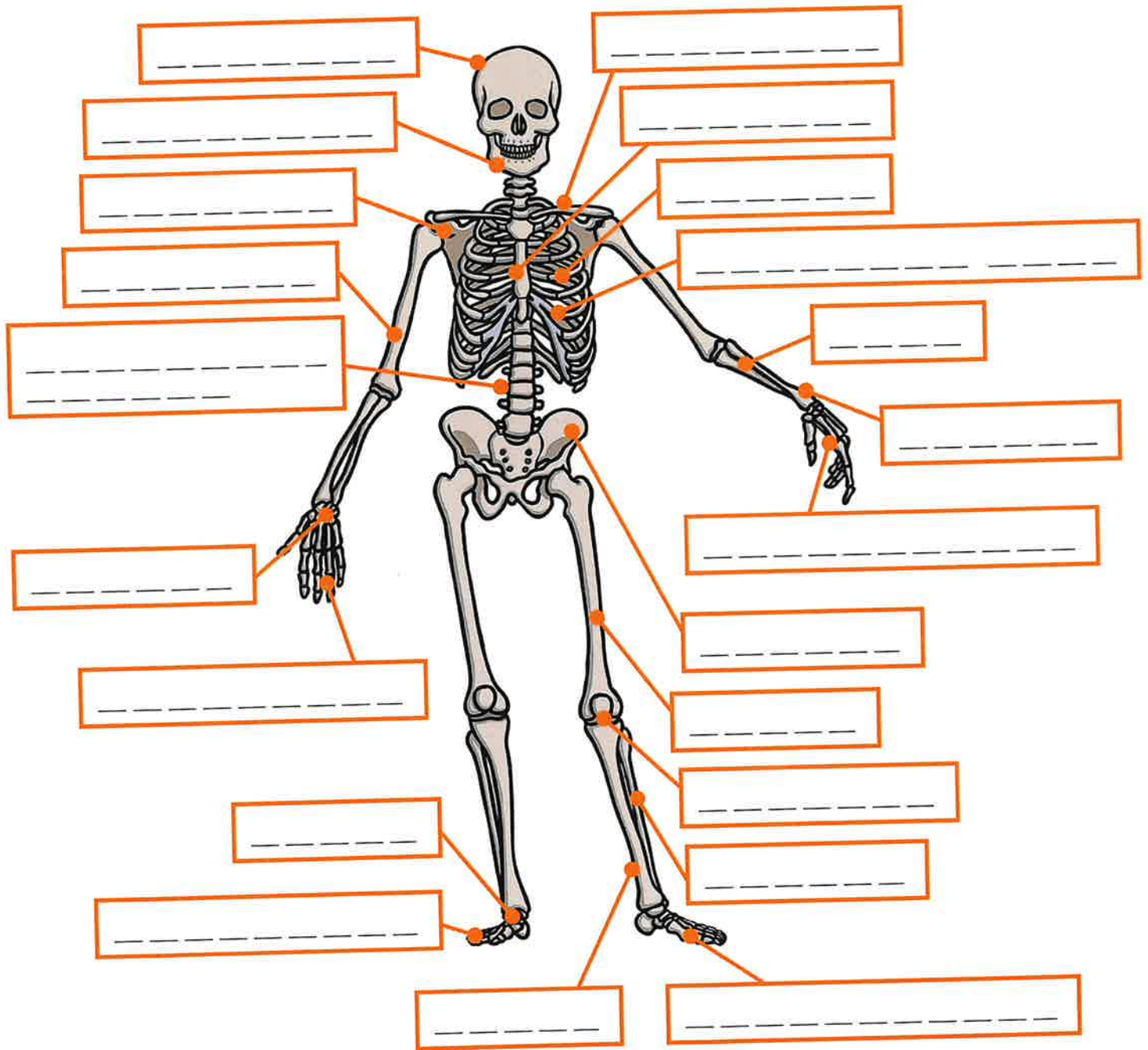
Find the scientific names of bones around the classroom!

Observe the bones closely and cut off one of the labels.

Go back to your skeleton and label the correct bone with the scientific name.

This slide features a 3x3 grid of nine different bone illustrations. To the left of the grid, there are three lines of text: a prompt to find scientific names, an instruction to observe and cut off labels, and a final instruction to label the skeleton. A small cartoon character icon is in the top right corner.

Scientific Names Skeleton Labelling Sheet



Key Words: cranium, vertebral column, costal, thoracic cage, sternum, clavicle, talus, humerus, femur, tibia, fibula, phalanges (x 2), metacarpals, scapula, mandible, carpals, pelvis, patella, metatarsals, radius, ulna

Questions

1. Why do the orphans gasp? Tick one.

- because The Master shouted loudly
- because Oliver Twist has asked for more
- because Mr Limbkins is scary
- because they are out of breath

2. Whom did Oliver live with before Mr Bumble took him to the workhouse? Tick one.

- his parents
- Mr Limbkins
- Mr Bumble
- Mrs Mann

3. Number the events 1-4 to show the order they happen in the stage directions.

- The Master loudly calls to offstage right.
- Boy 3 and Boy 4 speak at the same time.
- Boy 2 winks at Oliver.
- Mr Limbkins turns to Mr Bumble.

4. Draw **four** lines to match each character to one piece of their dialogue from the play script.

Boy 1

Oliver

The Master

Narrator

Nevertheless, Oliver is in good spirits.

Oliver Twist has asked for more!

I'm so hungry.

Well, I don't know.

Day 7

5. Find and copy a phrase said by the Narrator which implies that the children living with the elderly woman are hungry.

6. **Well, I don't know. I guess we are hungry. Just another spoonful wouldn't hurt, would it?**

According to the stage directions, how should Oliver act when saying this line?





















7. Why do you think that the narrator stands in front of the closed curtain at the start of the script?

8. Explain how Oliver feels about asking The Master for more supper. Give **two** points and give evidence from the text to support both.

