

<p><b>Maths</b></p>	<p><b>Maths No Problem Workbook 4B, Chapter 10 – Mass, Volume and Length and Chapter 11 – Area of figures.</b></p> <ul style="list-style-type: none"> <li>- This will be accompanied by a PDF of teaching notes which will include the learning that needs to take place before completing the workbook. Please use this with your parent log in for Maths No Problem. Children are very familiar with this structure and know that they need to look at the initial problem and ‘In Focus’ task and ‘Let’s Learn’ section, followed by ‘Guided Practice’ and then the workbook.</li> </ul> <p><b>Core maths skills to practise:</b></p> <ul style="list-style-type: none"> <li>- TT Rockstars</li> <li>- Reading clocks in real life settings and noticing the time that routines start and finish.</li> <li>- Weight and measure anything and everything!</li> <li>- Play a number line game. Draw a number line and label the ends 0 and 66.6. Roll a 0-6 dice 3 times to make a 2-digit decimal, e.g. roll 3, 4 and 6 to make 34.6. Place that number on the number line. Then, another person does the same. The winner is the person to get three decimal numbers in a row.</li> <li>- <a href="https://www.ncetm.org.uk/public/files/23305622/Mastery_Assessment_Y4_Low_Res.pdf">https://www.ncetm.org.uk/public/files/23305622/Mastery_Assessment_Y4_Low_Res.pdf</a> Some extension activities if you need them.</li> </ul> <p><b>Monday</b> Lesson 12, pages 88 - 89. Extension activity: TT rockstars.</p> <p><b>Tuesday</b> Mind workout in the textbook (pages 129 – 130) and workbook (page 90). Review 10, pages 91 – 94.</p> <p><b>Wednesday</b> Revision 3, pages 95 – 102.</p> <p><b>Thursday</b> Lesson 1, pages 103 – 104. Extension activity: Draw an irregular shape that covers 10 times the area of the 1 inch square.</p> <p><b>Friday</b> Lesson 2, pages 105 – 106. Extension activity: TT rockstars.</p>
<p><b>English</b></p>	<p><b>Monday</b> Word of the Week Challenge: Go to our class blog and look at Mrs Anderson’s ‘Word of the Week Challenge’. Take part in the activities. Complete the Word of the Week activity page, thinking about your presentation (download from home learning section or from the newsfeed). Now challenge yourself and your grown-ups to use this word correctly throughout the week!</p> <p><b>Tuesday</b> This term we would like you to create some travel brochures for Mrs Todd’s pretend summer holiday! To begin with, look at some of the examples of brochures on the website. What do you notice about them? Make a list of the features of brochures.</p> <p><b>Wednesday</b> Brochures include the following: Exciting pictures Catchy titles A ‘hook’ in the first paragraph to get you reading more Persuasive writing Lots of description and imagery A ‘call to arms’ to get you to contact them, for example, ‘phone now to avoid disappointment!’ Contact details Have a look at different travel websites. Can you find examples of these features on the websites? Start to make a list of where in the world you think the Todd family might like to visit this summer on their imaginary holiday! Email this to us at <a href="mailto:amazonclass@stanton-st-quintin.wilts.sch.uk">amazonclass@stanton-st-quintin.wilts.sch.uk</a> along</p>

