

## Class 4 working from home information for week beginning Monday 21<sup>st</sup> September

If you are working from home due to having to self-isolate, try your best to complete this work. I will endeavour to match it as close as I can to what we are doing in class, so you do not miss anything. If you would like any work checking or marking, please email messages and photos of your work to the Slingsby Admin team and they will forward it on to me. Do your best to also read to an adult for 15-20 minutes a day.

Looking forward to seeing you again soon.

Mr. Smith

Monday

English

Please look at your weekly spellings and use a dictionary (paper or internet <https://dictionary.cambridge.org/https://dictionary.cambridge.org/>) to find the correct definition (meaning) for each word. Then have a go at thinking of a suitable synonym and antonym for each spelling.

A synonym is another word which means the same.

An antonym is a word which means the opposite.

Example:

Word: geese

Meaning: The plural of goose. A large water bird similar to a duck but larger, or the meat from this bird.

Synonym: game

Antonym: fish

Word: teeth

Meaning: The plural of tooth. One of the hard, white objects in the mouth that are used for biting and chewing.

Synonym: Gnashers (slang)

Antonym: Gums

Mathematics

O LO: Can I complete linear number sequences and explain the rule?

A linear number sequence is when a number is increasing or decreasing by the same amount each time. For example:

4, 8, 12 \_\_\_\_, 20, 24, \_\_\_\_

From this, we can see that the numbers are increasing each time by 4. We also say that the numbers are going in ascending order.

In this next sequence, the numbers are decreasing by 8 each time. We say that they are going in descending order:

45, 37, 29, \_\_\_\_, \_\_\_\_, 5

Fill in the missing terms in these sequences.

- |   |   |
|---|---|
| 1.    ____    ____    29    35    41    47  | 16.    ____    ____    33    39    45    51   |
| 2.    13    17    21    25    ____    ____  | 17.    11    15    ____    ____    27    31   |
| 3.    ____    ____    21    24    27    30  | 18.    23    26    29    ____    ____    38   |
| 4.    18    25    ____    ____    46    53  | 19.    23    ____    ____    44    51    58   |
| 5.    ____    ____    45    53    61    69  | 20.    15    ____    31    39    ____    ____ |
| 6.    23    27    31    35    ____    ____  | 21.    26    ____    34    ____    42    46   |
| 7.    17    25    33    ____    ____    57  | 22.    ____    34    ____    50    58    66   |
| 8.    20    ____    ____    47    56    65  | 23.    27    36    45    ____    63    ____   |
| 9.    ____    ____    37    44    51    58  | 24.    29    ____    43    50    ____    64   |
| 10.    13    20    ____    ____    41    48 | 25.    ____    34    ____    48    55    62   |
| 11.    16    23    30    37    ____    ____ | 26.    28    ____    42    49    ____    63   |
| 12.    17    25    33    ____    ____    57 | 27.    ____    20    ____    36    44    52   |
| 13.    26    ____    ____    50    58    66 | 28.    24    ____    40    48    ____    64   |
| 14.    ____    ____    24    29    34    39 | 29.    ____    27    32    ____    42    47   |
| 15.    24    33    ____    ____    60    69 | 30.    19    ____    37    46    55    64     |

Science:

Can you match the meaning of each word to its definition?

## Materials Properties and Definition

Put the correct definitions with the property words in this table.

<b>magnetic</b>	
<b>reflective</b>	
<b>absorbent</b>	
<b>permeable</b>	
<b>translucent</b>	
<b>flexible</b>	
<b>hard</b>	
<b>flammable</b>	
<b>insulating</b>	
<b>transparent</b>	

Is attracted to magnets.	Easy to bend.
Will bounce light off its surface.	Will easily catch fire and burn quickly.
Is able to soak up liquid easily.	Solid, firm and rigid, not easily broken, scratched or pierced.
Will allow liquids and gasses to pass through it.	Will stop energy such as electricity or heat from transferring through.
Will let some light pass through them but not enough to see detailed shapes.	Light passes through easily and objects are seen clearly.

As an extra task, can you find an object at home that matches each definition?

eg: reflective: mirror, glasses, tinfoil.

Tuesday

English

Today's task is a comprehension focus. Read through the following information about Winston Churchill, then answer the questions.