Day 8	
30 mins	<p>Get active / wake up shake up</p> <p>Take a look at the fun fitness bingo. Pick 5 different stretches that you are going to do. You could pick different stretches later on in the day for movement breaks!</p>
10 mins	<p>Handwriting</p> <p><u>High frequency words:</u> play, must, something, garden, who, take, red, bed, fast, didn't</p>
40 mins	<p>Maths</p> <p>Arithmetic: Complete page 8 of 'Ultimate Times Tables Daily Practise Booklet 11'.</p> <p><u>WALT: Can I solve addition and subtraction problems?</u></p> <p>Complete the questions on your worksheet.</p>
Break	
20 mins	<p>Writing Time</p> <p><u>Homophones:</u></p> <p>Look at the given pairs of homophones and put each word into a sentence of its own to show its meaning. When you are finished, write down any other pairs of homophones you can think of.</p>
40 mins	<p>Literacy</p> <p>Use the sheet entitled <u>Inside Out</u> to think about your chosen book character's appearance and emotions. Now write notes as instructed about him/her.</p>
Lunch	
15 mins	<p>Reading</p> <p>Read your library book. Take notice of words that you find tricky to read. Which strategy did you use to read them? Are there any words that you don't understand? Can you find the meaning of them?</p>
15 mins	<p>Wellbeing (yoga)</p> <p>Take a look at the yoga positions called 'the elephant', 'the cobra', 'the cat cow' and 'the lion'. Read the instructions carefully. Yoga poses make you feel calm and relaxed.</p>
30 mins	<p>Non-Core (PE)</p> <p>Take a look at the 'move at home: Rivers and Mountains workout'. Try as many of the activities as you can whilst learning fun facts about rivers and mountains!</p> <p>Think about which muscles you are using and the effect exercise is having on your body.</p>
Break	
10 mins	<p>Gratefulness</p> <p>Today you are going to remember a 'whimsical' memory. Think about a memory that is funny, makes you laugh or was very fun! You could try and re-create this memory!</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Fun Fitness Bingo Cards

Day 8

<p>Backwards Lunges</p> 	<p>Climb the Rope</p> 	<p>Upwards Punches</p> 	<p>Sumo Squats</p> 	<p>Frog Jumps</p> 
<p>Shoulder Taps</p> 	<p>Twist and Jump</p> 	<p>Front Kicks</p> 	<p>Side Lunges</p> 	<p>Marching on the Spot</p> 
<p>Star Jumps</p> 	<p>Squats</p> 	<p>Forward Punches</p> 	<p>Elbow to Knee</p> 	<p>Box Push-Ups</p> 
<p>High Knees with Punches</p> 	<p>Squat with Punches</p> 	<p>Upper Cuts</p> 	<p>Mummy Kicks</p> 	<p>Running on the Spot</p> 

Next 200 High Frequency Words Handwriting

DAY 8

Practise your weekly spelling words using cursive handwriting.

play

must

something

garden

who

take

red

bed

fast

didn't

Day 8 Challenge

$5 \times 8 =$	$7 \times 4 =$	$12 \times 3 =$
$4 \times 4 =$	$8 \times 4 =$	$2 \times 8 =$
$6 \times 3 =$	$6 \times 3 =$	$3 \times 4 =$
$8 \times 4 =$	$12 \times 4 =$	$9 \times 3 =$
$7 \times 3 =$	$7 \times 3 =$	$5 \times 4 =$
$10 \times 4 =$	$6 \times 4 =$	$9 \times 8 =$
$11 \times 4 =$	$11 \times 3 =$	$8 \times 3 =$
$4 \times 8 =$	$9 \times 4 =$	$9 \times 3 =$

My score:

24

Maths

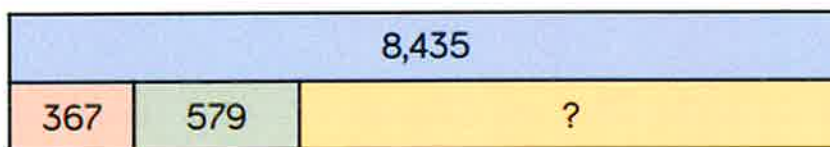
Day 8

WALT: Can I solve addition and subtraction problems?

A shop has 8,435 magazines.

367 are sold in the morning and 579 are sold in the afternoon.

How many magazines are left?



There are _____ magazines left.

1.

Amir and Tommy solve a problem.

When I subtract 546 from 3,232 my answer is 2,714



Amir



Tommy

When I subtract 546 from 3,232 my answer is 2,686

Who is correct?

Explain your reasoning.

Why is one of the answers wrong?

2. Wendy buys a phone that costs £326 and a laptop that costs £1544. How much money did she spend altogether?

3. What is the missing 4-digit number?

	Th	H	T	O
	—	—	—	—
+	6	3	9	5
	8	9	4	9

4. Kanveer wants to buy a bicycle that costs £325. He has saved £214 so far. How much more money does he need to save?

5. Scraftoft Valley Primary School has 5344 books in its library. St. Thomas Moore School has 4171.

a) How many books do the schools have altogether?

b) How many more books does Scraftoft Valley Primary School have?

Homophones:

DAY 8

Homophones are words that sound the same but are spelled differently. eg. **sea/see** **wait/weight**

