

Maths	<p>Maths No Problem Workbook 4B, Chapter 12 – Geometry and Chapter 13 – Position and Movement.</p> <ul style="list-style-type: none"> - 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. <p>Core maths skills to practise:</p> <ul style="list-style-type: none"> - TT Rockstars - Reading clocks in real life settings and noticing the time that routines start and finish. - Weight and measure anything and everything! - Adding using mental methods, for example adding the cost of food at the supermarket. - https://www.ncetm.org.uk/public/files/23305622/Mastery_Assessment_Y4_Low_Res.pdf <p>Some extension activities if you need them.</p>
	<p>Monday Lesson 9 and 10, pages 143 - 146. Please teach both inputs.</p>
	<p>Tuesday Mind workout in the workbook (page 147) and in the textbook, including journaling and check list (pages 194 – 196). Extension activity: TT Rockstars.</p>
	<p>Wednesday Review 12, pages 148 – 150. Extension activity: The Mystery of the spoiled party bags activity</p>
	<p>Thursday Chapter 13, lesson 1, pages 151 – 154.</p>
	<p>Friday Lesson 2, pages 155 – 158. Extension activity: TT Rockstars.</p>
English	<p>Monday 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>Tuesday Over the rest of the term, we will be investigating stories from another culture, looking at the Japanese folk tale of Issun-boshi. https://www.gov-online.go.jp/eng/publicity/book/hlj/html/201408/201408_09_en.html Read the story of Issun-boshi. In some ways it is similar to the western fairy tale of Tom Thumb. Read the story and identify the differences between western fairy tales and Japanese folk tales. Do they use different language? Do they include cultural references? Make a list of the features that you notice. https://web-japan.org/kidsweb/folk/index.html This website has lots of different folk tales for you to read to help you write your list. DO NOT START WRITING A FOLK TALE! I just want you to learn the features of a folk tale this week and learn the story, making sure that you understand what you need to include so that when you do write your own folk tales, over the next few weeks, they will be detailed and well structured, fitting the success criteria of a folk tale.</p> <p>Wednesday We are now going to learn the story of Issun-boshi. Re-read the story of Issun-boshi. Can you make a story map of the story, drawing a picture for each of the parts that seem important to you. NEXT WEEK we will write the story and you will use this map to help you, so the more detail in your story</p>

	<p>map, the better. You have all done a story map before, but for the parents, it is essentially a rough cartoon strip, following the story. Send your story map to us at amazonclass@stanton-st-quintin.wilts.sch.uk to mark and put on the website. We will give you some feedback by Friday.</p>
	<p>Thursday Spelling test day! Grammar task: Pronouns worksheet. There are three activities to choose from this week. This is a nice simple one, so after you have completed the worksheet, perhaps you could write some sentences with pronouns. Pronouns are so useful as they stop stories becoming repetitive!</p>
	<p>Friday Respond to your marking from Mrs Todd and Mrs South. Short burst writing activity – Waste</p>
Reading	<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>Reading challenge: Garden birds comprehension. This is differentiated, so there are three versions; mild, spicy and hot. Choose which one you would like to do. CHALLENGE YOURSELF!</p>
Spellings	<p>Your child's term 6 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>
Other subjects	<p>Monday Geography: Can you make a map of the world, placing the three landmarks that you have researched on it? Please include the time zone, population of the country and the area of the country. Send these to us, as we would love to put them on the blog!</p> <p>Tuesday French: As-tu un animal? This week, we are going to try to say a few sentences all together. We will start with what our names are. In French, we will say; I am Mrs Todd (or your own name!) and I am 32 years old (or your own age!) I live in Chippenham (or where you live, in French!) I have a dog called Beck but I don't have a cat. In French: Je m'appelle Madame Todd, et j'ai trente-deux ans. J'habite à Chippenham. J'ai un chien, qui s'appelle Beck, mais je n'ai pas de chat.</p> <p>Try with your own names and different animals.</p> <p>PSHE: Similarities and differences: Inside outside - Watch the Britain's Got Talent Final 2017 video clip from the Diversity website. https://www.diversitydance.net/videos/ What does the word diversity mean? (A range of differences). Why is it an appropriate name for this dance group? Why diversity is important? How can it be celebrated and enjoyed? How might diversity lead to discrimination and stereotyping? Create a jigsaw of diversity for your family and friends, drawing pictures on the front of each piece and how they are different from you on the back. (Template on the website). Being different is what makes us all unique and special. If you take a piece of uniqueness away, there is a gap where it was before.</p>
	<p>Wednesday Drama: 1 person play. Can you write a play about lockdown? You must be able to play all the parts, so think about stage directions, costume changes, music for while you are off stage!</p>
	<p>Thursday Physical Development: Play outside as much as possible please! Athletics – 100m sack (jumping). How fast can you do it in? Can you improve your time?</p> <p>Science: Introduce two special words – permeable and impermeable. (Permeable – allows water to pass into and through; impermeable – does not allow water to pass into or through). Have a selection of rocks, such as sandstone, chalk, marble, limestone, slate and granite (photos are fine to begin with). Some of these can be permeable, whilst others are impermeable. To investigate</p>

whether a rock is permeable or impermeable, you are going to go and find some different rocks from your garden/a field/a path near you and carry out your own investigation, record your observations and conclude your findings.
 First: Make a prediction: I think that...
 Next: Write down (if known) the type of rock you are using or draw a picture/take a photo of it.
 After that: Make a table for your results.
 Then: Your experiment. By placing a rock in water and observing closely as to whether bubbles float upwards from it, you will be able to determine if it is permeable or impermeable. (A permeable rock may make a fizzing sound as the air inside it is replaced by water and bubbles can be seen rising; impermeable rocks will not produce any bubbles or fizzing sound). NOTE: Observe carefully as some bubbles may be present on the outside of the rock, as it is submerged in water and should not be confused as air. Record your findings in your table.
 Finally: Write a conclusion. Were your predictions correct? Why?

Friday

Music: PHASE 2 - 'High-Low Song'

Lesson Four: D0-Re-Mi

<https://www.onlinepianist.com/virtual-piano>

<https://noobnotes.net/do-re-mi-sound-of-music/>

1. Play the melody by ear

- Using the virtual piano link, see if you can work out the tune by ear for Do-Re-Mi.
- Using the second link, learn how to play Do-Re-Mi using the notes C, D, E, F, G, A, B, ^C

2. Play the tune using written letter notation

- Practice playing by reading the notes.
- Can they play it as a round with someone else?

Religious education: How do Christians show they care for the World? How do Sikhs show they care for the world?

Look at the powerpoint about Sewa (please note the teaching notes attached to each slide in the notes section.) Answer the questions in the powerpoint. Also, how might it be challenging for Sikhs to follow Sewa during lockdown?

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 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.