


Year 4 Home Learning

Spring 2 Week 2

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

| | |
|--|---|
| Spelling | <ul style="list-style-type: none"> • Watch the spelling video. • Complete the spelling quiz as you watch. You can also find the words for the spelling quiz here. <p>Words to learn: ordinary particular peculiar position possible potatoes tail tale through threw</p> |
| PSCHE Explanation Video  | <p>Why are there so many adverts on the internet?</p> <ul style="list-style-type: none"> • Think – What are adverts? What different types of adverts have you seen on the internet? • Watch the video and try to count the different adverts that are shown. • Watch the video about some of the different ways people advertise online and their motives. Think about answers to questions in the quiz at the end of the video. |
| French | <p>Watch the video about "La recette du pain perdu" from Madame Lambert. Complete the activities below.</p> |

| <p>Art</p> | <p>Art will be part of World Book Day on Thursday this week.</p> | | | | | | | | | |
|--|--|--|---|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <p>Music</p> | <p>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.</p> <table border="1" data-bbox="331 376 1541 636"> <thead> <tr> <th data-bbox="331 376 735 488"> String instruments <i>Viola, Cello, Violin</i> </th> <th data-bbox="735 376 1139 488"> Brass instruments <i>Trumpet, Baritone, French Horn, Trombone</i> </th> <th data-bbox="1139 376 1541 488"> Woodwind instruments <i>Saxophone, Flute, Clarinet</i> </th> </tr> </thead> <tbody> <tr> <td data-bbox="331 488 735 555"> Link on Parentmail </td> <td data-bbox="735 488 1139 555"> Link on Parentmail </td> <td data-bbox="1139 488 1541 555"> Link on Parentmail </td> </tr> <tr> <td data-bbox="331 555 735 636"> Link on Parentmail </td> <td data-bbox="735 555 1139 636"> Link on Parentmail </td> <td data-bbox="1139 555 1541 636"> Link on Parentmail </td> </tr> </tbody> </table> <p>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/wmwscetschoolresources</p> | String instruments <i>Viola, Cello, Violin</i> | Brass instruments <i>Trumpet, Baritone, French Horn, Trombone</i> | Woodwind instruments <i>Saxophone, Flute, Clarinet</i> | Link on Parentmail | Link on Parentmail | Link on Parentmail | Link on Parentmail | Link on Parentmail | Link on Parentmail |
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| Link on Parentmail | Link on Parentmail | Link on Parentmail | | | | | | | | |
| <p>PE</p> | <p>Warm up: Reaction- Toe Taps</p> <ul style="list-style-type: none"> • Grab a football, pillow or some other ball and get ready to move. • Follow the video here. Let's see how fast you can move. Listen carefully to which body parts need to touch the ball or pillow. Have fun! <p>Physical Activity 1: Tissue Challenge</p> <ul style="list-style-type: none"> • Let's do some tossing and catching. Get a tissue out of the tissue box and let's have some fun. Watch the video here. Hopefully you'll laugh as much as I do! <p>Physical Activity 2: Running and jumping circuits</p> <ul style="list-style-type: none"> • For your set up you'll need 4 markers (tin cans, stuffed animals, shoes). • You will need to set up the markers in different ways for the six activities. Follow the video here to get started. Try to do each activity twice and your rest will be setting up for the next activity. • Ask an adult or older sibling to help if you need it. Look out for my bunny! Good Luck. | | | | | | | | | |
| <p>History</p> <p>Explanation Video</p>  | <p><u>Why did the Vikings come to Britain?</u></p> <ul style="list-style-type: none"> • Think back about where the Anglo-Saxons came from and how they changed Britain (watch this video to help you). Remind yourself about push and pull factors. • Find out who the Vikings were and where they came from using this video to help you. You can find out more by watching this BBC video too. • Answer the key question <u>Why did the Vikings come to Britain?</u> You can do this in writing using your own words or as a voice recording to share with your teacher. • Label a map of the journey the Vikings made to Britain using the picture to help (Session 2, resource 1). • Challenge: Which other parts of the world did Vikings raid, invade and settle in? • This resource might help you get started with your research. | | | | | | | | | |

Monday
1st March 2021


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

[Explanation
Video](#)

- LAUNCH/ READ**
- This week, you are going to look at a range of picture books written and/ or illustrated by Christian Robinson.
 - **Read** this [list of choices](#) for the piece of work you can produce this week or watch a teacher read it to you [here](#).
 - **Watch** [the trailer](#) for *Leo: A Ghost Story* by Mac Barnett and Christian Robinson.
 - **Look** at this [Book Trailer Table](#) for recording your thoughts about book trailers.
 - **Watch** [this video](#) of a teacher completing the Book Trailer Table for the *Leo: A Ghost Story* trailer.
 - **Watch** this [video](#) of a teacher reading *Leo: A Ghost Story*.
 - **Think** – *What is your opinion of the story? What did you like about it? Did it surprise you?*
 - **Look** at this [Picture Book Table](#) for recording your thoughts about picture books. **Watch** [this video](#) of a teacher completing the Picture Book Table for *Leo: A Ghost Story*.
 - **Watch** [this trailer](#) for *Another*, a wordless picture book, by Christian Robinson.
 - **Complete** this [Book Trailer Table](#) for the *Another* trailer.
 - **Watch** [this video](#) of a teacher introducing and reading *Another* by Chris Robinson.
 - **Complete** the [Picture Book Table](#) for this book.
 - **Think** - *Were the trailers effective? Why do you think that?*

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

[Explanation
Video](#)



Textbook 3B, Chapter 11 Lesson 21 – Workbook 3B, Chapter 11, Lesson 21
Finding part of a set


[Video 1](#)
[Video 2](#)
[Video 3](#)

Deepening Activity
Join each fraction to its correct answer.

