


# Year 4 Home Learning

## Spring 2 Week 1

Here is the curriculum home learning for this week. Home learning is planned to:

- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning




You need to complete all of the subjects over the week, you can choose the order or follow the schedule below.

You can upload all of your work to Seesaw, pieces of work with a  symbol must be uploaded for the teacher to see as a priority.




### NEW:

Please can you draw a face at the bottom of your work to show how difficult you found it so that your teacher knows if they need to change your work:

-  This was about right for me
-  A bit too hard
-  Much too hard


## Independent Curriculum

During the week, you will need to complete these subjects e.g. when you are not reading with your teacher

<b>Spelling</b>	<ul style="list-style-type: none"> <li>• <b>Watch</b> the <a href="#">spelling video</a>.</li> <li>• <b>Complete</b> the activities as you watch.</li> </ul> <p>Words to Learn:          natural   notice   opposite          often   perhaps   position          site   sight   so   sew   sow</p>
<b>PSCHE</b>  <a href="#">Explanation Video</a>  	<p><b>Why is it important to speak to someone when we are worried about something online?</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> - Why is it important to speak to someone when we are worried about something online?</li> <li>• <b>Read</b> the scenarios on the activity below and think about how each one would make the person feel (<a href="#">Session 1, resource 1</a>).</li> <li>• <b>Choose</b> one of the scenarios and think of advice that you could give them. What could they do in their situation? Explain your answer.</li> </ul>
<b>French</b>	<p>Watch <a href="#">the video</a> about Clothes from Madame Lambert.</p> <p><b>Complete</b> the activities <a href="#">below</a>.</p>

**Art**

**Texture, Detail and Shading – Jackie Morris**



- Watch Ms Green's [video](#) to be inspired by Jackie Morris' Illustrations in her book 'Tell Me a Dragon'.
- Draw a Dragon's eye focussing on the detail, texture and shading. Ms Green will show you how she created the example above.
- Deepening: Draw your own dragon and describe it inspired by Jackie Morris's descriptions of the dragons in her book.

**Music**

**Instrumental Lessons**  
 You will be having your small group (2 – 5 children) orchestral instrument lessons with your tutors over Zoom.  
 Please click on the link at your lesson time.

<b>String instruments</b> <i>Viola, Cello, Violin</i>	<b>Brass instruments</b> <i>Trumpet, Baritone, French Horn, Trombone</i>	<b>Woodwind instruments</b> <i>Saxophone, Flute, Clarinet</i>
<a href="#">Link on Parentmail</a>	<a href="#">Link on Parentmail</a>	<a href="#">Link on Parentmail</a>
<a href="#">Link on Parentmail</a>	<a href="#">Link on Parentmail</a>	<a href="#">Link on Parentmail</a>

In this file, you will find copies of the music that you need as well as videos that show how to tune and look after your instrument.  
[www.tinyurl.com/wmwsetschoolresources](http://www.tinyurl.com/wmwsetschoolresources)

**PE**

**Warm up:** Stretching

- Do you know how to stretch your back?
- Click [here](#) to watch a video.

**Physical Activity:** HIT session


- Here are 10 strength exercises to help you get your heart rate up! Watch the video [here](#) to begin the workout.
- Grab a partner to workout with or play some music to keep you motivated!
- Are you in a safe space? Grab your water bottle and let's go.


**Ready for another challenge?**  
 See [below](#) for the **Colour combination challenge**- it will work best if you have someone to work with. Try the extra challenges explained in the coloured circles.


- Also remember after your exercise, play some slow quiet music and have a mindfulness moment, focus on your breathing, whilst you stretch.

**Daily fresh air and exercise helps with your mood, your concentration and your fitness so why not try a daily walk, or jog, run, cycle, scoot, skate, or take a ball to throw and catch whilst you're out!**

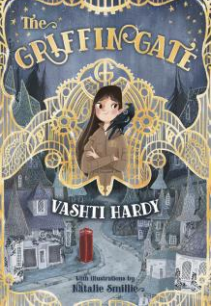
**Monday**  
22<sup>nd</sup> February 2021

<p align="center"><b>English</b></p> <p>Live explanation at 9am Link on Parentmail</p> <p align="center"><a href="#">Explanation Video</a></p> 	<p><b>WRITE/ PRESENT: Adapt and perform a poem</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> – <i>What different types of poetry do you already know? What poetic devices do you know?</i></li> <li>• <b>Read</b> <i>Alligator Pie</i> by Dennis Lee <a href="#">here</a> or <b>watch</b> a teacher read it to you <a href="#">here</a>.</li> <li>• <b>Think</b> – <i>What rhymes did you spot in the poem? Was there any repetition?</i></li> <li>• 'Alligator' has 4 syllables. <b>Write</b> a list of animals that have 2 or 3 syllables. <b>Watch</b> <a href="#">this video</a> to remind you what syllables are.</li> <li>• You are going to write your own version of 'Alligator Pie' but using a different animal and a different food.</li> <li>• <b>Think</b> – <i>What different food types are there that you could use for your poem? Remember</i> it has to be one syllable. <b>Look</b> at some ideas <a href="#">here</a>.</li> <li>• <b>Look</b> at the planning format <a href="#">here</a>.</li> <li>• <b>Watch</b> <a href="#">this lesson video</a> of a teacher modelling how to plan and write a poem in the style of <i>Alligator Pie</i>.</li> <li>• <b>Write</b> <u>3 verses</u> of your own using a different food type for each verse.</li> <li>• <b>Deepening: Record</b> yourself performing your poem and upload it on Seesaw for your teacher to see.</li> </ul>
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<p align="center"><b>Maths</b></p> <p>Live explanation at 10.30am Link on Parentmail</p> <p align="center"><a href="#">Explanation Video</a></p> 	<p><b>Textbook 4A, Chapter 6, Lesson 7 - Workbook 4A, Chapter 6, Worksheet 7 (p.169-170)</b></p> <p>Simplifying Improper Fractions</p> <p><b>Video link:</b> <a href="#">Video 1</a></p> <p><b>Deepening activity</b> My friend says <math>\frac{8}{6}</math> is the same as 1 and <math>\frac{2}{3}</math>. Is he correct? How do you know? Explain.</p>
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<p align="center"><b>Circle Time with your class</b></p>	 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>4G</td><td>2.30pm</td></tr> <tr><td>4H</td><td>2.30pm</td></tr> <tr><td>4Z</td><td>2.30pm</td></tr> <tr><td>4E</td><td>12.00pm</td></tr> <tr><td>4C</td><td>12.00pm</td></tr> </table>	4G	2.30pm	4H	2.30pm	4Z	2.30pm	4E	12.00pm	4C	12.00pm
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<b>Independent Curriculum</b>	<p>Choose one or two subjects to complete today if you are not reading with your teacher:</p> <ul style="list-style-type: none"><li>• <a href="#">Spelling</a></li><li>• <a href="#">PSCHE</a></li><li>• <a href="#">Art</a></li><li>• <a href="#">Music</a></li><li>• <a href="#">French</a></li><li>• <a href="#">PE</a></li></ul>
<b>Story time</b>	 <p>'The Griffin Gate' by Vishti Hardy.</p> <p><b>Today's chapter:</b> <a href="#">Chapter 11</a> – The Truth</p> <p>Catch up on the earlier chapters by <a href="#">CLICKING HERE</a></p>