	<p>with the reason why you think a young family would like to go there. Remember to use your persuasive writing skills to convince us!</p> <p><b>Thursday</b> Spelling test day! Grammar task: Punctuated speech worksheet.</p> <p><b>Friday</b> Respond to your marking from Mrs Todd and Mrs South. Short burst writing activity – Refraction.</p>
<b>Reading</b>	<p>Reading for at least 20 minutes every day. Ask your child questions about what they have just read to check they have understood their reading. For example, How do you think ..... was feeling when ...? What does ..... mean? Can you think of a synonym for that word? Can you explain the story to me so far? Who is your favourite character and why? Who is the author and what other books have they written? Is this book similar to any other books you have read and why? What do you think will happen?</p> <p>Writing challenge: make a list of new vocabulary from your book. Find out what the words mean if you don't already know.</p>
<b>Spellings</b>	<p>Your child's term 5 spelling list is now on our website. Please test your child on these words on a Thursday as they would at school and to practise using them in a sentence.</p>
<b>Other subjects</b>	<p><b>Art:</b> This term we will be investigating French artists. Look at examples of the art of Henri Matisse on our website. What do his paintings have in common? What is his style of painting? Who was he? What facts can you find about him? Recreate 'The Cat with Red Fish' by Henri Matisse in whatever medium you have at home! What do you notice about his use of colour and shapes?</p> <p><b>PSHE:</b> Similarities and differences: Paper Chains – This week we would like you to think about similarities and differences. Using five strips of paper, find someone in your family who has something in common with you. They may be physical similarities, shared interests or other common features. Write it on one strip along with the person's name. Can you find some different similarities within your family? Write them all down, one per strip with the person's name. Then make a paper chain with them. We all have connections with each other, but if this is the case, why do we sometimes focus on our differences and use the things that are different about others to hurt them?</p> <p><b>Physical Development:</b> Play outside as much as possible please! Athletics – running a 100m dash. How fast can you do it in? Can you improve your time?</p> <p><b>Religious education: Beliefs in action in the world:</b> how Religions and Beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment. How do you care for your family/friends/environment? Make a list of these. What do you know about Creation story? Look at this powerpoint about Creation. <a href="http://www.bricktestament.com/genesis/creation/00_gn01_01-02.html">http://www.bricktestament.com/genesis/creation/00_gn01_01-02.html</a> Can you select instruments/make sound effects to accompany the different parts of the Creation story?</p> <p><b>French:</b> As-tu un animal? Building on what you learned last term, you are now going to learn 'Qui s'appelle...' which means 'that is called'. Using different French names of animals, practice some sentences using 'Qui s'appelle'. For example, 'Qui s'appelle un chien' – that is called a dog.</p> <p><b>Science:</b> Introduction - Materials mean what things are made from! We use the word 'material' to describe what things are made from, whether they are natural or manufactured. Some examples of natural materials are metal, wood and clay. Rubber comes from a plant, although it doesn't feel like something natural. Some examples of manufactured materials are nylon and plastic. Remember that materials can be combined to give a new material. We should all make an effort to recycle and re-use the world's natural materials.</p>

Independent Activity - List everyday items, such as a chair, pencil, reading glasses, pencil sharpener, saucepan, shoes, jacket, book etc. Name the materials e.g. rubber, metal, wood, plastic, glass, cotton, leather, which are used to make them. Some items may be made from more than one material.

**Geography:** Research the London Eye, its location and how it was made. What is the latitude and longitude of this human landmark? What hemisphere is it in, Northern or Southern? How far away is it from the equator?

**Music:**

**Research famous mountains**

- What's the difference between a hill and a mountain?
- What is the tallest mountain in the world?
- What is the tallest mountain in the UK?
- Have you ever climbed a mountain?
- What equipment do you think you would need?
- What does altitude mean?

**Explain the link between pitch and mountains**

- Height is the key feature of mountains. The idea of climbing mountains is linked to 'going up'. In music, **pitch** is the element that is about high and low notes. We say the **pitch** in music goes up and down.
- Draw a mountain on A3 paper and add features. Then draw a clear path up from the foot of the mountain right to the very top.
- Using the mountain drawing as a graphic score, can you slowly indicate **pitch** by moving up the path drawn on your picture using a pointer whilst showing the change of **pitch** (getting higher) with your voices. Low voice at the bottom (growly bears) getting gradually higher and higher (squeaky mice).
- Do the reverse for coming down the mountain, starting with a high **pitch** and finishing low.
- Keep the pictures for the next lesson.

Websites to access for support and teaching ideas:

- Pobble 365 (a new picture every day that children could do an additional short burst write about to practise their writing skills daily.
- Times Tables Rockstars- <https://trockstars.com/>
- BBC Bitesize- <https://www.bbc.co.uk/bitesize>
- <https://nrich.maths.org/>
- <https://www.topmarks.co.uk/>
- <https://www.oxfordowl.co.uk/>
- <https://www.twinkl.co.uk/> - they are offering a month free for parents
- <https://www.bbc.co.uk/teach/super movers>
- <https://chatterpack.net/blogs/blog/resources-list-for-home-learning>
- <https://www.youtube.com/watch?v=d3LPrhI0v-w> (Joe Wicks Exercise Classes)

What to do if I do not receive weekly home learning

- Continue to practise those core skills (listed above)
- Playing board games
- Writing a diary
- Writing a story – let your imagination go wild
- Do some beep tests – measure out 20m (or whatever distance you can do in your garden/street.) Play the beep test video: [https://www.youtube.com/watch?v=eOU\\_yQITBks](https://www.youtube.com/watch?v=eOU_yQITBks) Can you run from and to your start point before the beep goes off. Can you beat your score?
- Cooking – weighing out ingredients, dividing amounts equally.