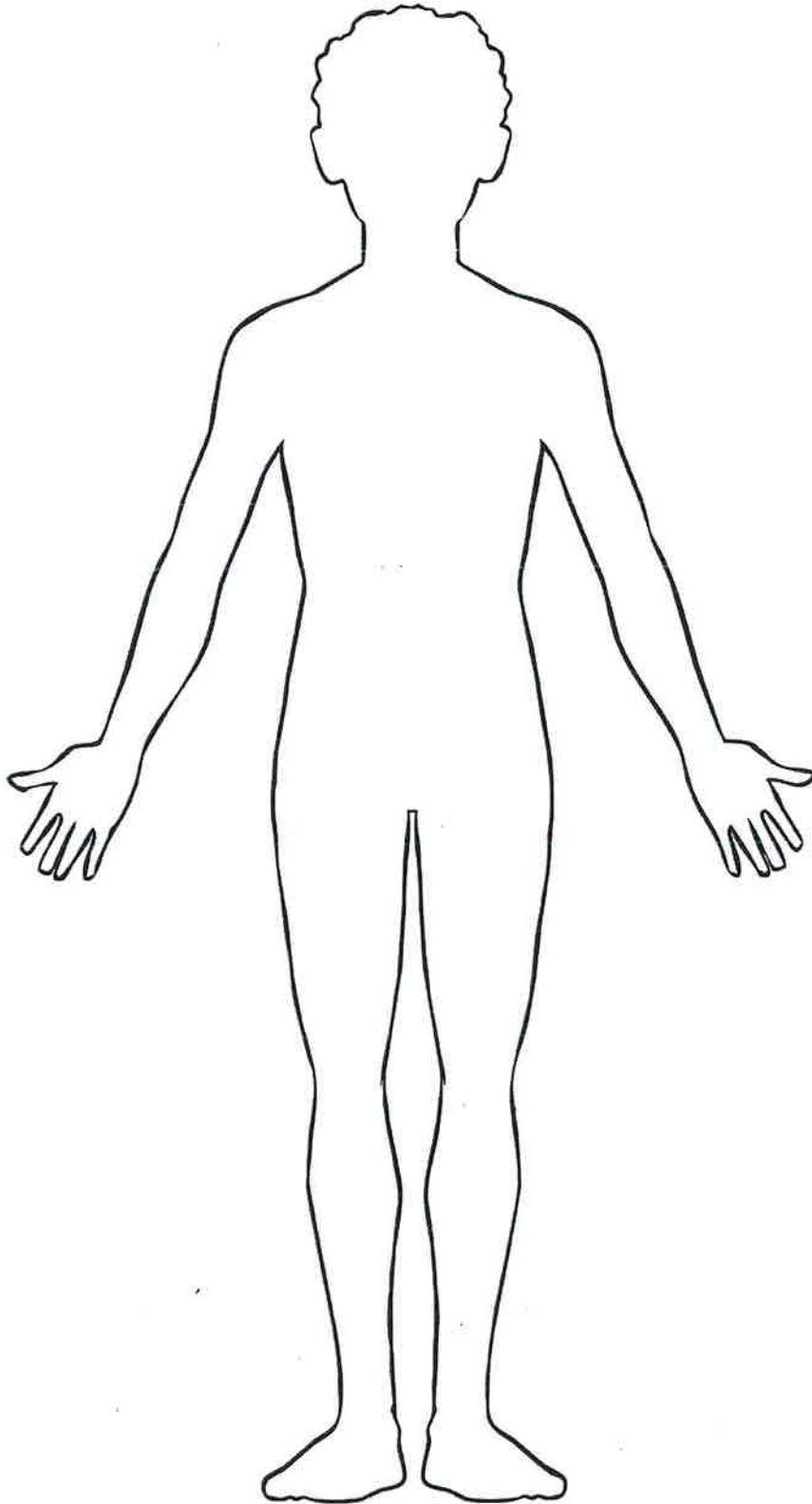
Put each pair of homophones into a sentence to show their different meanings.

1. whole/hole
2. write/right
3. hare/hair
4. flour/flower
5. witch/which
6. boy/buoy
7. break/brake
8. heal/heel

Can you think of 3 more pairs of homophones?

Inside and Out

Think about a character from a story you have read. Label around the outside of the silhouette with things you know about their appearance. Inside the silhouette, write things you know about their thoughts, feelings and personality.



Cat Cow Pose

Marjaryasana Bitilasana



Benefits

Stretches torso and neck, gently massages spine and internal organs.

- 1 Start by kneeling on hands and knees. Make sure hands are below your shoulders and your knees below your hips.
- 2 Inhale and look up to the ceiling, allow your belly to sink toward the floor.
- 3 Exhale and round your back towards the ceiling and look at your belly.
- 4 Repeat.

Cobra Pose

Bhujangasana



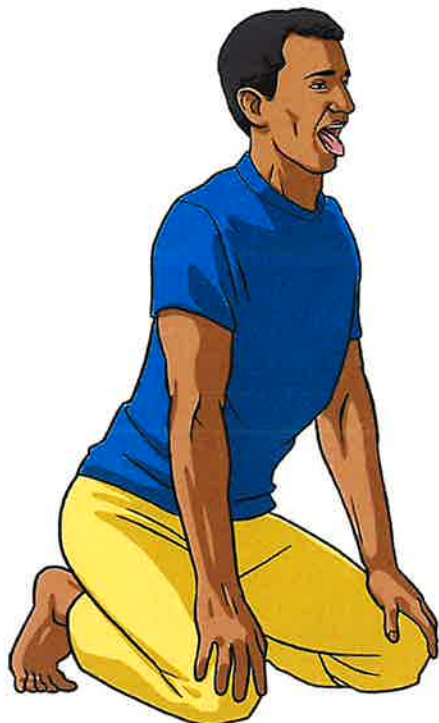
Benefits

Strengthens spine, backs of arms and legs; stretches shoulders, chest and belly, improves posture, helps relieve stress.

- 1 Begin by lying on your tummy.
- 2 While exhaling, lift your head and upper torso off the floor.
- 3 Gaze forward or slightly upward.
- 4 Hold this position, then release.

Lion Pose

Simhasana



Benefits

Stretches hips, thighs and ankles; calms the mind, relieves stress and fatigue.

- 1 Start on your knees, then sit back onto your heels.
- 2 Spread your fingers out and press your palms onto your knees.
- 3 Take a deep breath in through your nose.
- 4 Open your mouth, stretch out your tongue, open your eyes wide and let your breath out through your mouth.
- 5 Repeat a few times.

Elephant Pose



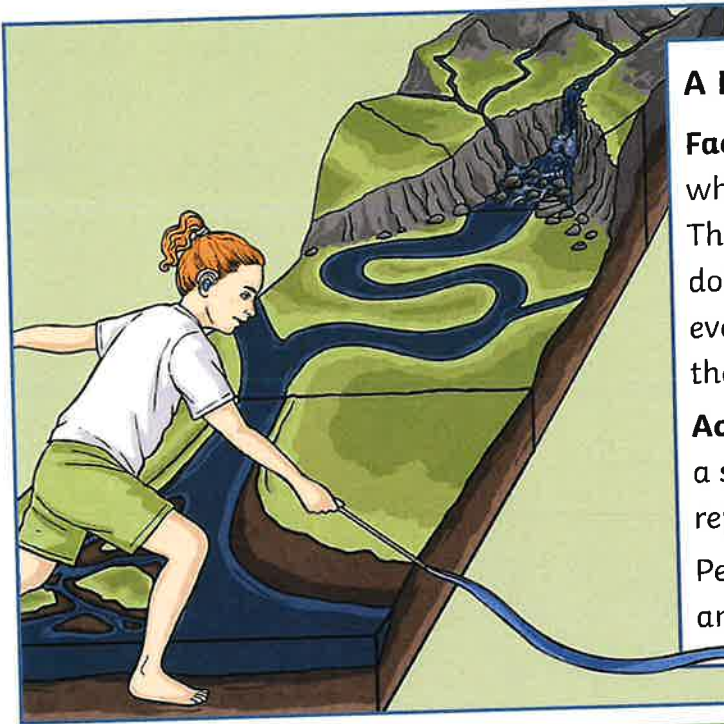
Benefits

Stretches legs and back, relieves stress and calms the mind.