**Tuesday**  
23rd February 2021

<p style="text-align: center;"><b>English</b></p> <p>Live explanation at 9am Link on Parentmail</p> <p style="text-align: center;"><a href="#">Explanation Video</a></p>	<p><b>READ / EXPLORE: Understand the features of a haiku</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> – <i>What is a syllable?</i></li> <li>• <b>Think</b> – <i>Have you heard of a poem called a haiku before? What is it?</i></li> <li>• <b>Watch</b> <a href="#">this video</a> of a teacher explaining what a haiku is and the rules of a haiku.</li> <li>• <b>Read</b> the first verse from <i>Five Haiku for Five Senses</i> by David Bateman <a href="#">here</a> or <b>watch</b> a teacher read it to you <a href="#">here</a>.</li> <li>• <b>Think</b> – <i>Does it follow the rules of a haiku? Which sense does this haiku relate to? How do you know?</i></li> <li>• <b>Watch</b> a teacher explain and annotate this haiku <a href="#">here</a>.</li> <li>• <b>Read</b> the other four haikus <a href="#">here</a> from <i>Five Haiku for Five Senses</i> or <b>watch</b> a teacher reading them <a href="#">here</a>.</li> <li>• <b>Annotate</b> each Haiku, labelling the number of syllables, which sense the Haiku relates to and any other poetic techniques (e.g. similes, metaphors or personification).</li> </ul>
<p style="text-align: center;"><b>Maths</b></p> <p>Live explanation at 10.30am Link on Parentmail</p> <p style="text-align: center;"> <a href="#">Explanation Video</a></p>	<p><b>Textbook 4A, Chapter 6, Lesson 8 - Workbook 4A, Chapter 6, Worksheet 8 (p.171)</b> Adding fractions</p> <p><b>Video link:</b> <a href="#">Video 1</a></p> <p><b>Recap videos:</b> <a href="#">Video 1</a> <a href="#">Video 2</a></p> <p><b>Deepening activity:</b> What must you add to these fractions to make the next whole number? 13/10, 12/10, 5/10, 16/12, 4/12, 7/6 Draw diagrams to help explain your answers.</p>
<p style="text-align: center;"><b>Science</b></p> <p>Live explanation Link on Parentmail</p> <p style="text-align: center;"><a href="#">Explanation Video</a></p> <p style="text-align: center;"></p>	<p><b>What is a microbe?</b></p> <ul style="list-style-type: none"> <li>• Watch this clip of fruit decaying <a href="#">here</a>.</li> <li>• What is happening to the fruit? What is creating this change?</li> <li>• On a whiteboard, create a list of things that you know that are too small to see.</li> <li>• Look at pictures A, B and C in the resources for <a href="#">session 1</a>. These are examples of different microbes. Make a prediction before watching the video to decide which picture you think is a virus, bacteria and fungi.</li> <li>• Watch this video of Professor Hallux's Antibiotics: Episode 1: Types of infection <a href="#">here</a>. This will tell you all about Bacteria, Fungi and Viruses.</li> <li>• In your books, record three facts about each type of microbe you have learnt about today.</li> <li>• Using the <a href="#">pictures</a> in the resources for session 1, <a href="#">draw a picture</a> of your own microbe. You must decide whether it is a Bacteria, Virus or Fungi. Upload this to Seesaw for your teacher to see.</li> <li>• <b>Challenge:</b> Are all microbes harmful? Record a short voice note to articulate your understanding about microbes with any examples of useful microbes.</li> </ul>
<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><a href="#">Explanation Video</a></p> <p style="text-align: center;"></p>	<p><b>What are harmful microbes?</b></p> <p>See <a href="#">resources</a> to see how to create your own harmful microbes safely!</p> <ul style="list-style-type: none"> <li>• Play a game with someone at home. Take it in turns to come up with as many different words for microbes you know- germs, bugs etc.</li> <li>• What makes you ill? Do you know what sort of microbe COVID- 19 is?</li> </ul>

- Scroll down to the 'Good Germs and Bad Germs' title and watch this [video](#) (Start-1 minute 20 seconds). Watch this [video](#) (Start-38 seconds)
- How do bad germs (microbes) make people ill?
- Harmful microbes are spread from person to person. Create a list of ways that harmful microbes can be spread.
- Watch this [video](#) to show how dangerous a single sneeze can be! Watch this [video](#) about how microbes can be spread.
- Using all the information you have learnt today create a short presentation to explain all you know about harmful microbes. This could be through a poster, presentation or short movie. Make sure you upload this to Seesaw.
- Make sure you have answered these questions:
  - What causes an infection?
  - Are all illnesses caused by microbes?
  - How are microbes spread?