## Winston Churchill Fact File

Winston Churchill is one of Great Britain's most famous statesmen and Prime Ministers because he was the British leader twice and he also led Britain to victory in the Second World War.

### Early Life

He was born Winston Leonard Spencer-Churchill on 30th November 1874 at Blenheim Palace (the seat of his grandfather, the 7th Duke of Marlborough) in Oxfordshire. His father was Lord Randolph, a Conservative politician, and his mother was Jeanette, Lady Randolph Churchill. When he was 13, he only managed to make the lowest class at Harrow school, so his father put him in the army class to prepare for a career in the armed forces.



### Early Career

Churchill began his army career as a cadet in 1893 at Sandhurst, after having three attempts to pass the entrance exam. He eventually became a cavalry officer and war reporter, spending his 21st birthday working in Cuba. In 1898, he went to fight in the Sudan but he knew that politics was his first love. He, therefore, spent time following the news from home and doing lots of reading.

#### Famous Churchill Quotes:

"Success is not final, failure is not fatal: it is the courage to continue that counts."

"Success consists of going from failure to failure without loss of enthusiasm."

"Never in the field of human conflict was so much owed by so many to so few."

"We shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."

### **Into Politics**

At the 1900 general election, he became a Member of Parliament ( MP ) for Oldham and he made his first speech in Parliament in 1901. He always prepared well and used notes as part of his method to overcome his lisp. Meanwhile, in his private life, he was married to Clementine in 1908 and they went on to have five children.

### **Rising to the Top**

By 1910, Churchill had become Home Secretary and was in charge of the Royal Navy. He then spent a short amount of time as Chancellor of the Exchequer, in charge of the country's taxes and money. The first part of the Second World War in 1939 did not go well for Britain and in 1940, Britain needed a new Prime Minister. That was to be Winston Churchill.

### **Later Life**

Churchill led Britain through the Second World War with his direction and his many famous speeches. However, not long after the war, Britain needed a change and the Conservatives lost power. Churchill kept up with his writing. A second chance to lead the country came round when the Conservatives were re-elected to power and Churchill was Prime Minister once more from 1951 to 1955. Even after that, he continued to be an MP until 1964. In 1965, he died aged 90. He is buried in a small churchyard in Oxford and his headstone reads: 'Remember Winston Churchill'.

1. What was Churchill's career before he went into politics?

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2. What was the name of his wife?

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3. Which political party was he part of?

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4. In what year did he officially get a job in politics?

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5. Why has the author used the subheading 'Rising to the Top' for that paragraph?

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6. Find an example of a fronted adverbial in the text.

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7. In what month was he in Cuba?

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8. In the Famous Churchill Quotes section, what does the word 'conflict' mean?

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9. What does the word 'victory' mean?

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10. Churchill is famous for his quotes; what do you think about the ones here? Have any of them made you think, and why? Which do you like best?

## Mathematics


Today, I'd like you to consolidate your understanding of number sequences with larger numbers. Have a go at these:

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Find the rule and give the next three terms for each of these sequences:

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320, 400, 480, 560, 640, 720, 800, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



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5650, 5550, 5450, 5350, 5250, 5150, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



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1365, 1354, 1343, 1332, 1321, 1310, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



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Find the rule and add the missing terms in these sequences. Draw arrows to help you:

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4560, 4360, \_\_\_\_\_, 3960, 3760, \_\_\_\_\_

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32.1, 32.2, 32.3, \_\_\_\_\_, 32.5, \_\_\_\_\_

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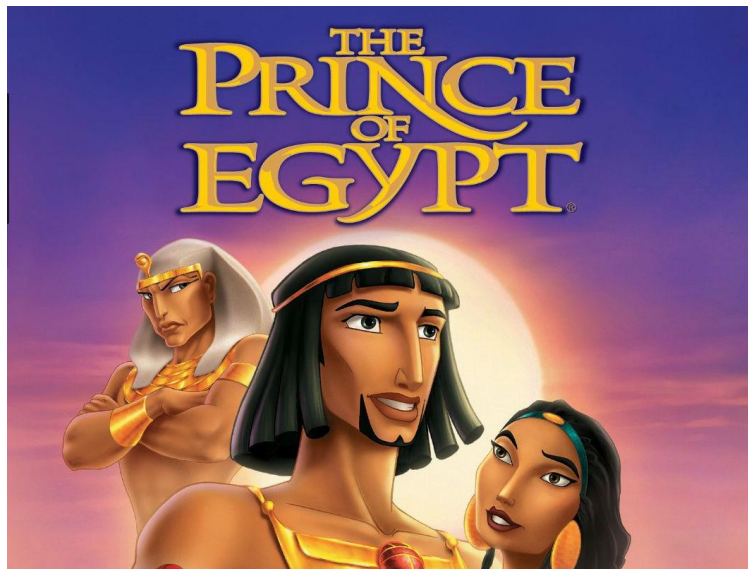
25 540, 25 790, 26 040, \_\_\_\_\_, \_\_\_\_\_, 26 790