- 1 Bend at the hips.
- 2 Let arms hang low then clasp fingers together.
- 3 Swing arms from side to side like a trunk. Swing whole body from side to side to walk like an elephant.

Move at Home: Rivers and Mountains Workout

This workout features a series of actions that each communicate a fact about rivers and mountains.



A River's Journey

Fact: A river's journey begins high in the hills when rain falls and collects in small channels. The water then joins other channels and flows downhill on a constantly changing course, eventually ending its journey as it enters the sea.

Activity: Using a scarf or ribbon, try to create a short rhythmic gymnastics routine to represent the course of a river and its features. Perhaps you could include waterfalls, rapids and winding meanders.

Waterfall Workout

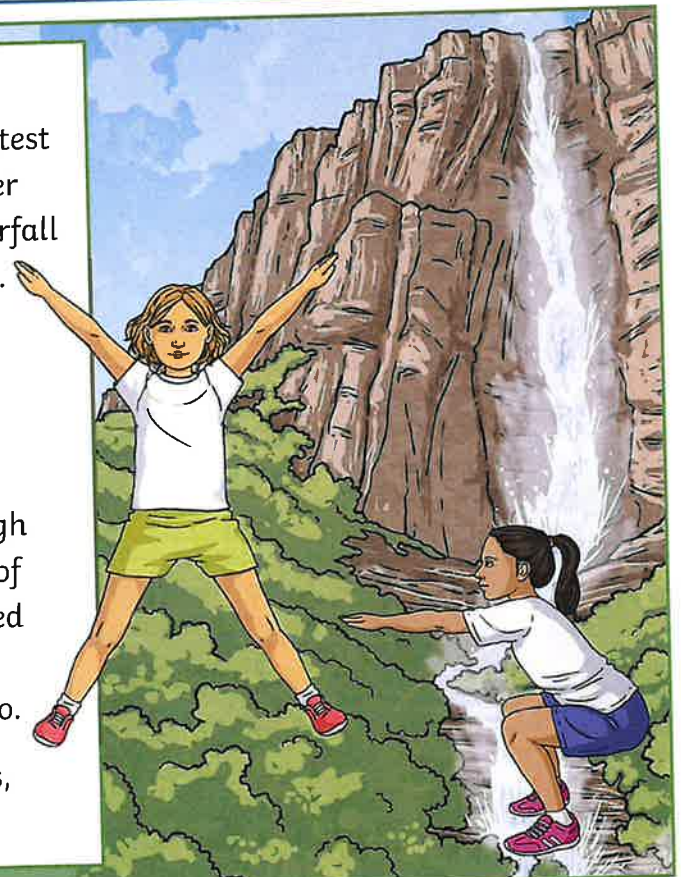
Fact: The upper course of a river contains the fastest flowing water and some impressive natural water features, such as waterfalls, can develop. A waterfall is where water cascades over ledges of hard rock.

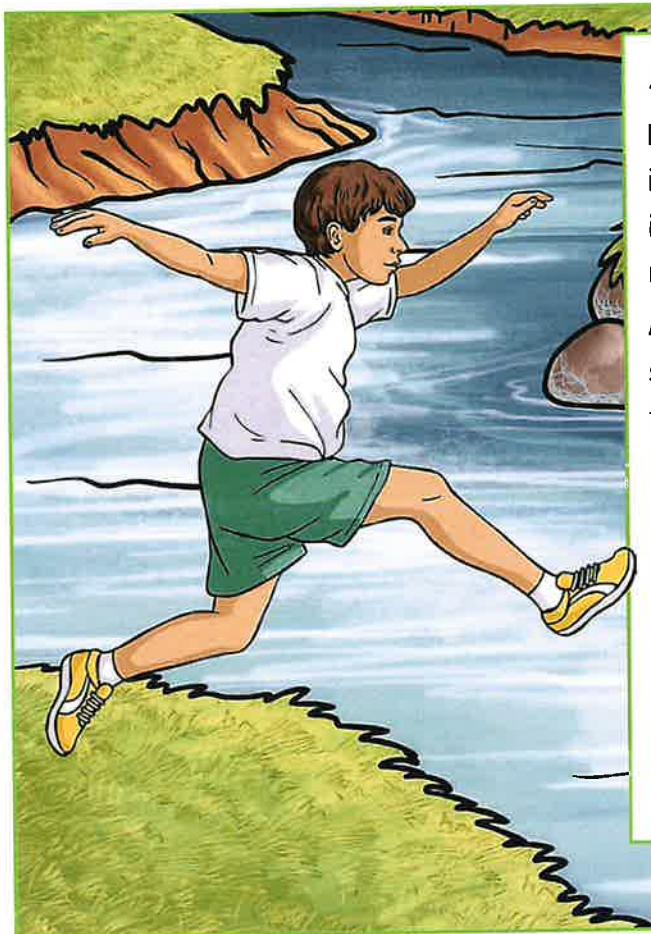
The tallest waterfall in the world is called Angel Falls in Venezuela, which plunges 979m.

Activity: Complete a waterfall workout.

A waterfall workout requires you to work through a certain number of exercises a certain number of times (reps). For example, ten star jumps followed by ten squats. You then repeat each exercise but doing one less rep each time until you get to zero.

Start off by doing ten star jumps and ten squats, then nine of each, then eight and so on.





Jump the River

Fact: Although the river Nile is the longest river in the world at 6650km long, the Amazon river in South America is the widest river. It has been measured at 11km at its widest point.