<b>Reading</b>	4G	12.00pm	Join on your child's usual reading day
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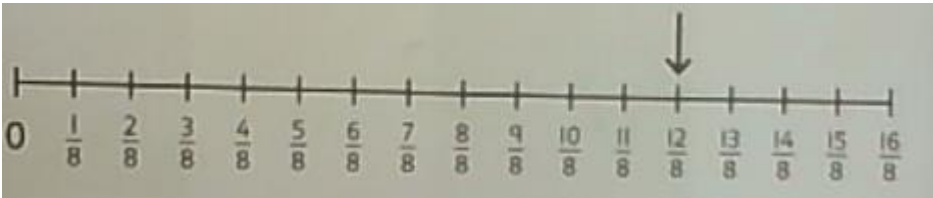
- Independent Curriculum**
- Complete your science work

<b>Story time</b>	 <p>'The Griffin Gate' by Vishti Hardy.</p> <p><b>Today's chapter:</b> <a href="#">Chapter 12</a> – Wardens</p> <p>Catch up on the earlier chapters by <a href="#">CLICKING HERE</a></p>
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**Wednesday**  
24<sup>th</sup> February 2021

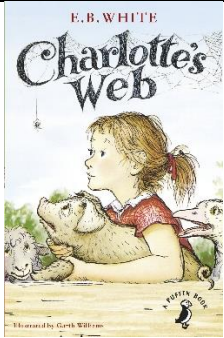
<p><b>English</b></p> <p>Live explanation at 9am</p> <p style="background-color: yellow;">Link on Parentmail</p> <p><a href="#">Explanation Video</a></p>	<p><b>PLAN / WRITE: A haiku</b></p> <ul style="list-style-type: none"> <li><b>Think</b> – <i>What is a haiku? How many lines does it have? How many syllables on each line? How many syllables in total?</i></li> <li>Today, you are going to be writing <u>three</u> of your own haiku about the 5 senses.</li> <li><b>Choose</b> a location for the setting of your haiku. <b>Look</b> <a href="#">here</a> for some ideas.</li> <li><b>Look</b> at <a href="#">this planning format</a>.</li> <li><b>Watch</b> <a href="#">this video</a> of a teacher explaining how to use the planning format.</li> <li><b>Record</b> your own ideas on the planning format.</li> <li><b>Watch</b> <a href="#">this video</a> of a teacher using the planning format to write haiku.</li> <li><b>Write</b> three of your own haiku.</li> </ul>
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<p><b>Maths - A</b></p> <p>Live explanation at 10.30am</p> <p style="background-color: yellow;">Link on Parentmail</p> <p><a href="#">Explanation Video</a></p>	<p><b>Textbook 4A, Chapter 6, Lesson 9 - Workbook 4A, Chapter 6, Worksheet 9 (p.172-173)</b></p> <p>Adding fractions</p> <p><b>Video link:</b> <a href="#">Video 1</a></p> <p><b>Recap videos:</b> <a href="#">Video 1</a> <a href="#">Video 2</a></p> <p><b>Deepening activity</b></p> <p>My friend says that I can use equivalent fractions to solve <math>2 \frac{1}{2} + \frac{3}{4}</math> Explain how to solve this using your knowledge of equivalent fractions.</p>
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<p><b>Maths B</b></p> <p>Live explanation</p> <p style="background-color: yellow;">Link on Parentmail</p> <p><a href="#">Explanation Video</a></p>	<p><b>Textbook 4A, Chapter 6, Lesson 10 - Workbook 4A Chapter 6 Worksheet 10 (p.174-175)</b></p> <p>Adding fractions</p> <p><b>Video link:</b> <a href="#">Video 1</a></p> <p><b>Recap videos:</b> <a href="#">Video 1</a> <a href="#">Video 2</a></p> <p><b>Deepening activity</b></p> <p>Hannah says the arrow is pointing to <math>1 \frac{1}{2}</math> Do you agree? Explain your answer. Use the words equivalent, denominator, numerator, whole, improper fraction and mixed fraction.</p> 
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<b>Reading</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;">4G</td> <td style="width: 15%;">12.00pm</td> <td style="width: 70%;">Join on your child's usual reading day</td> </tr> <tr> <td>4H</td> <td>12.00pm</td> <td>Join on your child's usual reading day</td> </tr> <tr> <td>4Z</td> <td>12.00pm</td> <td>Join on your child's usual reading day</td> </tr> <tr> <td>4E</td> <td>2.30pm</td> <td>Join on your child's usual reading day</td> </tr> <tr> <td>4C</td> <td>2.30pm</td> <td>Join on your child's usual reading day</td> </tr> </table>	4G	12.00pm	Join on your child's usual reading day	4H	12.00pm	Join on your child's usual reading day	4Z	12.00pm	Join on your child's usual reading day	4E	2.30pm	Join on your child's usual reading day	4C	2.30pm	Join on your child's usual reading day
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<p><b>Independent Curriculum</b></p>	<p>Choose one or two subjects to complete today if you are not reading with your teacher:</p> <ul style="list-style-type: none"> <li>• <a href="#">Spelling</a></li> <li>• <a href="#">PSCHE</a></li> <li>• <a href="#">Art</a></li> <li>• <a href="#">Music</a></li> <li>• <a href="#">French</a></li> <li>• <a href="#">PE</a></li> </ul>	
<p><b>Story time</b></p>		<p>'Charlotte's Web' by E.B. White, 'a classic tale of friendship, bravery and some animal magic'.</p> <p><b>Today's chapter:</b> <a href="#">Chapter 1</a> – Before Breakfast</p>



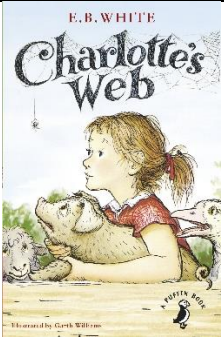
**Thursday**  
25<sup>th</sup> February 2021