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| $\frac{2}{3}$ of 12 | $\frac{3}{4}$ of 20 | $\frac{2}{5}$ of 25 | $\frac{7}{8}$ of 16 |
| 10 | 8 | 15 | 14 |

→ Choose one of the pairs above and explain how to solve using the words dividend, divisor, quotient, denominator, numerator

**Circle Time
with your
class**



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

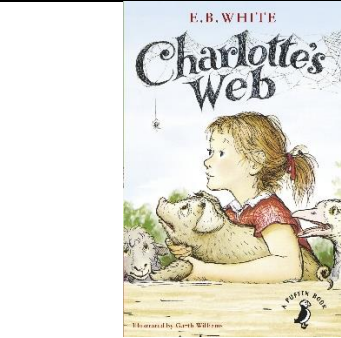
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|----|---------|--|
| 4G | 12.00pm | Join on your child's usual reading day |
| 4H | 12.00pm | Join on your child's usual reading day |
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| 4C | 2.30pm | Join on your child's usual reading day |

Reading

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

- [Spelling](#)
- [PSCHE](#)
- [French](#)
- [PE](#)
- [History](#)

Independent Curriculum





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

Today's chapter: [Chapter 4 - Loneliness](#)

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

Story time

Tuesday
2nd March 2021

| | |
|--|--|
| <p style="text-align: center;">English</p> <p>Live explanation at 9am Link on Parentmail</p> <p>Explanation Video</p> | <p>READ / EXPLORE: Book trailers</p> <ul style="list-style-type: none"> • Think – <i>What makes people choose to read a particular book?</i> • One of the reasons people might read a book is because someone recommends it to them. • Think - <i>What makes a great book? What makes you recommend a book to someone else?</i> • Look at this list of reasons for recommending a book or watch a teacher read them to you here. • Read this resource to remind you about persuasive techniques or watch this video of a teacher discussing them. • Watch the trailer for <i>Milo Imagines the World</i> by Christian Robinson. • Think – <i>Would the trailer persuade someone to read the book? Why?</i> • Complete this Book Trailer Table for the <i>Milo Imagines the World</i> trailer. • Watch this video of a teacher reading <i>Milo Imagines the World</i> by Christian Robinson. • Complete the Picture Book Table for this book. • Think – <i>What are the features of a book review?</i> • Read this example of a book review and see the planning format here or watch this video of a teacher discussing it. • Even if you choose not to write a book review this week, the ideas in it will be relevant to the script of anything you film/ record. |
| <p style="text-align: center;">Maths</p> <p>Live explanation at 10.30am Link on Parentmail</p> <p style="text-align: center;"></p> <p>Explanation Video</p> | <p>Textbook 3B, Chapter 11, Lesson 22 – Workbook 3B, Chapter 11, Worksheet 22 Finding part of a set</p> <p>Video 1</p> <p>Deepening activity:</p> <p>Which would you rather have? Show your working.</p> <p>$\frac{3}{4}$ of £16 or $\frac{3}{5}$ of £20</p> |
| <p style="text-align: center;">Science</p> <p>Live explanation Link on Parentmail</p> <p>Explanation Video</p> <p style="text-align: center;"></p> | <p>How harmful can microbes be? What can we do about them?</p> <ul style="list-style-type: none"> • Re-watch this video from last lesson. How do microbes spread? • Have a go at following the instructions in the resources for session 3 to see how easy it is to spread microbes from person to person • What is the best way of stopping the spread of harmful microbes? • How could your school use these methods to stop the spread of COVID-19? • Watch this video about the exponential growth of harmful bacteria and why it is important to refrigerate things. • Look at the picture in the resources for session 3. Can you spot all the things in the picture that could increase the spread of harmful microbes? • Write an explanation for each thing you have spotted in the picture to explain what the children should be doing and upload to Seesaw. |
| <p style="text-align: center;">Science</p> <p>Explanation Video</p> | <p>What are useful microbes?</p> <ul style="list-style-type: none"> • Watch this video called Misunderstood Microbes. Are all microbes bad and harmful to us? • Some microbes are very useful. They can kill other bacteria in food, help us digest food and they can also produce foods that we eat in everyday life. |

- Can you think of any foods that you eat that are created by growing microbes?
- Watch this [video](#) of how a microbe known as yeast is used to create bread. You could have a go at this yourself at home.
- Look at the table in the resources for [session 4](#). Place each of the microbes into whether they are useful, harmful or both.
- **Challenge:** Research what sort of microbe (Bacteria, Virus or Fungi) yeast, a mushroom, yoghurt and a vaccine are and add the information to your table.

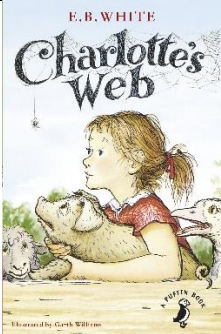
Reading

| | | |
|----|---------|--|
| 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

- Complete your science work

Story time






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

Today's chapter: [Chapter 5 - Charlotte](#)

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

Wednesday
3rd March 2021

| | | | | | | | | | | |
|--|---|--|---------|--|----|---------|--|----|---------|--|
| <p style="text-align: center;">English Live explanation at 9am Link on Parentmail  Explanation Video</p> | <p>EXPLORE/WRITE: A book review</p> <ul style="list-style-type: none"> • Watch the trailer for <i>Last Stop on Market Street</i> by Matt de la Peña and Christian Robinson. • Complete this Book Trailer Table for the <i>Last Stop on Market Street</i> trailer. • Think – <i>Would the trailer persuade someone to read the book? Why?</i> • Watch this video of a teacher reading <i>Last Stop on Market Street</i> by Matt de la Peña and Christian Robinson. • Think – <i>What is your opinion of the story? What did you like about it? Did it surprise you or did the trailer represent the book well?</i> • Think – <i>What is the main message of the book?</i> • Complete the Picture Book Table for this book. • Watch this video of a teacher modelling how to write a book review for a piece to camera recommending a book. • Watch this trailer for <i>You Matter</i> by Christian Robinson, our World Book Day book. • Complete this Book Trailer Table for the <i>You Matter</i> trailer. • Predict – <i>What do you think 'you matter' means? What do you expect the book to be about?</i> | | | | | | | | | |
| <p style="text-align: center;">Maths - A Live explanation at 10.30am Link on Parentmail  Explanation Video</p> | <p>Textbook 3B, Chapter 11, Lesson 23 – Workbook 3B, Chapter 11, Worksheet 23 Finding part of a set</p> <p>Video 1 Video 2 (up to 5minutes 20seconds)</p> <p>Deepening activity:</p> <p>A slice of cake has 4 candles on it. This is $\frac{1}{8}$ of the total number of candles on the cake.</p> <p>How many candles are on the whole cake?</p> | | | | | | | | | |
| <p style="text-align: center;">Maths B Live explanation Link on Parentmail Explanation Video </p> | <p>Textbook 4A, Chapter 7, Lesson 1 – Workbook 4A, Chapter 7, Lesson 1 Telling time on a 24-hour clock</p> <p>Video 1</p> <p>Deepening activity:</p> <p>On a digital 24 hour clock, at certain times, all the digits are consecutive (in counting order). You can count forwards or backwards.</p> <p>For example, 1:23 or 5:43.</p> <p>How many times like this are there between midnight and 7:00? How many are there between 7:00 and midday? How many are there between midday and midnight?</p> | | | | | | | | | |
| <p style="text-align: center;">Reading</p> | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">4G</td> <td style="text-align: center;">12.00pm</td> <td>Join on your child's usual reading day</td> </tr> <tr> <td style="text-align: center;">4H</td> <td style="text-align: center;">12.00pm</td> <td>Join on your child's usual reading day</td> </tr> <tr> <td style="text-align: center;">4Z</td> <td style="text-align: center;">12.00pm</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 |
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|----|--------|--|
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| 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](#)
- [French](#)
- [PE](#)
- [History](#)

Story time



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

Today's chapter: [Chapter 6 - Summer Days](#)

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

Today is World Book Day! Dress up as one of your favourite characters from a book you have read. There will be an opportunity to see everyone's costumes in the first zoom of the day!

PLAN/ WRITE/ PRESENT: Recommend a book

- **Watch** [this video](#) of a teacher reading *You Matter* by Christian Robinson, our World Book Day book.
- **Think** – *What does the author mean by 'you matter'?*
- **Watch** the author-illustrator reading the book and talking about it [here](#).

- Today, you have several choices about the piece of work you are going to produce inspired by this week's lessons. Make sure that you upload your work to Seesaw including the script/writing you produced for anything you filmed/recorded.

- You will be sharing the work you produce with your class when you return to school on 8th March.

- **Read** [these tips](#) about how to advertise a great book.
- **Watch** Ms Green's [video](#) about Christian Robinson and how you can produce artwork in his style.
- Look again at the [list of choices](#) for your English Work.

- Option 1: Record a piece recommending a book using Zoom:
Watch [this video](#) of a teacher showing you how to record a piece recommending a book using Zoom.

- Option 2: Make a book trailer.
If you have access to an iPhone/ iPad, watch [this video](#) of a teacher showing you how to make a book trailer.
Watch some of [these book trailers](#) to give you inspiration.
Read these [helpful tips about making a trailer](#)

- Option 3: Write a book review:
Read this [model book review](#) to remind yourself of the features of a review.
Use this [planning format](#) to help you structure your ideas.