Activity: You will need two skipping ropes or something similar for marking out the banks of the river.

Lay out the ropes so that they are close together at one end and further apart at the other.

Start by jumping across the river at the narrow end and progress towards jumping the wider end. Use a short run up if you need to.

Can you use a two-foot to two-foot jump? Can you get further using a leap (one foot to the other)?

Mountain Climbers

Fact: A mountain is a large land mass that rises steeply above the surrounding land.

Mount Everest, in the Himalayan mountain range of Asia, is the world's highest mountain, which reaches a staggering 8848m above sea level.

Activity: A mountain climber is a type of exercise.

- Start on the floor in a press-up position.
- Bring each knee up to your chest one at a time.
- Try doing them for 20 seconds, have a rest and then repeat.
- You will feel this in your arms and upper body.

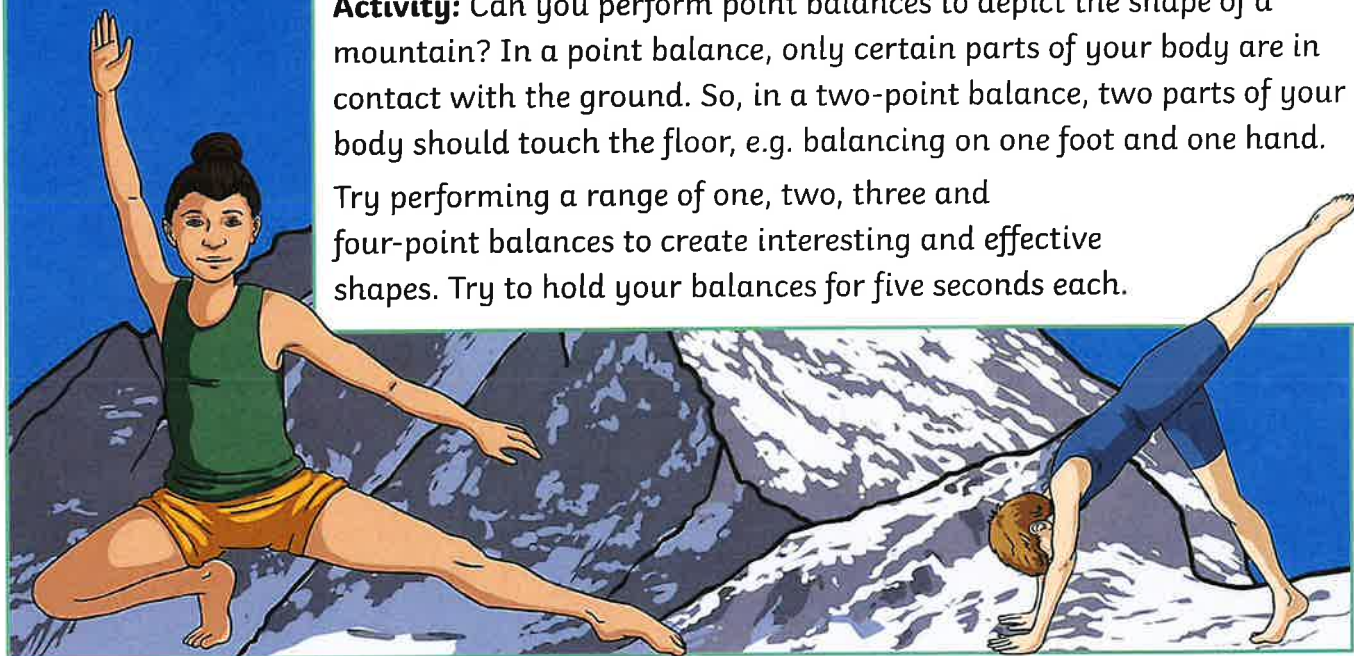


Point Balance

Fact: Mountains are one of nature's fascinating geological features. Although all mountains share certain features, they are formed in a range of ways and in different conditions, creating a spectacular array of shapes and sizes across the world.

Activity: Can you perform point balances to depict the shape of a mountain? In a point balance, only certain parts of your body are in contact with the ground. So, in a two-point balance, two parts of your body should touch the floor, e.g. balancing on one foot and one hand.

Try performing a range of one, two, three and four-point balances to create interesting and effective shapes. Try to hold your balances for five seconds each.



Mountain Climb Challenge

Fact: Ben Nevis in Scotland, is the UK's highest mountain, standing at 1345m high. You would have to walk approximately 4 miles to climb it.

The average person takes around 2000 steps per mile. Therefore, it would take roughly 8000 steps to travel up Ben Nevis.

Activity: Your challenge is to travel 8000 steps to virtually climb up Ben Nevis.

You can do this over the course of a day or even a week. You can take steps on the flat or up some stairs – if you have them – it's up to you!



Day 9	
30 mins	<p>Get Active / Wake Up / Shake Up</p> <p>Take a look at the 'what does this key open?' sheet. Think about the questions on the sheet. This will wake your brain up and get you thinking first thing in the morning!</p>
10 mins	<p>Handwriting</p> <p><u>High frequency words:</u> thought, door, may, only, ran, dog, many, know, well, sea</p>
40 mins	<p>Maths</p> <p>Arithmetic: Complete page 9 of 'Ultimate Times Tables Daily Practise Booklet 11'.</p> <p><u>WALT: Can I multiply by 8?</u></p> <p>Watch the video to remind you about multiplying by 8. https://whiterosemaths.com/homelearning/year-3/week-12-number-multiplication-division/</p> <p>Complete the questions on your worksheet. There are some fluency and some reasoning questions. See how many you can get done.</p>
Break	
20 mins	<p>Writing Time</p> <p><u>Build a word:</u></p> <p>Look at the letter grid and see how many words you can spell using the letters in the grid. You may only use each letter once! What is the longest word you can come up with? You've done really well if you get a 5-6 letter word!</p>
40 mins	<p>Literacy</p> <p>Look at the sheet entitled <u>Stopping Said</u> and complete the challenge as instructed.</p>
Lunch	
15 mins	<p>Reading</p> <p>Look at the reading activity called 'The Final Challenge'. When you read the text for the first time, ask an adult to time one minute. When the minute is up, circle the word that you get to. Read the text again slowly and then answer the questions.</p>
15 mins	<p>Wellbeing (emotions)</p> <p>Take a look at the 'how do you feel today?' cards. Pick an emotion. Can you tell a story of something that has happened to you or someone you know linked to this emotion? Why did they feel this way? You could write this story down, create a story board or even act it out!</p>
30 mins	<p>Non-Core (History)</p> <p>Take a look at the PowerPoint about the Mayans. Complete the activities called 'share and record' and 'welcome to the Maya area'. You could research the Maya further if you wish. Make sure an adult is watching you if you use the internet and remember 'zip it, block it, flag it'.</p>
Break	
10 mins	<p>Gratefulness</p> <p>Today you are going to list all of things that you are thankful for.</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

What Does This Key Open?