<p style="text-align: center;"><b>English</b></p> <p>Live explanation at 9am</p> <p style="text-align: center;">Link on Parentmail</p> <p style="text-align: center;"><a href="#">Explanation Video</a></p>	<p><b>READ/ PLAN: understand and use figurative language</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> – <i>What is figurative language? What is a simile? What is a metaphor?</i></li> <li>• Today, we are going to be looking at a poem that uses metaphors.</li> <li>• <b>Read</b> <i>What is the Sun?</i> by Wes Magee <a href="#">here</a> or <b>watch</b> a teacher read it to you <a href="#">here</a>.</li> <li>• <b>Think</b> – <i>Does this poem rhyme? Does this poem use metaphors? What metaphors can you spot?</i></li> <li>• <b>Watch</b> <a href="#">this video</a> of a teacher analysing and explaining the poem.</li> <li>• You are going to write your own poem in the style of <i>What is the Sun?</i>, but your poem is going to be called <i>What is the Moon?</i></li> <li>• <b>Think</b> – <i>What comparisons can you think of for the moon? What different shades of colour could the moon be? What different shapes could you compare it to?</i> <b>Note</b> down your ideas.</li> <li>• <b>Look</b> at <a href="#">these pictures</a> of the moon to help you.</li> <li>• <b>Look</b> at <a href="#">the planning format</a> and watch <a href="#">this planning video</a>.</li> <li>• <b>Plan</b> your own poem using the planning format and the ideas you noted down earlier.</li> </ul>
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<p style="text-align: center;"><b>Maths</b></p> <p>Live explanation at 10.30am</p> <p style="text-align: center;">Link on Parentmail</p> <p style="text-align: center;"><a href="#">Explanation Video</a></p> <p style="text-align: center;"></p>	<p><b>Textbook 4A, Chapter 6, Lesson 11 - Workbook 4A, Chapter 6, Worksheet 11 (p.176-177)</b></p> <p>Subtracting fractions</p> <p><b>Video link:</b> <a href="#">Video 1</a></p> <p><b>Deepening activity</b></p> <p>a) What is <math>3 - \frac{4}{7}</math>?</p> <p>b) Mary says that <math>5 - \frac{2}{7} = \frac{3}{7}</math>. What mistake has Mary made? Explain what the correct answer should be and why.</p>
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<p style="text-align: center;"><b>History</b></p> <p>Live explanation</p> <p style="text-align: center;">Link on Parentmail</p> <p style="text-align: center;"><a href="#">Explanation Video</a></p>	<p><b>What can we learn from Investigating artefacts?</b></p> <ul style="list-style-type: none"> <li>• Take a trip to a museum! What can you find out from the artefacts <a href="#">here</a>?</li> <li>• Look at the pictures of <b>artefacts (objects from the past)</b> (<a href="#">Session 1, resource 1</a>).</li> <li>• Think about what they might be and what we can learn about Vikings from them.</li> <li>• Use the attached questions to help investigate and make predictions about each <b>artefact</b> (<a href="#">Session 1, resource 2</a>). Then, use the answers to check if your predictions were correct (<a href="#">Session 1, resource 3</a>).</li> </ul>
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<p><b>Story time</b></p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>'Charlotte's Web' by E.B. White, 'a classic tale of friendship, bravery and some animal magic'.</p> <p><b>Today's chapter:</b> <a href="#">Chapter 2</a> – Wilbur</p> <p>Catch up on the earlier chapters by <a href="#">CLICKING HERE</a></p> </div> </div>

**Friday**  
25<sup>th</sup> February 2021

**English**  
Live explanation  
at 9am  
[Link on  
Parentmail](#)  
  
[Explanation  
Video](#)  


**WRITE/ IMPROVE: A poem using figurative language**

- **Think** – *What is a metaphor? What are you writing your poem about?*
- **Look** at your plan from yesterday. **Add** any extra ideas you think of and then **put a tick** next to your top 5 ideas.
- **Watch** [this video](#) of a teacher turning the plan into a poem.
- **Write** your own poem using ideas from your plan.
- **Use** the [CUPS and ARMS poster](#) to improve your poem. **Focus** on ARMS (adding/ removing/ moving/ substituting words to improve your poem).
- **Publish** the final version of your poem using this [publishing sheet](#) or use this [support publishing sheet](#) to help you.

**Maths**  
Live explanation  
at 10.30am  
[Link on  
Parentmail](#)  
  
[Explanation  
Video](#)  


**Textbook 4A, Chapter 6, Lesson 12 - Workbook 4A, Chapter 6, Worksheet 12 (p.178-179)**  
Subtracting fractions

**Video link:**  
[Video 1](#)  
[Video 2](#)

**Deepening activity**

a)  $1\frac{7}{8} - \frac{3}{8} = ?$

b)  $? = 3\frac{1}{9} - \frac{5}{9}$

c)  $2\frac{9}{11} - \frac{3}{11} - \frac{9}{11} = ?$

**Talking Together**

4E	12.00pm
4C	12.00pm
4G	2.30pm
4H	2.30pm
4Z	2.30pm

**Reading**

4G	12.00pm	Join on your child's usual reading day
4H	12.00pm	Join on your child's usual reading day
4Z	12.00pm	Join on your child's usual reading day
4E	2.30pm	Join on your child's usual reading day
4C	2.30pm	Join on your child's usual reading day

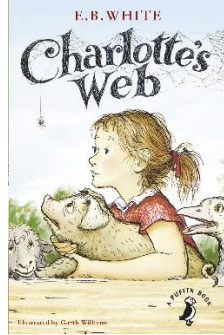
**Independent Curriculum**

Choose one or two subjects to complete today if you are not reading with your teacher:

- [Spelling](#)
- [PSCHE](#)

- [Art](#)
- [Music](#)
- [French](#)
- [PE](#)

## Story time



'Charlotte's Web' by E.B. White, 'a classic tale of friendship, bravery and some animal magic'.

**Today's chapter:** [Chapter 3](#) – Escape

Catch up on the earlier chapters by [CLICKING HERE](#)

# Resources - Monday

## English Lesson 1

### **Alligator Pie – Dennis Lee**

Alligator pie, alligator pie,  
If I don't get some I think I'm gonna die.  
Give away the green grass, give away the sky,  
But don't give away my alligator pie.

Alligator stew, alligator stew,  
If I don't get some I don't know what I'll do.  
Give away my furry hat, give away my shoe,  
But don't give away my alligator stew.

Alligator soup, alligator soup,  
If I don't get some I think I'm gonna droop.  
Give away my hockey stick, give away my hoop,  
But don't give away my alligator soup.

Back to lesson [here](#)

## English Lesson 1

### 1-syllable Food and Drink Ideas

soup	stew	bread	cake	pie
sauce	drink	spice	dhal	cream
rice	salt	fudge	tea	beans
bun	dip	feast	ham	loaf
roll	tart	flan	squash	snack

Back to lesson [here](#)

# Resources - Tuesday

## Planning Format

My Animal:

	Verse 1 food:	Verse 2 food:	Verse 3 food:
Rhyming words			

Back to lesson [here](#)

# English Lesson 2

## ***Five Haiku for Five Senses* - David Bateman**

Grey-pink in the dawn  
sitting like far distant cloud:  
a new mountain range.

From a long distance  
even my father's cooking  
smells a bit like food.

After the dentist's  
I spoon soup into my mouth –  
or mostly my mouth.

'Easy listening'  
my father calls his music.  
We all disagree.

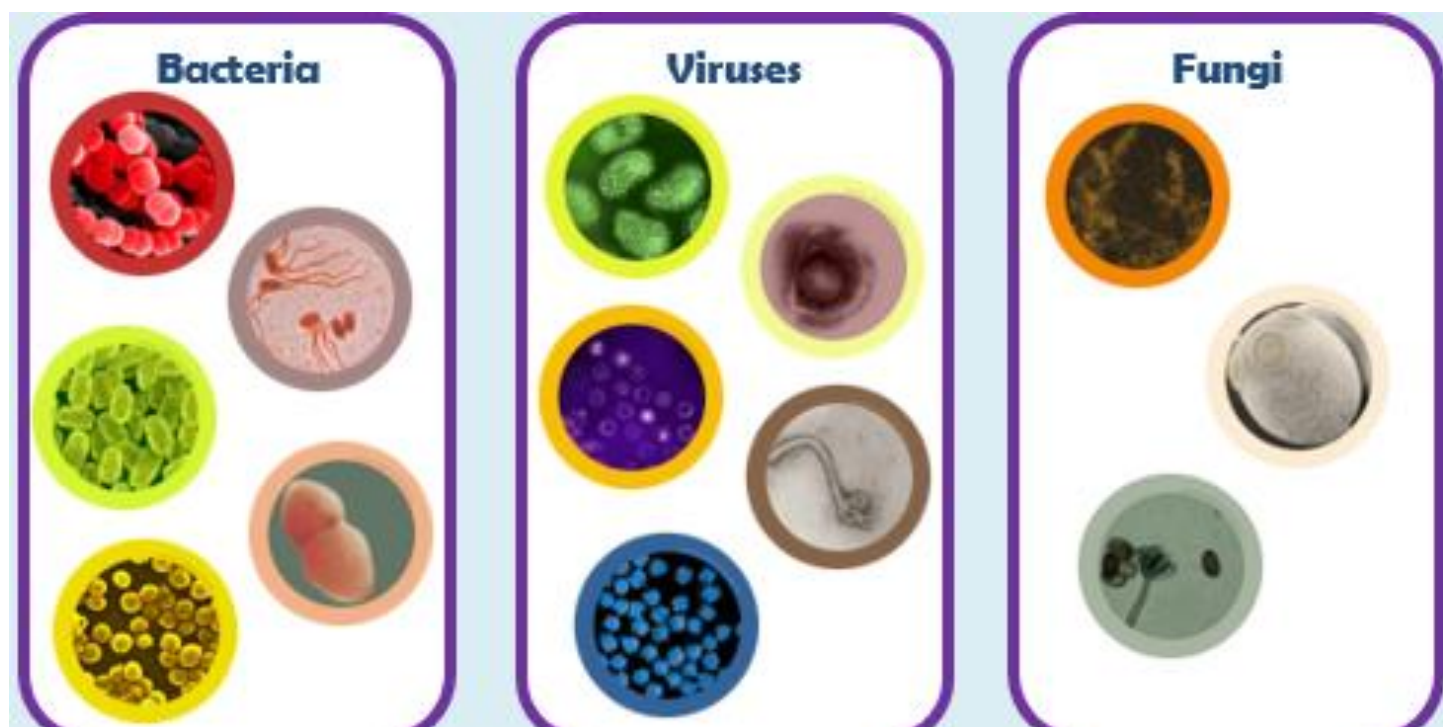
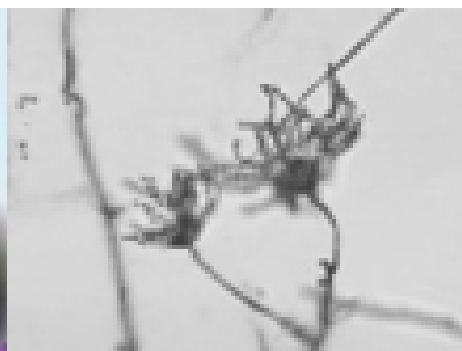
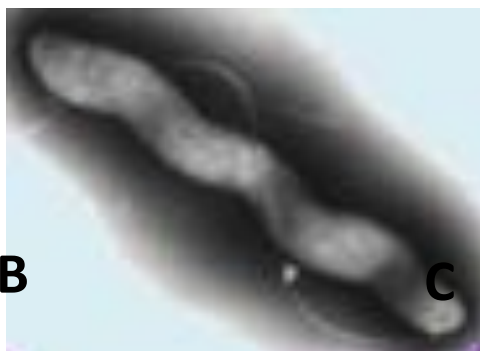
Panting on my bike  
the autumn rain in my mouth  
tastes of the winter.

Back to lesson [here](#)



# Resources – Science

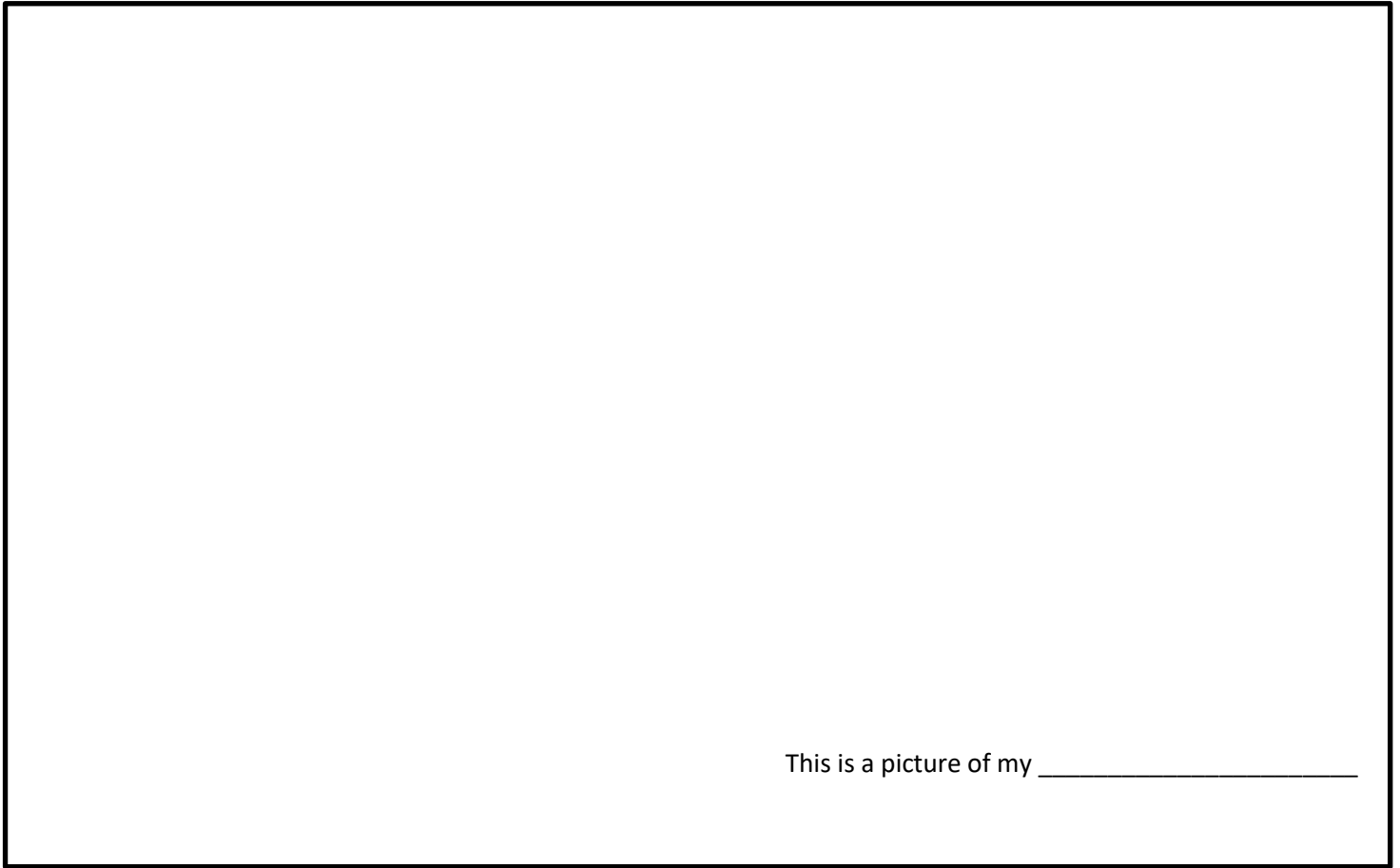
## Session 1, Resource 1



Back to lesson [here](#)

## Session 1, Resource 2

Draw your microbe here



This is a picture of my \_\_\_\_\_

Back to lesson [here](#)

## Session 2, Resource 1

### Create your own harmful microbes safely!

1. Cut a piece of bread in half! This could be any piece of bread (crusts work perfectly).
2. Pick up one slice of bread as much as possible with unclean hands and place in a Ziplock bag.
3. Wash your hands thoroughly. Put the second half of the bread in a different Ziplock bag, touching as little as possible.
4. Leave the pieces of bread somewhere warm for up to 10 days checking on them every few days. Create a picture diary to document what happens.

**DO NOT OPEN THE BAGS ONCE YOU ARE FINISHED**

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# Resources - Wednesday

## English Lesson 3

### Setting Ideas for Haiku

**A Beach**



**A Forest**



**A Park**



**A Funfair**



**A Mountain Top**



Back to lesson [here](#)

# Planning Format for Haiku

My setting:

1 <sup>st</sup> sense	2 <sup>nd</sup> sense	3 <sup>rd</sup> sense
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>

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### English Lesson 4

#### *What is the Sun? – Wes Magee*

The Sun is an orange dinghy  
sailing across a calm sea

it is a gold coin  
dropped down a drain in Heaven

the Sun is a yellow beach ball  
kicked high into the summer sky

it is a red thumb-print  
on a sheet of pale blue paper

the Sun is a milk bottle's gold top  
floating in a puddle.

Back to lesson [here](#)

# Pictures of the Moon





# Planning Format for *What is the Moon?*

## **Metaphors I could use**

*For example:*

- a pale white eye
- 

## **Linking prepositional phrases**

- blinking in a dark cupboard

Back to lesson [here](#)

## Session 1, Resource 1

### VIKING ARTEFACTS



Back to lesson [here](#)

# Session 1, Resource 2

**Use these questions to guide your investigation of each artefact.**

1. What do you notice about it?
2. What might it have been used for?
3. Who might have used it? (man/woman, rich/poor etc)
4. What materials might it be made from?
5. How might it feel? (rough/smooth/light/heavy etc)
6. What can it tell us about the lives of the Vikings?
7. How is it similar or different to a modern version of it?
8. What might be the reasons for these similarities or differences?

**When you have recorded all your ideas have a look at the attached answer sheet and see how close your predictions were.**

Back to lesson [here](#)

# Session 1, Resource 3

## VIKING ARTEFACTS ANSWERS



### Drinking horn and spoon

Horn was an important part of a cow or sheep as it could be used to make various items from armour to spoons. To use the horn it would be cleaned. If used for a drinking horn then it could be decorated. If you wanted a flat shape you would cut off the tip and then boil the horn to soften it. The horn would then be cut in half and boiled again. The boiled horn would then be pressed flat and the shape of the item would then be cut out and moulded as necessary.



### Flint and Steel

The Vikings could use a flint and steel to start their fires. When the flint is struck against the steel it produces sparks. The hard flint edge shaves off a particle of the steel. This particle, heated by the friction, ignites. The sparks fall onto prepared tinder which can begin the fire.



### Ring Money

As well as coins, the Vikings would also use ring money. This was a silver bangle that would be worn on the wrist. The richer the person the more bangles would be worn. Money wouldn't be used for buying everyday items like bread and mead but for more expensive items like livestock, weapons and land. On the whole the Vikings lived in a bartering society, so for everyday items they would barter for the goods and services they wanted.



### Tools for Leatherwork

Leather was an important material that was used for various items including water bottles and boots. Some Vikings were skilled leather workers, but a lot of people would have been able to produce essential items for themselves and their family. When out raiding or trading a Viking would have to be able to keep his equipment and clothing in good condition so repairs would have to be made on the go. The **awl** was used to make holes in the leather, the **beeswax** helped the **linen thread** pass through the holes. For a stronger seam they used two needles. Each **iron needle** passed through the same hole, this doubled the thickness of the stitching and meant if a thread snapped there was still a solid seam.

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# Resources - Friday

## English Lesson 5

### CUPS and ARMS Poster

**REVISING**

The 'content' checking

**A.R.M.S.**

**Add**  
Add interesting or precise sentences and words

**Remove**  
Remove sentences you don't need

**Move**  
Move words or sentences to a more suitable place

**Substitute**  
Change words and sentences for new ones to avoid repetition or use of boring words

**EDITING**

The SPAG checking

**C.U.P.S.**

**Capitalise**  
First word in a sentence and proper nouns: names, places, titles, days, months

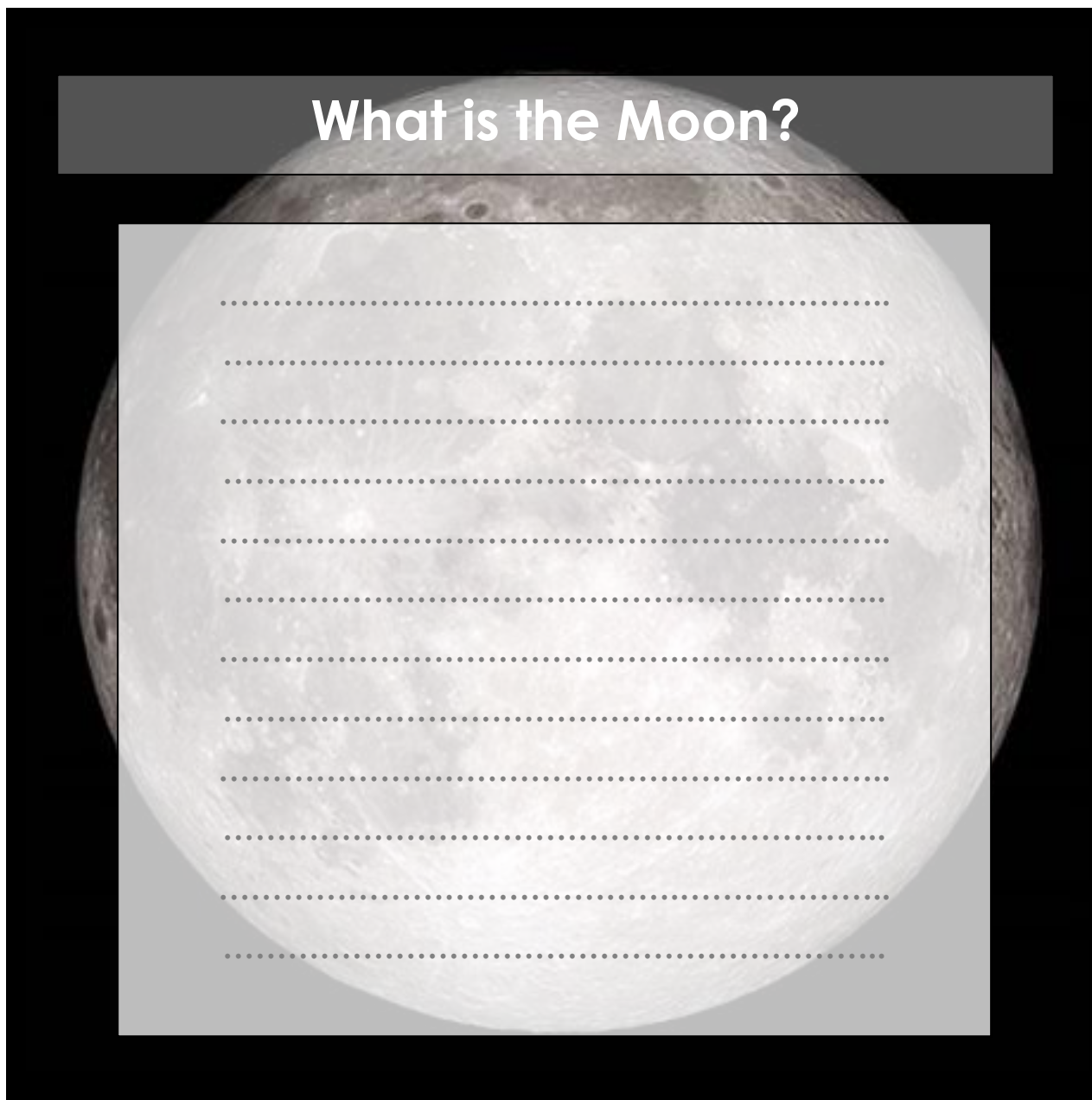
**Usage**  
Inflection of nouns and verbs.  
E.g. we was were / One dogs

**Punctuation**  
. ! ? , - ; '

**Spelling**  
Check words you are not sure how to spell, including homophones

Back to lesson [here](#)

# What is the Moon? Publishing Sheet



**What is the Moon?**

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Back to lesson [here](#)



# What is the Moon? Support Publishing Sheet

## What is the Moon?

The \_\_\_\_\_ is a \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

It is a \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

It is a \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

It is a \_\_\_\_\_

Back to lesson [here](#)



## Session 1, Resource 1

### Online Safety



### Feelings



1. Sami watches a video of an amazing trick shot. They try to do it themselves but just can't get it right.

2. Joe is noticing that lots of the people he sees online do not look like him, they all seem to be so 'perfect'.

3. Mae receives a message that says you should share it with five friends or get bad luck. When Mae shares it, her friends all laugh at her for believing it.

4. Mani keeps receiving lots of private messages online from very long and odd-looking usernames. He is not sure who these people are.

5. Charlie sees some exciting news about a new game being released and sends it to her friends. One of them replies explaining that it's not real.



### Example answer:

I think that **Sami** should take a break from the game he is playing **because** it sounds like he is starting to get frustrated and might need some time to calm down.

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# French

## Mots clés/ Key words

### les vêtements = the clothes

une robe = a dress

une chemise = a shirt

une jupe = a skirt

un pantalon = trousers

un jean = jeans

un pull = a jumper

un chapeau = a hat

un tee-shirt = a T-shirt

des chaussettes = socks

des chaussures = shoes

Qu'est-ce que tu portes? What are you wearing?

Je porte un pull rouge = I am wearing a red jumper.



# Activity 1: Copy the vocabulary in French

## Word List: Je porte...



### English

### French

### Copy the French words...

a dress

une robe

.....

trousers

un pantalon

.....

jeans

un jean

.....

a jumper

un pull

.....

a T-shirt

un tee-shirt

.....

a shirt

une chemise

.....

a skirt

une jupe

.....

shoes

des chaussures

.....

socks

des chaussettes

.....

a hat

un chapeau

.....

What are you wearing?

Qu'est-ce que tu portes?

.....

I'm wearing...

Je porte...

.....

I'm wearing a shirt.

Je porte une chemise.

.....



## Je porte... / I'm wearing...

**Q1** Look at the pictures and finish the sentences below.  
You will need some of the words from the box.

un pantalon    une robe    J'ai    porte  
une chemise    Je    un pull    une jupe



Je porte .....



Je porte .....



Je porte .....



.....

**Q2** Look at the question in the speech bubble and write an answer  
in French on the lines. Use the sentences above to help you.

Qu'est-ce que  
tu portes?

.....  
.....  
.....

### Now Try These

- Monsieur Lapin says, "Je porte un pantalon, un pull, et des chaussettes."  
Draw a picture of what Monsieur Lapin is wearing.
- A witness described a burglar as wearing "une robe rouge", "un chapeau bleu"  
and "des chaussures vertes". Draw a picture of the burglar.

### Activity 3:

Create your own word art in French in the shape of clothes' vocabulary .  
Use the vocabulary about clothes.

#### Mots clés/ Key words

#### les vêtements = the clothes

- une** robe = a dress
- une** chemise = a shirt
- une** jupe = a skirt
- un** pantalon = trousers
- un** jean = jeans
- un** pull = a jumper
- un** chapeau = a hat
- un** tee-shirt = a T-shirt
- des** chaussettes = socks
- des** chaussures = shoes

Qu'est-ce que **tu** portes? What are you wearing?

**Je** porte un pull rouge = I am wearing a red jumper.



	un	des	une	des
Masc Sing				
rose		rose <b>s</b>	rose	rose <b>s</b>
rouge		rouge <b>s</b>	rouge	rouge <b>s</b>
jaune		jaune <b>s</b>	jaune	jaune <b>s</b>
gris		gris	grise	grise <b>s</b>
bleu		bleu <b>s</b>	bleue	bleue <b>s</b>
vert		vert <b>s</b>	verte	verte <b>s</b>
noir		noir <b>s</b>	noire	noire <b>s</b>
blanc		blanc <b>s</b>	blanche	blanche <b>s</b>
marron		marron	marron	marron

[Back to plan](#)



## Colour Combination PE Home Learning

Can you encourage each other and work together fairly?

### Time to Learn:

- Layout several different coloured objects on the floor.
- Partner one chooses three different coloured objects for partner two to run out and touch.
- When partner one says go, how quickly can partner two touch the coloured objects in the correct order?
- To make the game harder increase the number of colour objects that are called out or put the objects in different rooms.



**Play on your own!**  
How many objects can you touch in 60 seconds?  
Can you beat your score?

Challenge yourself to move in different ways to touch the objects!

**Compete against someone!**  
Who can touch the three coloured objects the quickest?

### Top Tips

Keep Low!

- Bend your knees and keep your body low towards the ground. This will help create power when you push off, changing direction quicker!



### Let's Reflect

How were you able to move quickly, changing direction?  
Can you explain why we might need to change direction quickly when we participate in different activities?

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