- Option 4: Make a promotional poster:
Watch [Christian Robinson talking about illustration as communication](#).
Watch [this video](#) of a teacher showing how you can create artwork/ a poster in the style of Christian Robinson's artwork.

- Option 5: Write/make your own picture book:
Use this [short story triangle](#) to help you plan if you are writing a narrative/ picture book inspired by this week's work.
- If you have access to an ipad (or iphone), watch [this teacher video](#) about using Book Creator to make your own picture book.
- If you have access to an iPad (or iPhone), **watch** this teacher [video](#) about using Book Creator to make your own comic (or graphic novel)
- If you are using Book Creator, **watch** [this video](#) on layering might help you create backgrounds for your picture book.

- Option 6: Your own idea

English



[Explanation video](#)



Live explanation 1 at 9am

[Link on Parentmail](#)

Live explanation 2 at 10:30am

[Link on Parentmail](#)

Live explanation 3

[Link on Parentmail](#)

Create your work inspired by this week's lessons, making sure that you upload the script/ writing you produced for anything you filmed/ recorded.

Reading

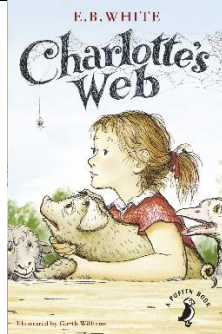
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Independent Curriculum

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

- [Spelling](#)
- [PSCHE](#)
- [French](#)
- [PE](#)
- [History](#)

Story time



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

Today's chapter: [Chapter 7 - Bad News](#)

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

Friday
5th March 2021

| <p>Maths A Live explanation at 9:00am Link on Parentmail Explanation Video </p> | <p>Textbook 4A, Chapter 7, Lesson 2 – Workbook 4A, Chapter 7, Lesson 2 Converting time from minutes to seconds</p> | | | | | | | | | | | |
|---|--|-----------------------|--------------|------------|------------|-------------|-----------------------|----------------|-------------|-----------------------|--------------|-------------|
| | <p>Video 1</p> | | | | | | | | | | | |
| | <p>Deepening activity: The table shows some athletics world records. Convert the times into a different unit of measurement.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Event</th> <th style="width: 33%;">World record</th> <th style="width: 33%;">Convert to</th> </tr> </thead> <tbody> <tr> <td>Men's 800m</td> <td>100 seconds</td> <td>__ minutes __ seconds</td> </tr> <tr> <td>Women's 1,500m</td> <td>230 seconds</td> <td>__ minutes __ seconds</td> </tr> <tr> <td>Men's 3,000m</td> <td>440 seconds</td> <td>__ minutes __ seconds</td> </tr> </tbody> </table> | Event | World record | Convert to | Men's 800m | 100 seconds | __ minutes __ seconds | Women's 1,500m | 230 seconds | __ minutes __ seconds | Men's 3,000m | 440 seconds |
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| Men's 3,000m | 440 seconds | __ minutes __ seconds | | | | | | | | | | |

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|--|---|
| <p>Maths B Live explanation at 10.30am Link on Parentmail Explanation Video </p> | <p>Textbook 4A Chapter 7 Lesson 3 – Workbook 4A, Chapter 7, Lesson 3 Converting time from hours to minutes</p> |
| | <p>Video 1</p> |
| | <p>Deepening activity: How many hours and minutes are there</p> <ol style="list-style-type: none"> i. between 22:15 on Monday and 02:30 on Tuesday? ii. between 02:30 on Tuesday and 15:20 on Wednesday? iii. between 15.20 on Wednesday and 22:15 on Thursday? iv. between 22:15 on Monday and 22:15 on Thursday? |

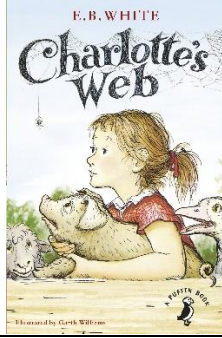
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|--------------------------------|----|--|----|---------|----|---------|----|--------|----|--------|----|--------|
| <p>Talking Together</p> | | <table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td style="padding: 5px;">4E</td><td style="padding: 5px;">12.00pm</td></tr> <tr><td style="padding: 5px;">4C</td><td style="padding: 5px;">12.00pm</td></tr> <tr><td style="padding: 5px;">4G</td><td style="padding: 5px;">2.30pm</td></tr> <tr><td style="padding: 5px;">4H</td><td style="padding: 5px;">2.30pm</td></tr> <tr><td style="padding: 5px;">4Z</td><td style="padding: 5px;">2.30pm</td></tr> </table> | 4E | 12.00pm | 4C | 12.00pm | 4G | 2.30pm | 4H | 2.30pm | 4Z | 2.30pm |
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|--------------------------------------|---|
| <p>Independent Curriculum</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"> • Spelling • PSCHE • French • PE |
|--------------------------------------|---|

- [History](#)
- Finish your World Book Day work – don't forget to bring it to school on Monday 8th March when we are all back together

Story time



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

Today's chapter: [Chapter 8 - A Talk at Home](#)

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

Resources - Monday

English

List of Choices for your English Work this Week

For World Book Day 2021, we would like you to produce a piece of work that recommends/promotes a book. It could be one of the books by Christian Robinson (as writer and/ or illustrator) or your own choice. The purpose of the work you produce should be to persuade others to read it.