You find a key. What does it open?

Describe what happens when you find out . . .

Use all of your senses to describe what happens.



Day 9

Next 200 High Frequency Words Handwriting

DAY 9

Practise your weekly spelling words using cursive handwriting.

thought

door

may

only

ran

dog

many

know

well

sea

9
Day 4 Challenge

$8 \times 3 =$	$7 \times 3 =$	$5 \times 3 =$
$7 \times 4 =$	$4 \times 8 =$	$6 \times 4 =$
$11 \times 8 =$	$3 \times 4 =$	$10 \times 3 =$
$4 \times 4 =$	$0 \times 8 =$	$8 \times 8 =$
$3 \times 8 =$	$5 \times 4 =$	$9 \times 3 =$
$9 \times 4 =$	$3 \times 3 =$	$0 \times 4 =$
$7 \times 8 =$	$2 \times 4 =$	$6 \times 3 =$
$12 \times 4 =$	$11 \times 3 =$	$12 \times 8 =$

My score:	<u>24</u>
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Maths

Day 9

WALT: Can I multiply by 8?

1.

Count in 8s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

a) $2 \times 8 =$ _____

d) $8 \times 8 =$ _____

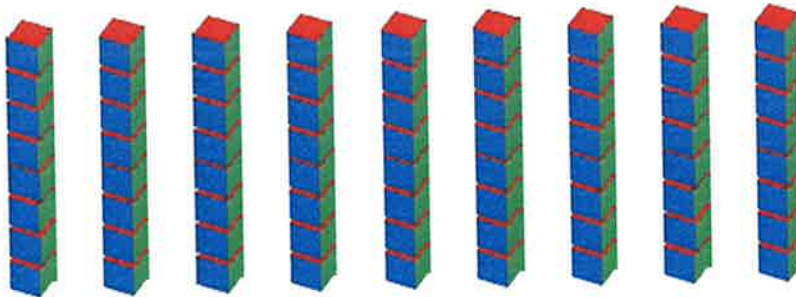
b) $10 \times 8 =$ _____

e) $7 \times 8 =$ _____

c) $5 \times 8 =$ _____

f) $12 \times 8 =$ _____

2. How many cubes are there altogether? Complete the statement and write the calculation.



There are _____ columns of _____ cubes.

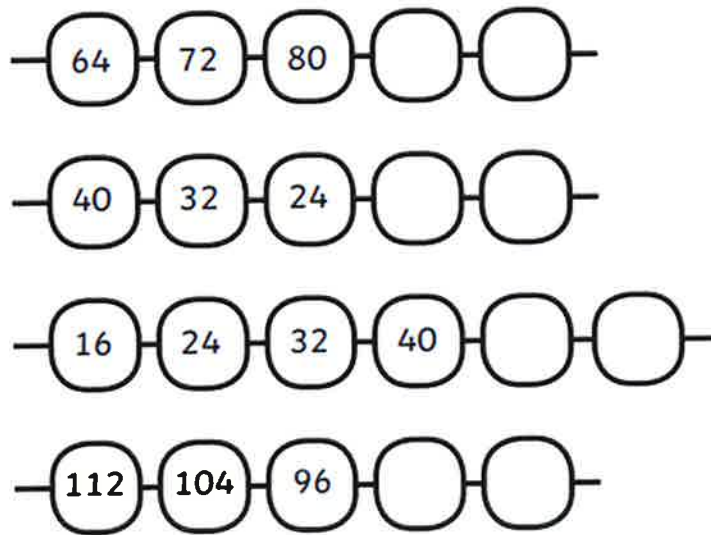
_____ \times _____ = _____

3. The tables in Miss Humphrey's classroom seat 3 children. She needs 8 tables for her class. How many children are in her class?
- 4.

Niall says, "If $6 \times 4 = 24$, I can work out 12×8 by doubling 24 as each number in the calculation has been doubled."

Is he correct?
Explain your reasoning.

5. Write the missing multiples of 8.



- 6.

Maaria says, 'I can use my 4 times table to work out multiples of 8 for my bracelet.' Is she correct?

Build a word:

DAY 9

W	C	L	P
L	E	A	W
S	L	R	H
A	K	H	E

1. Build as many words as you can!

2. What is your longest word?

3. Can you make a word more than 5 letters long? If so, well done!

Stopping Said

Find one word which can be used instead of 'said' beginning with each letter of the alphabet from books you have read. Write them below and say which book you found each word in.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	x exclaimed (The Child's Third Book of History)
y	z	

The Final Challenge

- 10** So far today, Maeve had chased away three dragons and
20 one troll who had wandered too far from the mountain.
30 She dragged the sword behind her and sighed. It wasn't
40 that she disliked her job – being protector of the realm
50 was an incredible honour – it was just a little boring
52 at times.
- 65** She looked down at her list of things to do. A farmer had
74 complained that something was scaring the sheep. 'It was
81 probably another dragon,' thought Maeve. 'Simple enough
84 to chase away.'
- 92** Arriving at the field, Maeve immediately felt that
99 something was wrong. Suddenly, an enormous shadow
108 appeared and a deep, slow voice said: "Welcome, Maeve,
112 to the final challenge."