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## RE: The Story of Exodus

### O LO: Can I retell the story of Exodus as a comic strip?

Because we are learning about WW2, we are looking in depth at the Jewish faith. Central to this is the story of Exodus, where the Hebrews were saved from the tyranny of Egypt. I would like you to have a good look at the Powerpoint presentation posted on our web site, then retell the story in words and pictures, This will take you two afternoons (minimum). I would also strongly suggest watching the Prince of Egypt animated film to improve your knowledge and understanding (of you can access a copy).



Wednesday

English

More reading practise today!

## The Wartime Diary of Eliza Beale

### Second World War Evacuee

Dear diary,

Thursday 31<sup>st</sup> August 1939



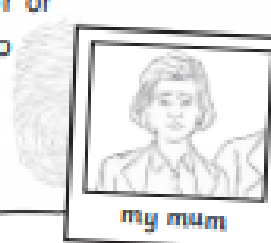
Today has been horrible.

Mum told me that the government is worried about the threat of war so they don't think that London is safe anymore. We're going to be evacuated to the countryside.

At first, I was excited about the idea of a family holiday. However, Mum explained that she can't come with us. George and I have packed a pillowcase each with clothes and a few biscuits for the train. He's too young to understand what's happening; lucky George.

I can't sleep at the moment. Mum couldn't answer any of my questions. I wanted to find out how long we are going away for or where we are going. All I know is that we must go to Waterloo Station tomorrow morning.

Eliza



Dear diary,

Friday 1<sup>st</sup> September 1939 – morning



I'm writing from the train station. I've got a big tag dangling around my neck as if I'm about to be posted somewhere. It even says my full name on it: 'Elizabeth Beale'. I tried explaining that everyone calls me Eliza but I just got shooed away. I've decided to hide it underneath my gas mask box because then people will have to ask me for my name.

Our teachers from school are sitting with us but our parents weren't allowed any farther than the station barrier. It was so hard saying goodbye.

Our school is getting on the next train but we don't know how long we will have to wait. I'm so hungry. I gave George my biscuits earlier because he looked like he needed cheering up. Now, I wish that I had saved one for myself.

Eliza





Dear diary,

Friday 1<sup>st</sup> September 1939 – evening



The train journey was not fun. There were so many of us that there was no room to move. Whenever I've been on a train before, I've felt ill but this time was so much worse.

After a really long time, we arrived in a small town. We were taken to the town hall and adults started coming in and choosing children to take home. The lady who picked George and I is called Mrs Farthing and she lives in a large house. By the time we had walked there, it was very dark. Poor George was finding it difficult to stay awake.



Mrs Farthing

When we arrived, Mrs Farthing told us all about her two sons and her husband, Mr Farthing, who was outside making sure that the animals were OK. It turns out that Mr and Mrs Farthing live on a farm! They've got cows, sheep, pigs, chickens, two horses and a donkey! We've been told that we can help with the animals tomorrow.



Mr Farthing

I'm curled up in bed trying to get to sleep at the moment. George is asleep in the bed next to me. We both had a little cry when we realised that Mum couldn't tuck us in; it's really sad being away from her but I'm glad that we have each other.

Eliza



# Questions

1. Why did Eliza give her biscuits to George? Tick one.

- ☐ he was hungry
- ☐ he needed cheering up
- ☐ he asked for them
- ☐ she didn't like them

2. Number the events from 1-4 to show the order that they happened in.

- ☐ Eliza felt ill while she was on the train.
- ☐ Eliza and George met Mrs Farthing.
- ☐ Eliza found out that she was going to be evacuated.
- ☐ Eliza waited for the next train to arrive.

3. What is Eliza's full name?

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4. Look at the paragraph beginning **I am writing from the train station.**  
Find and copy one phrase that means the same as **told to go away.**

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5. Fill in the missing words.

Eliza and George packed a \_\_\_\_\_ each with clothes and a few  
\_\_\_\_\_ for the train.

6. Do you think that Eliza is a kind person? Explain your answer.

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7. Look at the first entry for Friday 1<sup>st</sup> September 1939.

How do you think Eliza was feeling when she wrote this? Explain your answer.

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8. What do you think will happen next to Eliza and George?

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## Mathematics

Today we're moving on to using fractions and decimals with number sequences.

1/ Find the next six numbers of in these sequences

- a) Start at 8 and increase by 3 each time
- b) Start at 14 and increase by 2.5 each time
- c) Start at 105 and decrease by 10 each time
- d) Start at 10 and increase by  $2\frac{1}{4}$  each time
- e) Start at 800 and divide by 2 each time

2/ Find the missing number in the following number sequences

3, 6, 9, ....., 15	5, 50, 500, ....., 50 000	7, ....., 21, 28, ....., 42
$\frac{1}{2}$ , 1, ....., 2, $2\frac{1}{2}$	50, ....., 30, 20, 10	1, 4, 9, .....
21.2, 21.5, 21.8, ....., 22.4	4, 8, 16, ....., 64, .....	
32, 3.2, 0.32, ....., 0.0032		
$96\frac{1}{3}$ , $96\frac{2}{3}$ , 97, $97\frac{1}{3}$ , .....	5.2, 6.9, 8.6, .....	19.3, 18.6, ....., 17.2, .....

3/ Tom was in a weight-lifting competition. On his first lift he lifted 10kg. On his second lift he lifted 15kg. On his third lift he lifted 20kg. On his fourth lift, he lifted 25kg.

Explain the rule for this sequence? .....

What will Tom lift on his tenth lift? .....

4/ Dean read a book. On the first day he read up to page 6. On the second day he read up to page 12. On the third day he read up to page 18.

Explain the rule for this sequence? .....

What page will he be up to on the fourth day? .....

How many pages will he have read up to on the eleventh day? .....

Write the rule for this pattern: .....

## Thursday

### English

#### O LO: Can I write a diary from the point of view of a WW2 evacuee?

Look back at the diary entries from Wednesday and have a go at writing your own diary.

Think about:

- Who you will write to.
- What the journey was like on the train.
- What the reception centre was like. Were you one of the first or last to be chosen by a family?
- What your new bedroom and family is like.
- Any questions you would like to ask your mum. e.g: Have you heard from dad yet? (He may be fighting in France).

Children from the city often lived in much worse conditions and a lot had never even seen the countryside, so it would all be very new to them. I remember reading another diary from a young boy in which he said that he had seen monsters in the field, and it was not until much later that he realized they were just sheep!

### Mathematics

#### O LO: Can I complete number sequences involving negative numbers?

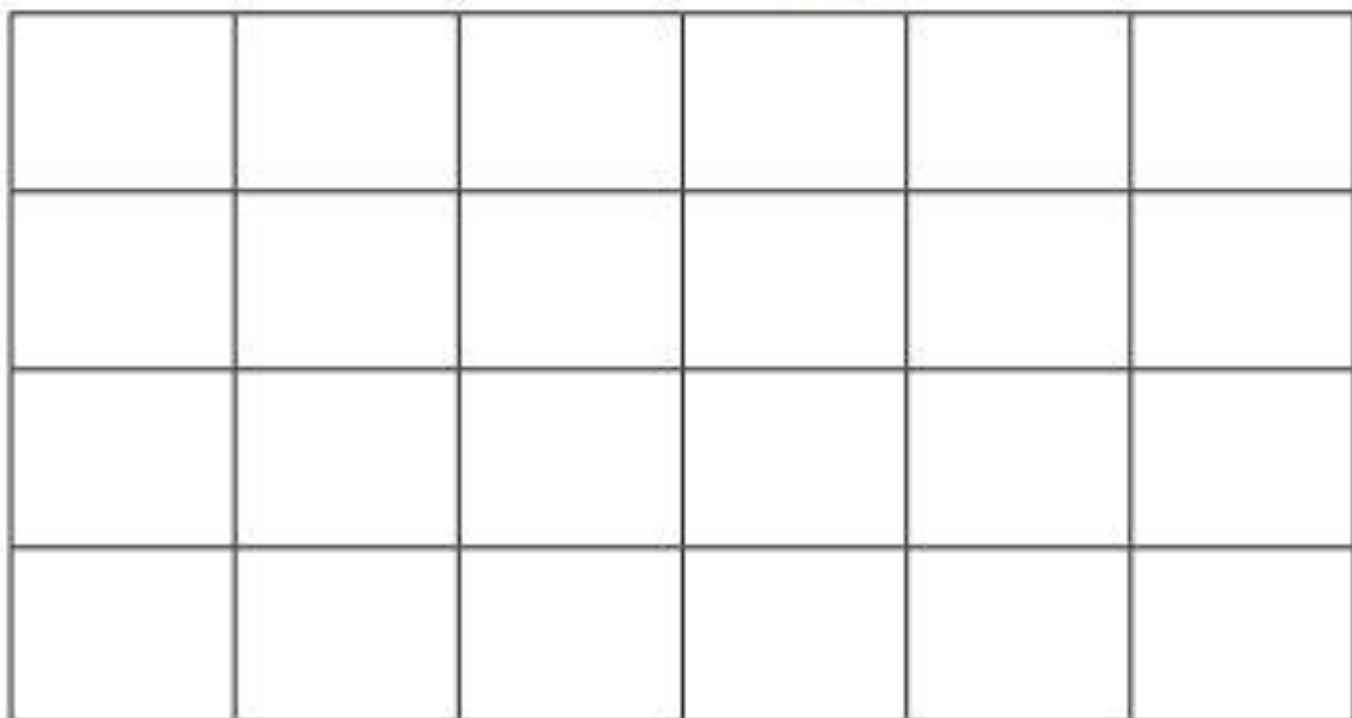
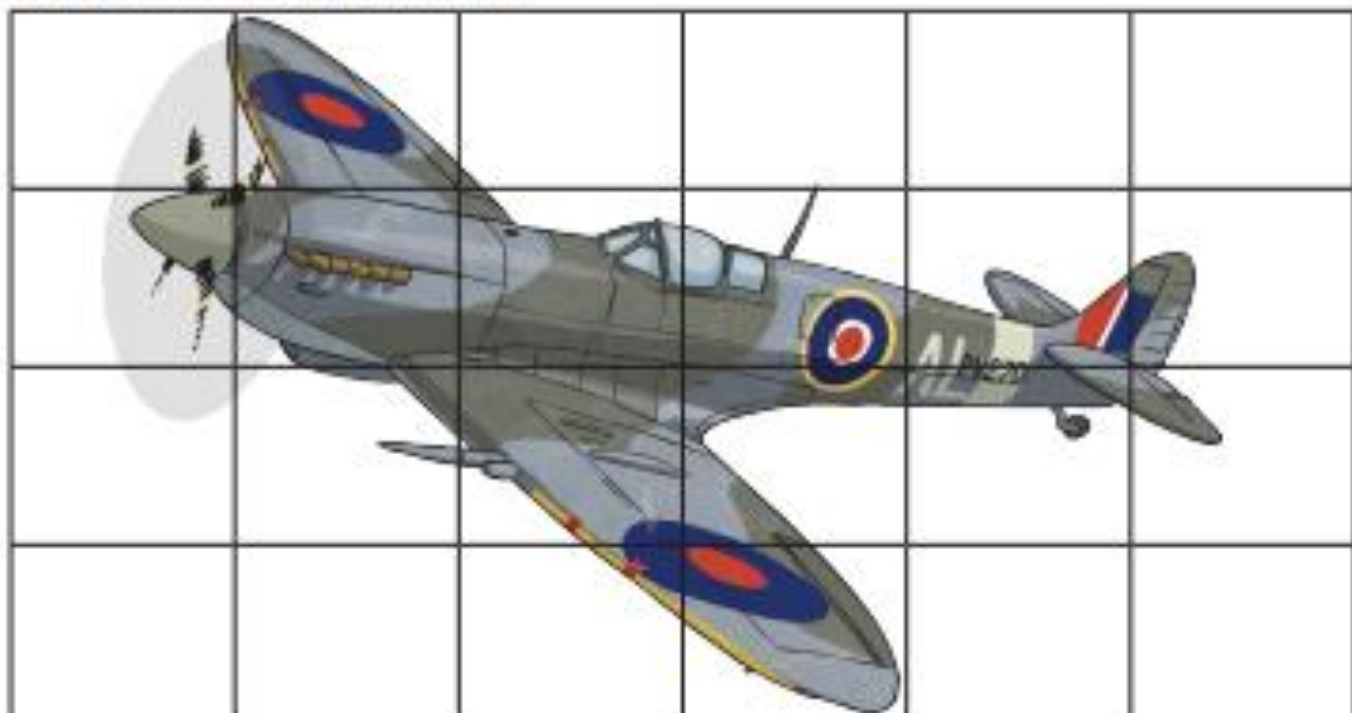
Complete these sequences and try to explain the rule each time:

- 1) - 10, - 5, \_\_\_\_, 5, 10, 15, \_\_\_\_, \_\_\_\_ Rule =
- 2) -44, -40, \_\_\_\_, \_\_\_\_, \_\_\_\_, -24, \_\_\_\_, \_\_\_\_ Rule =
- 3) - 6, \_\_\_\_, 0, 3, \_\_\_\_, \_\_\_\_ Rule =
- 4) -49, - 42, -35, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_ Rule =
- 5) \_\_\_\_, -36, -24, \_\_\_\_, \_\_\_\_, 12, \_\_\_\_ Rule =
- 6) -750, -500, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_ Rule =
- 7) - 2.5, - 2, -1.5, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_ Rule =
- 8) - 180, - 150, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_ Rule =
- 9) - 81, -72, -63, -54, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_ Rule =
- 10) -36, -30, \_\_\_\_, \_\_\_\_, \_\_\_\_, - 6, \_\_\_\_, \_\_\_\_ Rule =
- 11) - 121, -110, -99, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_ Rule =
- 12) -13.5, - 10.5, - 7.5, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_ Rule =

# Drawing Second World War Aircraft

## Supermarine Spitfire Mark 1

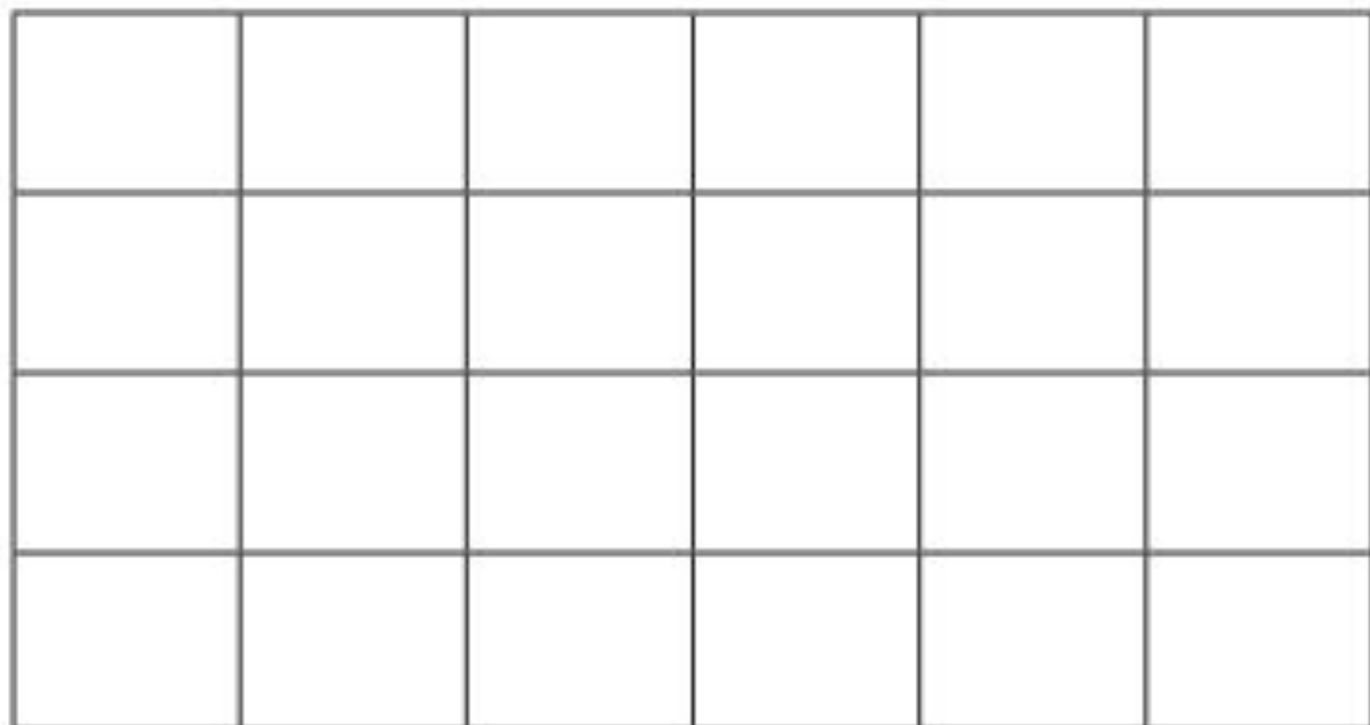
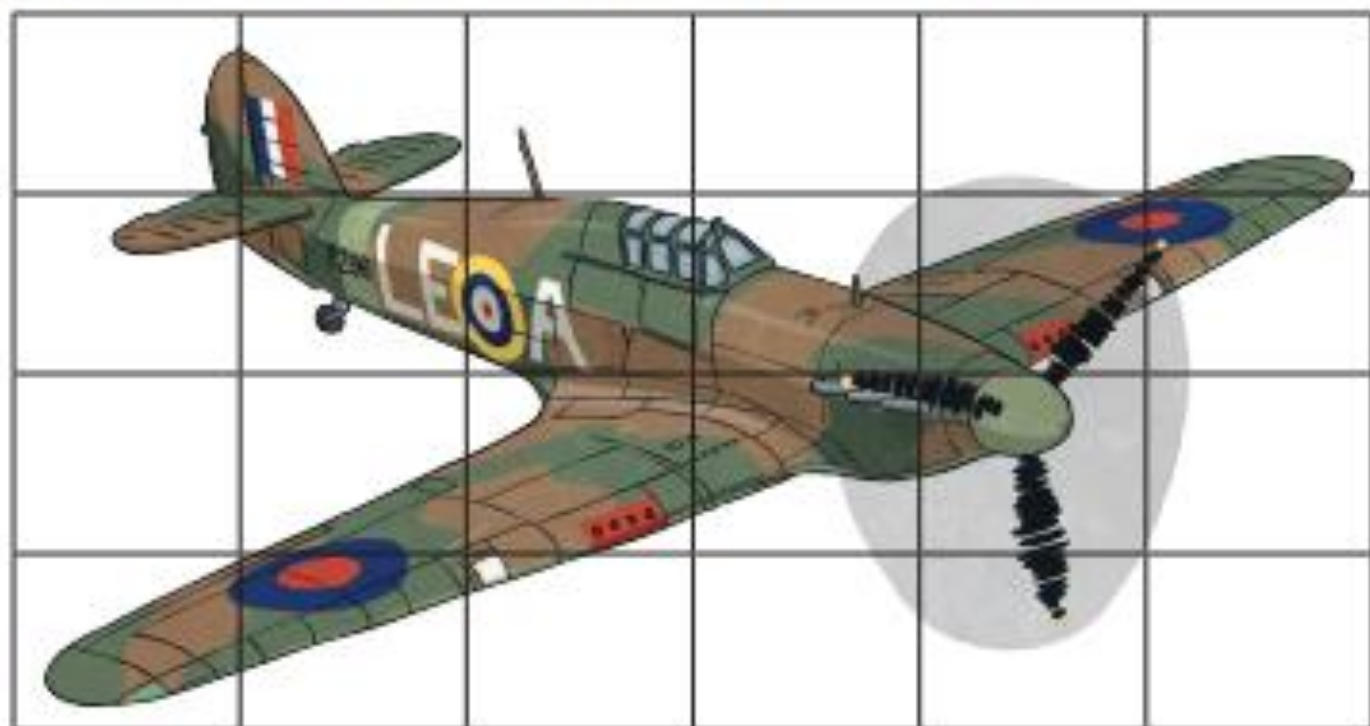
Spitfires were mainly used in dogfights. This is a term used to describe the intense, close-range battle between small groups of aircraft in which pilots move and turn their planes quickly to avoid being shot down. The Spitfire was fast and agile, meaning pilots could manoeuvre their aircraft easily when fighting in the sky. It was such a good fighter plane, that it was used for several decades after the war ended.



# Drawing Second World War Aircraft

## Hawker Hurricane

Many battles took place during the six years of the Second World War. Without a doubt, one of the most significant and momentous of these was the Battle of Britain. Whereas the Spitfire battled the German planes, the Hawker Hurricane shot them down.





Friday

English

O LO: Can I identify where punctuation should be used?

Don't forget that capital letters are needed for the names of people and places - not just at the beginning of a sentence.

An exclamation mark is needed when someone is excited, is shouting, or is angry.

Fill in the correct punctuation in the sentences below. Remember capital letters, full stops, question marks, exclamation marks and commas.

1. nita wrote a shopping list for bread eggs cheese and milk
2. dean and sara bought a new kitten and named iT ziggy
3. why do i have to go to school
4. what a beautiful day it is today
5. my nan flew to spain last thursday
6. lizzie saw horses cows sheep and pigs at hollybrook farm
7. have you ever seen queen elizabeth
8. little red riding hood went to visit her grandmother
9. which vegetables would you like with your lunch
10. jamil wondered where geeta had gone
11. where did i put my golfing magazine
12. have you ever read the wizard of oz
13. how inconsiderate you have been
14. lewis made a silly mistake and sam laughed at him
15. when do jack and cai finish school

## Mathematics

Have a go at completing these 'Magic Squares'. You could also have a go at the puzzles on:  
<https://primarygames.co.uk/pg2/powerlines/powerlines1.html>

# Magic Squares

Complete these magic squares.

Don't use the same number twice in a square and the numbers must add up to the same number in each row, column and diagonal line.

a)

8		9
	6	
3		4

b)

13	9	8
12		

c)

3		
10	5	
2		

d)

2	7	6
9		1
	3	

e)

	2	
	7	
4		5

f)

6		11
7		12

g)

9		
8		6
		5

h) Now make your own.


i) Now make your own.




## Languages

Use a French to English search engine to match the phrases below. Try to learn as many as you can off by heart:

le lait

le fromage



le poulet

la glace

le yaourt

le pain



le chocolat

les pâtes

le jus d'orange

le jambon

le poisson

le gâteau

chicken

orange juice

pasta

cheese

ice-cream

fish

milk

yoghurt

ham

cake

chocolate

bread



This week's spelling lists:

**Class 4 spelling list for group 3: Week 2**

After completing 'look, cover write, check,' please try to write 5 interesting sentences in your spelling homework book. You can use more than one word from your spelling list in each sentence.

**Objective: To spell regular verb endings**

Spellings	Look, cover, write, check		
cooks			
cooked			
cooking			
looks			
looked			
looking			
plays			
played			
playing			
jumping			
invents			
invented			
inventing			
shopped			
shopping			
stopped			
stopping			
dropped			
dropping			
grabbing			

**Spelling Test Score =**

## Class 4 spelling list for group 2: Week 2

After completing 'look, cover write, check,' please try to write 5 interesting sentences in your spelling homework book. You can use more than one word from your spelling list in each sentence.

Objective: To spell words containing the letter string 'ough.'

Spellings	Look, cover, write, check		
rough			
tough			
enough			
dough			
bought			
nought			
thought			
cough			
enough			
toughen			
plough			
though			
doughnut			
although			
through			

Spelling Test Score =

#### Class 4 spelling list for group 1: Week 2

After completing 'look, cover write, check,' please try to write 5 interesting sentences in your spelling homework book. You can use more than one word from your spelling list in each sentence.

Objective: To spell words containing the letter string 'ough.'

Spellings	Look, cover, write, check		
thought			
thoughtful			
thoughtfully			
coughing			
ploughed			
toughen			
thorough			
although			
through			
brought			
drought			
rougher			
roughly			
toughness			
ploughing			
doughnuts			
throughout			
borough			
thoroughly			
coughed			

Spelling Test Score =