You could choose one of the following ways to recommend your chosen book:

- A **promotional poster**, featuring a paragraph or two explaining why children should read the book. You could include artwork inspired by the book you choose (for example, in the style of Christian Robinson)
- A **book trailer** inspired by the ones you will watch this week.
- A **piece to camera** recorded on Zoom, giving your opinions of the book and recommending it to others.
- You could write/ make your own **picture book**, inspired by the images in *Another* or by the words of *You Matter*. Alternatively, your picture book could be based entirely on your own idea. You might wish to use the [short story triangle](#) to help plan your story.
- You could write a **book review**. It might help you to look at the book review model [here](#).
- If you would like to respond to *You Matter* in writing in some other way, please check your idea with your class teacher.

*If you choose to film your work, please also upload the script for your trailer or piece to camera.

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Book Trailer Table

| Book | What do you think the book is about? | How did the trailer try to persuade people to buy the book? What did you like about the trailer? | [Complete after reading the book.] Was the trailer successful? Did it represent/ summarise the book well? |
|------|--------------------------------------|--|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Click [here](#) to return to **Lesson 1**.

Picture Book Table

| Book Title / Author / Illustrator | Summary of book | Main message / theme of the book | What did you like about the book? |
|--------------------------------------|-----------------|-------------------------------------|--------------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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Resources - Tuesday

English

Reasons to Recommend a Book

- Once you started reading it, you couldn't put it down.
- The characters in the book are well described, interesting and entertaining.
- The problem faced by the main character in the story is exciting and unpredictable (i.e. there are lots of twists and turns in the plot).
- The world that the author describes is really engaging and vivid (/easy to picture)
- The book is part of a series or by a favourite author, and you want to get your friends interested in the series/ author.
- If the book has illustrations, these are beautiful, unique or memorable.
- The story is highly amusing and makes you laugh while you are reading.
- The story has a strong theme/ teaches you a lesson that you think other students should learn, too.

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Persuasive Writing Techniques

- **Emotive language** [e.g. *incredible/ remarkable/ beautiful/ intriguing*]
- **Rhetorical questions** [e.g. *a question that doesn't need an answer*]
- **Direct address** [e.g. *Do you.../ Are you.../ ...will leave you wanting more.../ ...it will inspire you...*]
- **Tripling** (three points to support an argument) [e.g. *This book is XXX, XXX and XXX!*]
- **Opinion presented as fact** [e.g. *you should read The Lost Thing/ This remarkable book is creative, challenging and will leave you thinking about it long after you have finished reading it.*]

Click [here](#) to return to **Lesson 2**.

The Lost Thing Book Review

Do you love books with incredible illustrations? Do you love thought-provoking stories? If the answer to these questions is "Yes", then you should read *The Lost Thing* by Shaun Tan. This remarkable book is creative, challenging and will leave you thinking about it long after you have finished reading it.

Plot Summary

At the start of this intriguing book, Shaun is having an ordinary day at the beach collecting bottle tops when something remarkable happens. He meets the Lost Thing, a strange, metallic, red creature with octopus-like tentacles. When no-one comes to collect the Lost Thing, Shaun decides to find out where it belongs. However, this is not easy as his friend Pete (who usually knows everything) cannot help him and most people seem to ignore the Lost Thing. Will Shaun help the Lost Thing find his way back to where it belongs? Read this gripping book to find out.

Themes

On the front cover of the book, it says, '*A tale for those who have more important things to pay attention to*'. This is a brilliant book that will make you wonder what people do not notice because they are too busy doing other things. It will inspire you to pay more attention to the world around you. How many other books do that?

Recommendation

The Lost Thing is a beautiful book to read alone or with your family and friends. This original story is perfect for fans of beautifully illustrated picture books with strong messages, such as *Ruby's Worry* by Tom Percival and *The Promise* by Nicola Davies and Laura Carlin.

Click [here](#) to return to **Lesson 2**.

Click [here](#) to return to **Lesson 4**

Book Review Planning Format

| | |
|--|--|
| Who are you writing for? (Audience) | Someone who wants to read a book |
| Why are you writing? (Purpose) | To persuade someone to read the book I'm recommending |
| Introduction | Question: Question: Statement: Statement: |
| Plot | <ul style="list-style-type: none"> • • • • • |
| Themes Challenge | 1) 2) |
| Recommendation | Fans of _____ will love this book because..... OR If you enjoyed _____ you will love this book because |

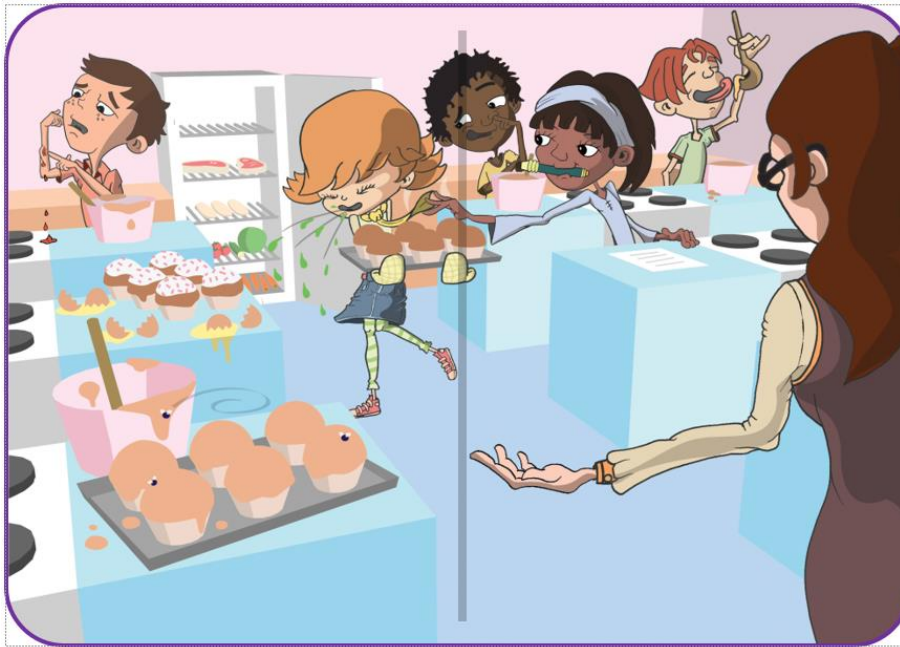
You could also use this planning format/ structure for a 'script' for a recorded piece to camera recommending a book.

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Science – Session 3, Resource 1

Method for how microbes spread

1. Put a drop of lotion on your hands and rub them together to spread the lotion out evenly.
2. With your hands over newspaper, ask your partner to put a pinch of eco-friendly glitter in the palm of one of your hands.
3. With your hands still over the newspaper, make a fist with the hand that has eco-friendly glitter on it, then spread your fingers out. What do you see?
4. Now press the palms of your hands together and pull them apart. What do you notice about your hands?
5. Touch your partner's hand. Now do you see anything on it?
6. Get a paper towel and use it to wipe your hands clean of all the eco-friendly glitter. Is it working?
7. After using the paper towel, try using soap and water to wash your hands. Did the eco-friendly glitter come off?



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Science – Session 4, Resource 1

| | | | | | |
|----------|---------|-------|-------------|------------|--------------|
| yeast | yoghurt | mould | mushrooms | germs | plankton |
| bacteria | virus | fungi | antibiotics | penicillin | vaccinations |

| Helpful | Both | Harmful |
|----------------|-------------|----------------|
| | | |

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Resources – Wednesday

No new resources needed today.

Resources – Thursday

English

Links to Book Trailers

If you decide that you want to produce a book trailer this week, watching these trailers may help you to come up with some ideas.

[Another](#) by Christian Robinson

[Last Stop on Market Street](#) by Matt de la Peña and Christian Robinson

[Milo Imagines the World](#) by Matt de la Peña and Christian Robinson

[Leo : A Ghost Story](#) by Mac Barnett and Christian Robinson

[I Want My Hat Back](#) by Jon Klassen

[It's a Book](#) by Lane Smith

[The Day You Begin](#) by Jacqueline Woodson (Y2 book)

[What We'll Build](#) by Oliver Jeffers

[Sam and Dave Dig a Hole](#) by Mac Barnett and Jon Klassen

[Just Because](#) by Mac Barnett and Isabelle Arsenault

Click [here](#) to return to **Lesson 4**.

Resource 4.1: Tips for Making a Book Trailer

1. Write a script

Be clear and concise in your voiceover and make sure what you say fits with what appears on screen.

Writing a script will enable you to make your recommendation/ advertisement more effective.

2. Grab the viewers' attention straight away

Start with something engaging. A rhetorical question or quote from the book can be effective.

3. Keep your camera steady

4. Don't make your trailer too complicated

Using too many different elements can make a book trailer confusing and hard to watch. Try to think about the strongest themes/ images of the book and base your trailer on those.

5. Don't just summarise the plot

Hints to the story and remember DON'T spoil the ending of the book. Your viewers won't want to go and read the book if you do.

Click [here](#) to return to **Lesson 4**.

Resource 4.2: How to Advertise a GREAT Book

1. **Purpose:** To get readers excited about a book, author, series, or genre

2. **Getting Ready:**

- Make sure you've read the entire book
- Choose a book or series you think your classmates will enjoy
- Think about what makes your book interesting
- Think about how you will capture the interest of the other readers in your class (describe it in an exciting way)
- Write a script for your advertisement
- Write down page numbers or mark pages you plan to show the class with a sticky note before you present
-
- Practise your advertisement before recording it

3. **During the Advertisement:**

Show the cover of the book to the class

Start with a good lead (Sometimes a question gets the audience interested.

Have you ever wanted to eat chocolate for breakfast? If so, this book is for you!)

Tell the author, title, genre, library location, series, etc.

Explain why you chose to share the book

Tell a little about the book, but don't give away the secrets

If possible, mention other books by the same author or other books in the same series

4. **Tips:**

Look at your classmates

Speak loud and clearly

Show your enthusiasm

Keep it short!

Click [here](#) to return to **Lesson 4**.

Resource 4.3: You Matter *(text only)*

The small stuff too small to see.
Those who swim with the tide/ and those who don't
The first to go and the last./ You matter.
When everyone thinks you're a pest.
When something is just out of reach.
When everyone is too busy to help. You matter.
If you fall down.
If you have to start all over again.
Even if you are really gassy./ You matter.
Sometimes home is far away.
/ Sometimes someone you love says goodbye.
Sometimes you feel lost and alone./ But you matter.
Old and young.
/ The first to go and the last.
The small stuff too small to see.
/ You matter.

Click [here](#) to return to **Lesson 4**.

you matter

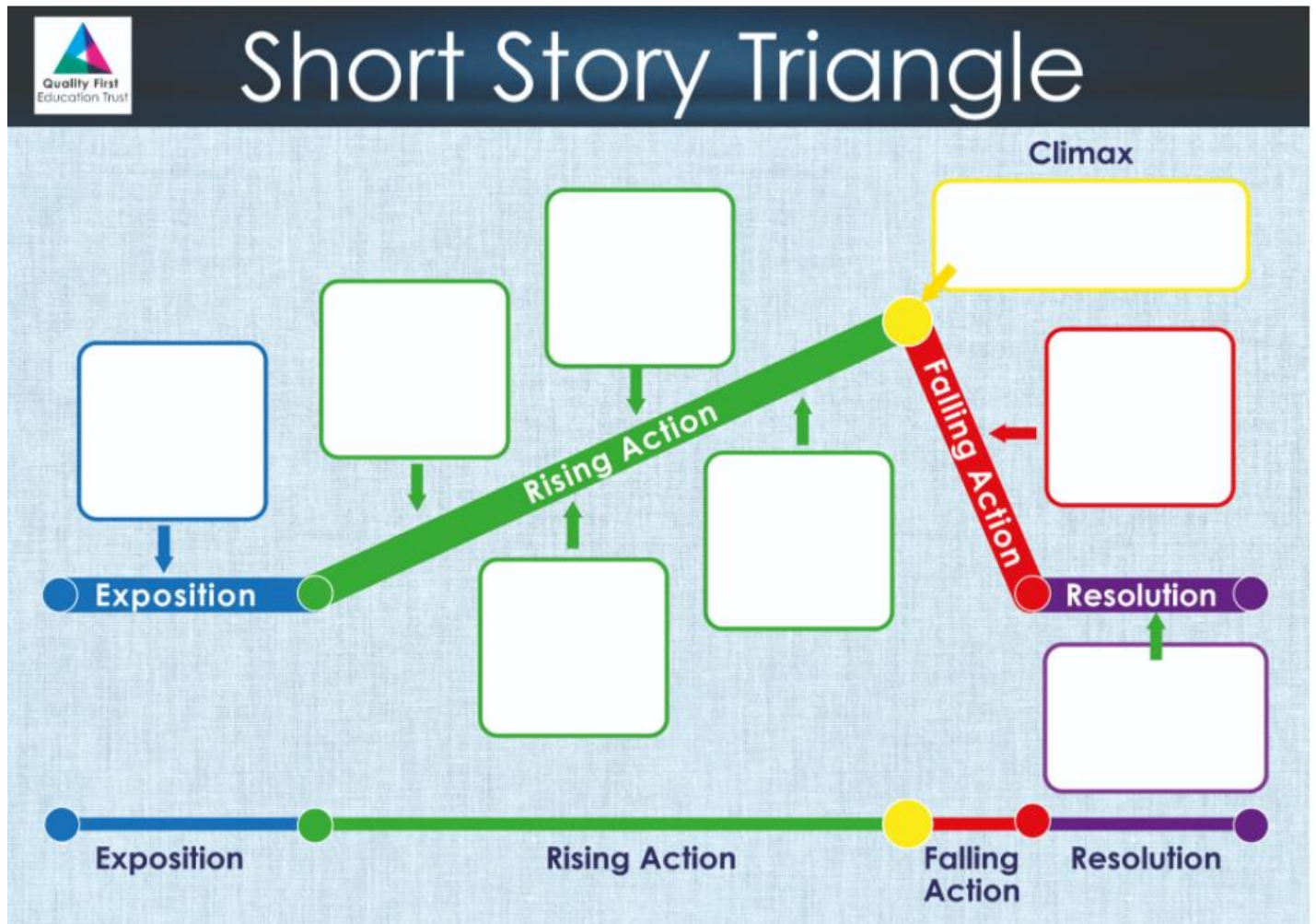


christian robinson

Click [here](#) to return to **Lesson 4**.

Resource 4.5: Short Story Triangle

If you are planning to write a picture book or a narrative inspired by this week's work, you can use the short story triangle to help you plan it.



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Spelling: Spelling Quiz

1. history
2. imagine
3. interest
4. league
5. learn
6. medicine
7. mail
8. male
9. meat
10. meet
11. new
12. knew
13. length
14. library
15. material
16. minute
17. naughty
18. occasional
19. occasionally
20. no
21. know
22. our
23. are
24. scene
25. seen
26. bawl
27. ball
28. paw
29. pore
30. poor
31. plain
32. plane
33. natural
34. notice
35. opposite
36. often
37. perhaps
38. position
39. site

40. sight
41. so
42. sew
43. sow

[Click here](#) to return to the spelling lesson.

History – Session 2, Resource 1

Where did the Vikings settle in Britain?

Vikings travelled from **Scandinavia** (now Norway, Sweden, Denmark) to Britain.

They mostly settled in the **Danelaw**, to the north and east of England.

Some Norwegian Vikings or 'Norse' sailed to **Scotland**.

They made settlements in the north, and on the **Shetland and Orkney Islands**.

Vikings also settled on **the Isle of Man** and often raided Wales, but few made homes there.

In Ireland, the Vikings founded the city of Dublin.



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History – Session 2, Resource 2

Map of Viking Homelands and Settlements

Key



1. Find and label these countries on your map:
 - England
 - Scotland
 - Wales
 - Ireland
 - Denmark
 - Sweden
 - Norway
2. Colour the Viking homelands in yellow.
3. Colour the Viking settlements in red.
4. Draw arrows on your map to show the routes of the Vikings to the different Viking settlements.
5. Make a key on your map to show the Viking settlements and homelands

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French

Mots clés/ Key Word

On a besoin... = we need ...

un œuf = an egg

le lait = milk

le sucre = sugar

une tranche de pain = a slice of bread

le beurre = butter

de la cannelle en poudre = cinnamon powder

mélanger = to mix

tremper = to soak

mettre = to put

faire cuire = to cook

saupoudrer = to dust

un bol = a bowl

une poêle chaude = a hot pan

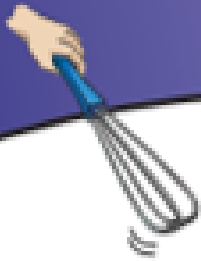
une cuillère à soupe = a table spoon

une cuillère à café = a tea spoon

Activity 1:

Copy the vocabulary and answer to the questions 1 and 2.

Word List: Le pain perdu



English

French

Copy the French words...

to mix

mélanger

.....

to soak

tremper

.....

to put

mettre

.....

to cook

faire cuire

.....

to dust

saupoudrer

.....

an egg

un œuf

.....

milk

le lait

.....

sugar

le sucre

.....

butter

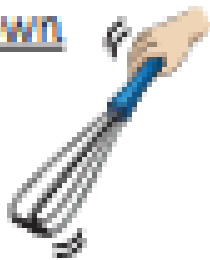
le beurre

.....

Q1 Circle the right spelling of the French word to match each picture and then complete the crossword.

Down

1.



mélanger / melangy

2.



trempay / tremper

Across

1.

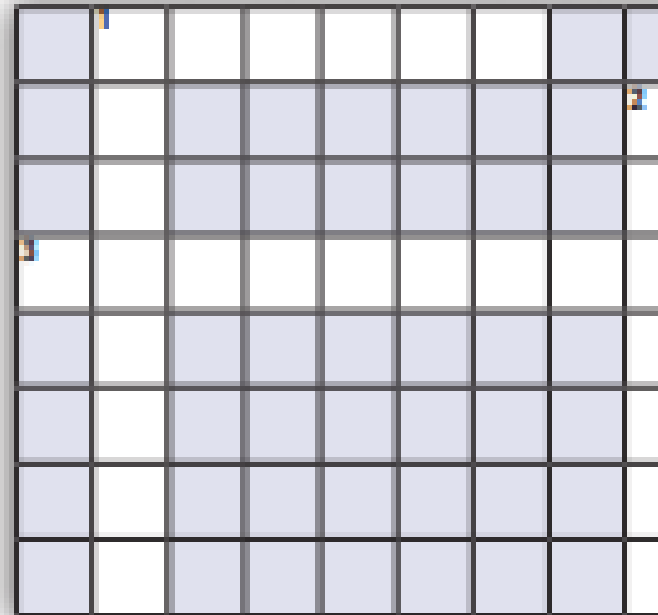


meuter / mettre

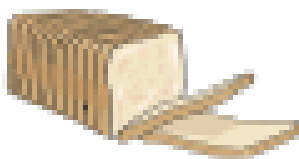
3.



saupoudrer / soapoudrey



Q2 Look at the pictures and colour in the rest of the boxes needed to spell out the French words.



l n e d l p e a e i e a n p

l u e o l e r a i l n t n c

Activity 2: Draw a poster in order to illustrate the recipe and label in French.

Ingrédients

un œuf
du beurre
du sucre
du lait
de la cannelle
des tranches de pain

On a besoin de...



Mélanger...

Tremper ...

Mettre ...

Faire cuire ...

Saupoudrer ...



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