Quick Questions



1. What is Maeve's job?



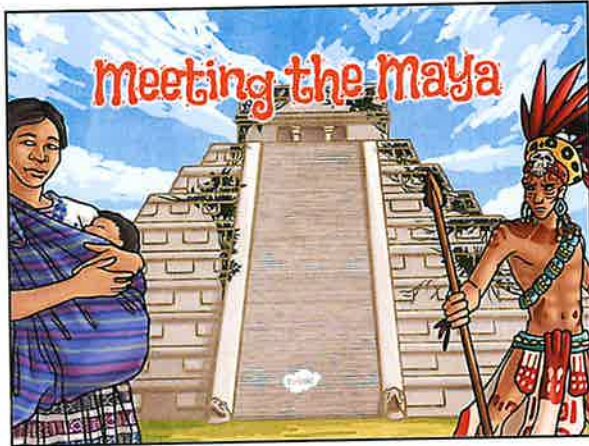
2. Compare how Maeve is feeling in the first paragraph to how she is feeling in the last paragraph.



3. Summarise the events in the story using 20 words or fewer.



4. What do you think will happen next?



Introducing the Maya

What do you already know about the ancient Maya civilisation? Discuss the following questions with your partner and jot down any information you can on your **Share Ideas and Record Activity Sheet** in one colour. Be ready to feedback your ideas to the rest of the class.

Questions

1. Who were the ancient Maya people?
2. When did they live?
3. Where did they live?
4. How did they live?
5. What do we know about them?

Now think about what you would like to learn about the Maya. Record your thoughts and questions on your **Share Ideas and Record Activity Sheet** in a different colour.

Maya People

The ancient Maya people were quite a sophisticated bunch! They developed a writing and number system, studied and charted the stars and planets, invented three complex calendars to keep track of time, built impressive temples, palaces, monuments and cities, skilfully farmed the land and established a complex political system.

The ancient Maya were a clever, deeply religious people who valued intelligence and learning. This helps to explain how and why they were able to develop a complex, thriving civilisation which began over 2000 years ago.

The Ancient Maya Place in Time

- The Maya civilisation came into being around 2000 BC and cities such as El Mirador became large and powerful from 300 BC onwards.
- By around AD 900, cities in the rainforest were abandoned and people moved up north to the highlands of Guatemala and the Yucatan. This was because there was an extensive drought in the area that lasted a long time and people needed to move out of the rainforest.
- Cities like Chichen Itza were still thriving in AD 1000 and the Maya civilisation was still in existence in AD 1500.
- It was due to the arrival of the Spanish in the 16th century that their ancient cities fell to ruin.

Maya Maps

With your partner, see if you can locate Central America on your map or atlas. What countries can you find in Central America?


Central America

Central America consists of seven countries: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama.

Can you find and label these on your **Maya Map Activity Sheet**?


Mesoamerica

Mesoamerica refers to an area where a number of societies had been formed before the Spanish arrived in the 16th century. It covers Mexico and the northern parts of Central America. 'Mesoamerica' can also refer to the culture of the people who lived there. The Maya lived in the south east of this area.



The Location of the Maya

Today, the area the Maya used to live in spreads over 5 countries: Mexico (southern Mexico and the Yucatan Peninsula), Belize, Guatemala, a small area of west Honduras and the very north of El Salvador.




Maya Cities

Use your map or atlas to outline the area of land where the Maya used to live. Can you use a map or atlas to find and label the countries listed on your activity sheet?


Then find the location of the following ancient Maya cities and mark them on your map too. You could use a key or draw arrows and label them.

Xunantunich	Coba
Chichen Itza	Copán
Uxmal	Tikal
Palenque	Tulum
Calakmul	



Cities Revealed

Some of these ancient Maya cities were almost 1000km apart yet they shared the same culture and way of life.




Welcome to the Maya Area

Your challenge is to create a 'Welcome to the Maya Area' tourist information page. The page must include details which answer the following questions:

- Who were the ancient Maya people?
- Where in the world did they live?
- What is special about the ancient Maya people?

You can use maps and pictures on your page too.



Aim

- I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.

Success Criteria

- I can recall and organise relevant facts about the Maya civilisation.
- I can label a map to show where the Maya lived and where some main cities were.



Welcome to the Maya Area

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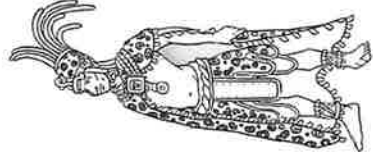
Use the writing frame to help you to organise your information.

The Ancient Maya People	Where They Lived
What is Special About Them	

Share Ideas and Record

This is a map of Central America

- Record any facts you already know about the Maya civilisation.
- In another colour, write down any questions you would like to find the answers to.
- At the end of the lesson, use a third colour to write down any answers you have found out, or any new facts you have learnt. Do you have any new questions?



maya civilisation

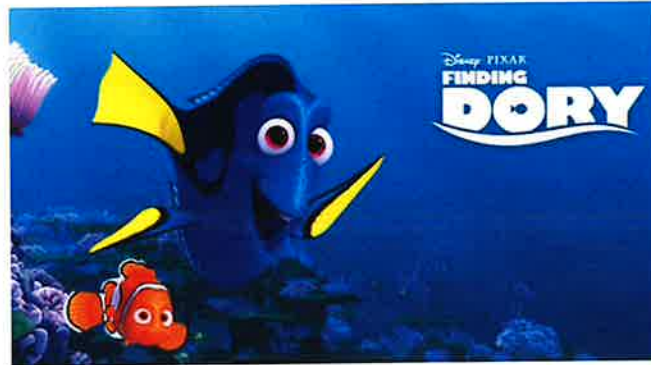


Day 9

Day 10

30 mins	<p>Get active / wake up shake up</p> <p>Take a look at Dory's Blue Fin Boogie. Follow the instructions on your sheet. You can play this with everyone in your house!</p>
10 mins	<p>Handwriting</p> <p><u>High frequency words:</u> found, laughed, let's, fun, any, better, lived, much, place, under</p>
40 mins	<p>Maths</p> <p>Arithmetic: Complete page 10 of 'Ultimate Times Tables Daily Practise Booklet 11'.</p> <p><u>WALT: Can I divide by 8?</u></p> <p>Watch the video to remind you about dividing by 8. https://whiterosemaths.com/homelearning/year-3/week-12-number-multiplication-division/</p> <p>Complete the questions on your worksheet. There are some fluency and some reasoning questions. See how many you can get done.</p>
Break	
20 mins	<p>Writing Time</p> <p><u>Missing punctuation:</u></p> <p>Read the given short story and see if you can fill in the missing punctuation such as question marks, commas, full-stops and exclamation marks.</p>
40 mins	<p>Literacy</p> <p>Use the sheet entitled <u>Honest Reviewer</u> to write a book review of your favourite book.</p>
Lunch	
15 mins	<p>Reading</p> <p>Read your table top book. Take notice of words that you find tricky to read. Which strategy did you use to read them? Are there any words that you don't understand? Can you find the meaning of them?</p>
15 mins	<p>Wellbeing (calming activity)</p> <p>We are going to complete mindful listening. Find a quiet space in your house or garden. Stand up straight and take 3 deep breaths. Close your eyes and focus on the sounds around you, what sounds can you hear? Is it loud? Soft? Quiet? How does it make you feel? Move places and try again. What different sounds can you hear?</p>
30 mins	<p>Non-Core (ICT)</p> <p>Log on to Purple mash. Click on 2Code</p> <p>Launch the app 'rockets' and complete the challenges that are set for you! Remember to save your work. You may want to pick another one if you want to challenge yourself.</p>
Break	
10 mins	<p>Gratefulness</p> <p>Describe what is good and special about your family!</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Dory's Blue Fin Boogie



How to play...

- 1 Choose one person to be Dory, and they'll be in charge of the music. Everyone else moves into the middle of the floor.



- 2 When the music starts, everyone else start dancing and moving to the music. But remember as soon as the music stops - freeze!



- 3 If you're the last one to stop moving, then you're out.



- 4 Keep going until there's only 1 person left and then it's their turn to be in charge of the music.



Next 200 High Frequency Words Handwriting

DAY 10

Practise your weekly spelling words using cursive handwriting.

found

laughed

let's

fun

any

better

lived

much

place

under

Day 5 Challenge

$6 \times 3 =$	$4 \times 4 =$	$8 \times 3 =$
$2 \times 8 =$	$7 \times 4 =$	$6 \times 4 =$
$5 \times 4 =$	$11 \times 4 =$	$11 \times 4 =$
$3 \times 8 =$	$3 \times 8 =$	$3 \times 3 =$
$8 \times 4 =$	$0 \times 4 =$	$9 \times 4 =$
$3 \times 3 =$	$5 \times 8 =$	$0 \times 8 =$
$1 \times 4 =$	$3 \times 4 =$	$6 \times 8 =$
$12 \times 8 =$	$2 \times 3 =$	$12 \times 3 =$

My score:	<u>24</u>
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Maths

Day 10

WALT: Can I divide by 8?

1. Finish the calculations.

$16 \div 8 =$

$24 \div 8 =$

$32 \div 8 =$

$40 \div 8 =$

$48 \div 8 =$

$56 \div 8 =$

$64 \div 8 =$

$72 \div 8 =$

$80 \div 8 =$

$16 \div 2 =$

$24 \div 3 =$

$32 \div 4 =$

$40 \div 5 =$

$48 \div 6 =$

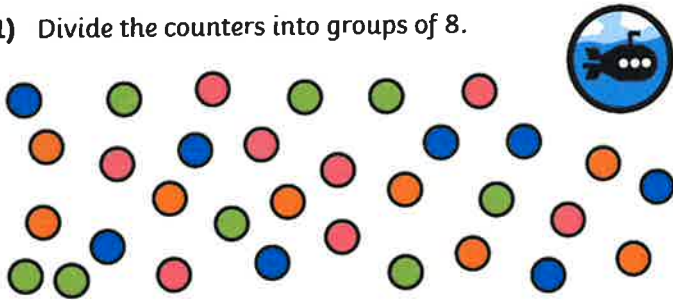
$56 \div 7 =$

$64 \div 8 =$

$72 \div 9 =$

$80 \div 10 =$

1) Divide the counters into groups of 8.




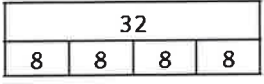
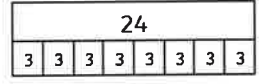

How many groups do you have? Write a calculation to match your model.

2.

Mr Simons is sharing paintbrushes between the eight tables in his classroom. He has 56 paintbrushes. How many brushes will there be for each table? Complete the bar model to show your answer.

56

3. Match the correct representation to the problem. Explain your reasons.

<p>Jake shared out 32 dice between the 8 groups in his maths lesson.</p>	
<p>Mr Johnson split his class of 24 children into teams of eight.</p>	
<p>Jennie sorted her 32 books into piles of eight.</p>	
<p>Johanna grouped 24 children into eight groups.</p>	

4.

There are 32 children in a PE lesson.
 They are split into 8 equal teams for a relay race.
 How many children are in each team?
 Use counters or multi-link to represent each child.

There are ____ teams with ____ children in each team.

5.

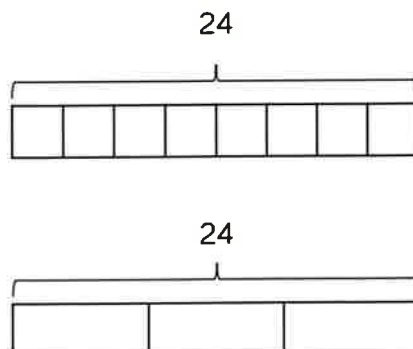
Crayons are sold in packs of 8.
 Year 3 need 48 crayons.
 How many packs should be ordered?



They should order ____ packs of crayons.

6.

Amir shares 24 sweets equally between 8 friends.
 How many do they get each?
 Which bar model would you use to represent this problem? Why?



DAY 10

Missing punctuation:

Can you spot the missing punctuation and place them where they belong? Use . , ? !

Charlie got up early He put on his shirt trousers and shoes and went down the stairs into the kitchenHe sat at the table near the window and saw his father sitting in a tree he was absolutely shocked He went through the door out of the house and into the garedn to join his father He sat under the tree and shouted up Will you lend me some money for a new guitar Dad?

The Honest Reviewer

Can you write an honest book review about your latest read?

Title:

Author:

I would give it



stars

One sentence review:

Themes and issues in the book:

A short recap of the plot:

A new blurb for the book:

The dilemma and its resolution:

My favourite part of the book and why: