

## Class 4 working from home information for week beginning Monday 9<sup>th</sup> November

Hello Class 4,

As we are all working from home this week, try your best to complete the work that I have attached to this document. On our class page, there is also a timetable to help you manage when and how you complete the work if you feel it would be helpful to use. Links to certain lesson inputs will also be uploaded to our page and they will be clearly named with the lesson title or content of the video. Make sure you keep checking that page as they will be popping up throughout the week! 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. It would be lovely to see how you are getting on with the tasks! Do your best to also read to an adult for 15-20 minutes a day.

Remember, it is really important that you focus on your health and wellbeing as well, so make sure to take enough breaks and time for yourselves!

Stay safe and well Class 4! We look forward to seeing you again very soon.

Miss Secker and Mrs Smurthwaite ☺

### Mindfulness

I wanted to start by passing on a video link to a short video on meditation and breathing exercises. If you ever feel during the week that things are getting a bit much, it is always alright to pause whatever it is that you are doing and sit and focus on calming yourself down and making yourself happy. Hopefully this video here (<https://www.youtube.com/watch?v=vYQy8-7U+1E>) will support you in doing this. It is a short, six-minute video that leads you through a few breathing exercises to help you feel relaxed. I have used videos like this previously and I think they are really helpful in helping me reset, so they may also be helpful for you. Feel free to use this as many times as you need throughout the week depending on how you feel.

Monday

English

O LO: Can I identify and begin to understand parenthesis?

In English last week, we were looking at the differences between explanation and instruction texts. This week, we are going to look in depth at some of the features of each text. We are going to start with parenthesis.

Parenthesis is extra information added into a complete sentence. The original sentence makes sense without it, but the parenthesis adds more detail about a fact and can make writing more interesting. Parenthesis can be separated from the main sentence using commas, brackets or dashes.

Read the examples of parenthesis below:

complete  
sentence

The most successful method of worm charming is vibrating a garden fork.

The most successful method of worm charming, **known as 'twanging'**, is vibrating a garden fork.

extra added  
information

**Commas** are most commonly used to separate a parenthesis and don't draw much attention from the reader.

**Dashes** are used in less formal writing

complete  
sentence

Most dogs enjoy getting muddy.

Most dogs - **even the most pampered of pooches** - enjoy getting muddy.

extra added  
information

**Brackets** are used to bring attention to a parenthesis

complete  
sentence

Flugtag is an event in which competitors attempt to fly home-made, human-powered flying machines.

Flugtag (**German for flight day**) is an event in which competitors attempt to fly home-made, human-powered flying machines.

extra added  
information

The writer might want to draw attention to important or funny extra information.

The winning team (**piloting a giant chicken**) celebrated their victory.

Read the sentences below. Can you:

- Work out the piece of added information in each sentence (there will be one per sentence)?
- Add in either commas, brackets or dashes around each piece of parenthesis? Think about how formal each sentence is to help you decide which one to use.

1. Football sometimes called soccer is played all over the world.
2. School playing on a team is a great place for young footballers to start.
3. Professional footballers are often scouted playing in local teams at an early age.
4. Clubs run schemes known as academies to develop young talent.
5. Youth members must live in the club catchment less than one hour away.
6. A great player however fit they are must be mentally strong.
7. A player may not be chosen to play even if they are skilled if they have a reputation for hot-headed behaviour on the pitch.

Monday

Maths

O LO: Can I start to multiply and divide numbers by 10, 100 and 1000 using my knowledge of place value?

This week, we are going to continue looking at numbers and the four operations. Before we start again on working with all four operations with sums and word problems, we are going to recap our knowledge of place value.

Look at the place value grid and the number within it below:

My Place Value Grid

Th Thousands	H Hundreds	T Tens	U Units	●	$\frac{1}{10}$ Tenths	$\frac{1}{100}$ Hundredths
	3	0 3	0 0 3			

The number I have started with is 300. If I wanted to divide that number by 10, I would move it one space to the right. That would give me 30.

You could also have a look at the sum written out  $300 \div 10 =$

When you divide by 10, you can cross the zero out on the 10 and cross a 0 out on the 300 as well. That would give you 30.

If you wanted to multiply 300 by 10, you would move the number 300 one place to the left on your place value column. This would give you the number 3000.

Use the example above and the blank place value grid below to answer the sums. You can choose which set of questions you start on depending on how confident you feel. There is also an extension question to attempt for more of a challenge!

### My Place Value Grid

Th Thousands	H Hundreds	T Tens	U Units	●	$\frac{1}{10}$ Tenths	$\frac{1}{100}$ Hundredths

<ol style="list-style-type: none"> <li><math>20 \times 10 =</math></li> <li><math>200 \div 100 =</math></li> <li><math>35 \times 100 =</math></li> <li><math>260 \div 10 =</math></li> <li><math>47 \times 10 =</math></li> <li><math>12 \times 1000 =</math></li> <li><math>1250 \div 10 =</math></li> <li><math>540 \div 100 =</math></li> <li><math>5 \times 1000 =</math></li> <li><math>64 \times 100 =</math></li> </ol>	<ol style="list-style-type: none"> <li><math>64 \div 100 =</math></li> <li><math>25.5 \times 10 =</math></li> <li><math>0.2 \times 100 =</math></li> <li><math>365 \times 1000 =</math></li> <li><math>34.7 \div 10 =</math></li> <li><math>7.1 \times 100 =</math></li> <li><math>23 \div 10 =</math></li> <li><math>2745 \div 10 =</math></li> <li><math>487 \div 100 =</math></li> <li><math>3.25 \times 1000 =</math></li> </ol>	<ol style="list-style-type: none"> <li><math>14.2 \div 100 =</math></li> <li><math>0.765 \times 1000 =</math></li> <li><math>0.92 \times 1000 =</math></li> <li><math>549.9 \div 10 =</math></li> <li><math>6.23 \times 1000 =</math></li> <li><math>4.39 \div 10 =</math></li> <li><math>10.22 \times 100 =</math></li> <li><math>0.097 \times 1000 =</math></li> <li><math>25,627 \div 100 =</math></li> <li><math>1398 \div 100 =</math></li> </ol>
--	--	--

Ext:

**1. Match the starting numbers to the correct operation and answers. One has been done for you.**

T Th	Th	H	T	O
	●●	●●●●		

÷ 10

27

27,000

÷ 1,000

T Th	Th	H	T	O
		●●		●●●●

270

20,700

÷ 10

T Th	Th	H	T	O
●●			●●●●	

÷ 100

2,007

2. Circle the calculation that is the odd one out.

A.

T	Th	Th	H	T	O
●●●	●●●	●●●	●●●		
●●	●●●	●●●	●●●		
	●●	●●	●		

÷ 100

B.

5,870 ÷ 10

C.

56,700 ÷ 100

## Monday

### Times tables and spellings

On a Monday afternoon, we would normally take the time to do our spellings and times tables tests. As we are not at school, I thought it would be useful for you to practice your 9 times tables. We are going to find some time to do tests on these when we return to school. Mrs Smurthwaite has very kindly created a video with a song to help you remember your 9 times tables. You can find that here: <https://youtu.be/mpumJSj2wsc>

I've attached the 9 times tables for you to answer below (try as many of them as you can to check your confidence):

0 × 9 =	7 × 9 =	108 ÷ 9 =	54 ÷ 9 =
1 × 9 =	8 × 9 =	99 ÷ 9 =	45 ÷ 9 =
2 × 9 =	9 × 9 =	90 ÷ 9 =	36 ÷ 9 =
3 × 9 =	10 × 9 =	81 ÷ 9 =	27 ÷ 9 =
4 × 9 =	11 × 9 =	72 ÷ 9 =	18 ÷ 9 =
5 × 9 =	12 × 9 =	63 ÷ 9 =	9 ÷ 9 =
6 × 9 =			

Please look at your weekly spellings below (the list that your group would use) and practice them as much as you feel you need to. Then, use a dictionary (paper or internet <https://dictionary.cambridge.org/https://dictionary.cambridge.org/>) to find the correct definition (meaning) for each word. After that, 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: help

Meaning: the action of supporting someone to do something

Synonym: assist

Antonym: hinder

**Class 4 spelling list for group 4: Week 8**

Spellings will be handed out on Monday and tested on Friday.

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: How the spellings of verbs alter when -ing is added.**

Spellings	Look, cover, write, check			
	Monday	Tuesday	Wednesday	Thursday
trying				
crying				
write				
writing				
flying				
take				
taking				
drying				
come				
coming				
drive				
driving				
say				
saying				

smile				
smiling				
decide				
deciding				
amaze				
amazing				

Spelling score this week =

**Class 4 spelling list for group 3: Week 8**

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 distinguish between the spelling and meanings of common homophones**

Spellings	Look, cover, write, check			
	Monday	Tuesday	Wednesday	Thursday
our				
hour				
peace				
piece				
right				
write				
there				
their				
they're				
here				
hear				
weather				
whether				
meet				



meat				
bored				
board				
which				
witch				

**Spelling score this week =**

**Class 4 spelling list for group 2: Week 8**

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 distinguish between homophones as well as other words that are often confused.**

Spellings	Look, cover, write, check			
	Monday	Tuesday	Wednesday	Thursday
blue				
blew				
berries				
buries				
right				
write				
night				
knight				
peace				
piece				
break				
brake				
bored				

board				
seen				
scene				
waist				
waste				
aloud				
allowed				

Spelling score this week =

**Class 4 spelling list for group 1: Week 8**

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 distinguish between homophones as well as other words that are often confused.**

Spellings	Look, cover, write, check			
	Monday	Tuesday	Wednesday	Thursday
seller				
cellar				
sealing				
ceiling				
through				
threw				
breaking				
braking				
aloud				
allowed				
weather				

whether				
their				
there				
they're				
were				
where				
wear				
waist				
waste				

Spelling score this week =

### Monday

#### PE

In your PE session today Class 4, I have attached a link to Joe Wicks virtual PE lessons. You can choose which one you would like to complete:

<https://www.youtube.com/playlist?list=PLyCLOpd4VxBsXs1WmPceKtsQyFbXTf9FO>

In Wednesday's PE lesson, we will be focusing on mini-games like we have been doing at school. I will be making a YouTube video to help you with this and show you some games that you could play at home to build on your skills. See "Wednesday: PE" on the online learning doc for more information on these mini-games.

### Tuesday

#### English

O LO: Can I use a planning template and features of an explanation text to plan my own explanation text?

Last week, we worked on understanding, planning and writing our own set of instructions. This week, we are going to focus more on explanation texts and

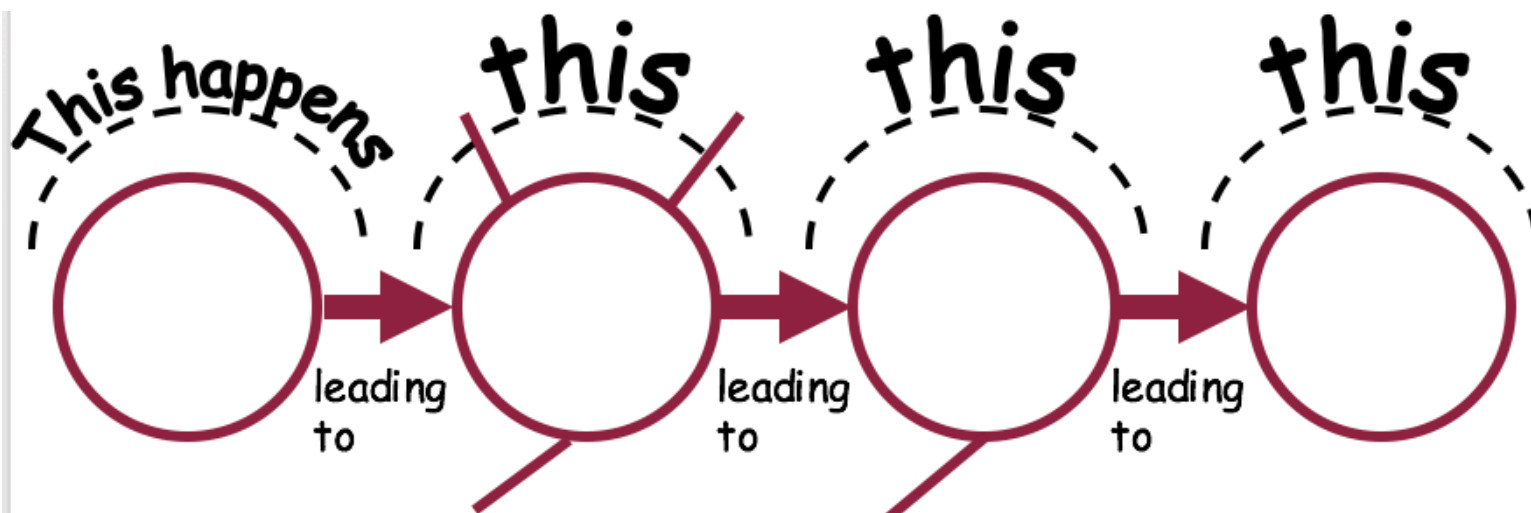
their features. I will be creating an input on this to be uploaded onto the class page so that we can discuss lots of different features of explanation texts.

I would like you to research an area that you would like to explain to others. For example, you could research an area of science that really interests you (e.g. space) or an area of history (e.g. why did World War II start?). Think carefully about the area you are researching. Remember, it has to fit into the format of an explanation text:

*Explanation text: tells how or why a process happens (or how something works).*

Your tasks:

1. Watch the video named "Tuesday English - explanation texts" on our class page. Make any notes about the features of explanation texts that you feel would support you. You could also re-watch the video whenever you need access to the information again.
2. After watching the video, start to use the internet or any textbooks you have at home to research a topic of your choice. Think about researching a topic that you could explain in detail (e.g. how a car works, why/how did World War II start? etc.).
3. Use the information you have found to fill in the plan template below:



Title of my explanation text (e.g. How a bike works)

My title:

Theme of paragraph one:	
Theme of paragraph two:	
Theme of paragraph three:	
Theme of paragraph four:	
<p>Time conjunctions (to show sequence of events) e.g.:</p> <p>First Next After As soon as possible Before Earlier Finally</p> <p>Second (see if you can add any more in the box on the right).</p>	
<p>Causal conjunctions:</p> <p>These are connecting words that explain the outcome of an action or an</p>	

event, adding more detail to a sentence. e.g: because... even though... as a result...	
Impersonal language: It is said that... It was believed that... It is known that... It was thought that...	

*Note:* Some of you wrote an explanation text about a topic that you researched last week (which is absolutely fine!). Therefore, see if you can have a go at planning and writing an instruction text this week. This text will need to give someone steps to help them do or make something such as "how to ride a bike" or "how to bake a cake". Use the planning template below to support you in researching a topic to write instructions about. I will also be providing a video input on instruction texts and their features, so look out for that on our class page on the website!

Imperative (bossy) verbs to use:	
Topic I am writing instructions for:  Title of my instructions:	
Equipment I would need to include:	

Time conjunctions I could use (Firstly, secondly, then, next, finally):	

## Tuesday

### Maths

Mrs Smurthwaite has provided some maths warm up puzzles for everyone to try this lesson! You can find those here:

<https://www.youtube.com/watch?v=dk0mzEyJQ6w&feature=youtu.be>

The answers to these puzzles will be available later in the week. See how many you can work out!

O LO: Can I solve problems involving all four operations and some that include a combination of them?

We are going to continue with our work on addition, subtraction, multiplication and division this week. Today, I have attached some word problems for you to work out. Each question has at least one operation that it asks you to use (look at the vocabulary carefully for this). Some of the questions may have more than one step and that means that there may also be more than one operation that you need to use in one question. Try as many of the questions as you can. If you need a recap on the four operations, Mrs Smurthwaite has posted videos on column addition and subtraction and I am posting videos on column multiplication and division. You will find these on our class page.

1. On a school trip 2720 people visit a museum. There are 2230 children and 160 teachers, the rest are parents. How many parents are there on the trip?

2. Tickets for the latest film cost £9 each. Your family has £63 saved up. How many people in your family can go to the cinema to watch the film? Will there be any money left over?
3. The Headmistress is taking the entire school on a trip to the seaside. There will be 630 children and 60 adults going along. How many 40 seater buses will she need to hire?
4. Yesterday Tara had £107.69. Today she spent £23.30. Her mum then gave her another £50. How much does she have now?
5. George goes to the shop 20 times each month. He buys 8 sweets every time he goes. How many sweets does George buy in 2 months?
6. Peter has 17 horses. Each one eats 13 pounds of oats a day. How many pounds of oats does he need to feed his horses for 3 days?
7. Faith had £60. She went to the shop and bought four tubs of ice cream for £3.20 each and six bags of sweets for £2.50. How much money does Faith have left?
8. Grace opened her own flower shop. She charges £6 for tulips and £11 for roses. In September she sold 55 tulips and 72 roses. How much money did she earn in September?
9. Owen has one 50p coin and four 20p coins. He buys a melon for 47p and 2 grapefruits for 15p each. How much money does he have left?
10. Eggs are packed in boxes of 6. How many boxes would be needed to pack 506 eggs? *(Note: if your answer ends up as a remainder or decimal, you will need to have enough boxes to fit the eggs in).*



Tuesday

RE/PSHE

O LO: Can I think about the people who live in my community and the positive contributions they make for us?

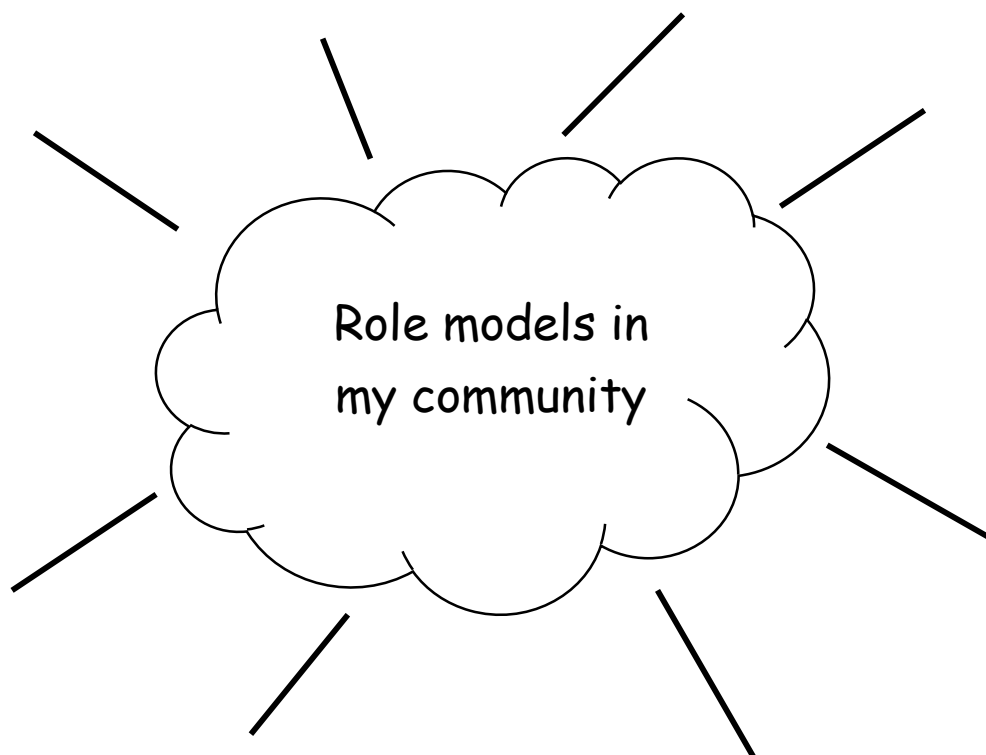
In our lesson last week, we had a class discussion on The Ten Commandments. We choose to discuss them through the question "Should we all have the same values even if we do not believe in God?". I want to say a huge well done again Class 4 for the maturity and respect you showed yourselves and each other during this discussion. You were very respectful of each other's opinions, values and beliefs and you welcomed lots of different points of view. You should all be very proud of your efforts there. Mrs Smurthwaite and I were definitely proud of your responses and reactions to each other!

In the Story of Exodus, Moses was selected by God to present the Ten Commandments to the community of Israelites that he freed from slavery. In the PSHE lesson today, I want you to think about your local community (the people who live around you). Think about those in your community who may have helped you during a tricky time or who are always there to lend a hand or bring a smile to people's faces. They may be role models to you as they may show wonderful behaviour and kindness towards others that inspires you.

Create a mind map about these people, using the following questions to help you note down some key points on the mind map:

- Who are the people in your community that stand out to you?
- Why do they stand out to you? What have they done that has helped you or others around you?
- How could you thank them for their efforts?
- How have they helped the community improve?

*(If you have any other questions that you could think of to guide your notes, you are welcome to use them!)*



Ext:

Once you have completed your mind map, think about if and how you could give thanks to a role model in your community. Could you write them a note or draw them a picture about how they've helped the community and that you are grateful for that help?

Tuesday

French

O LO: Can I recap my knowledge of breakfast foods and the relevant vocabulary?

We are now at a place where we can recap our knowledge of breakfast foods in French that we have learnt so far. I have attached some activities below that I would like you to attempt independently if you can to test the French vocabulary you can remember. Do not worry if there are some pieces of vocabulary that you do not remember, we will be going through this again when we return to school!

Task 1: Fill in the boxes with the letter that is next to the object that matches the French word.

## Le petit déjeuner

du thé ☐

du chocolat chaud ☐

du lait ☐

de la confiture ☐

du pain grillé ☐



des céréales ☐



un fruit ☐

du café ☐



un croissant ☐

du jus d'orange ☐

du pain ☐

Task 2: See if you can fill in the missing letters in the vocabulary to create the correct spelling. Attempt this independently before you look back at the first task to check your answers please!

LEP \_ T \_ \_ D \_ J \_ \_ \_ ER

Je m \_ n g \_ et je b \_ \_ s :



des c \_ r \_ al \_ \_



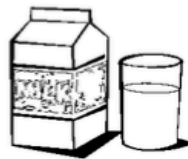
un cr \_ \_ ss \_ \_ t



des t \_ \_ ti \_ \_ s



des f \_ \_ \_ ts



du l \_ \_ t



du c \_ f \_



du t \_ \_



du p \_ \_ n  
(une b \_ g u \_ \_ \_ e)



de la con \_ \_ \_ \_ \_



du j \_ s  
d' o \_ \_ \_ \_ e



du b \_ \_ r r \_



de l'e \_ \_  
mi \_ \_ \_ \_ le

Wednesday

English

O LO: Can I begin to write an explanation text on a topic that I have researched?

In the lesson today, I would like you to try and write an explanation text using the planning and topic ideas you created yesterday. There are a few resources to support you in doing this:

1. You can look back at the English input video on our class page as there will be examples of how explanation texts are set out that may help you structure your own
2. You can follow the template below when writing your explanation text.

Remember to include these features in your writing:

- i. Title of your explanation piece of writing;
- ii. Paragraphs;
- iii. Introductory sentence in each paragraph. This will give an overview of what you will be talking about in each section of your writing;
- iv. A summary paragraph at the end of your piece of writing, summing up what has been explained;
- v. You could include diagrams (labelled pictures) of how a process works.

[illegible]

If you wrote an explanation text last week, you will be writing an instruction text this week. I have included a template for you below if you need it to support you in your writing of these instructions. You can write them without the template if you wish, however, think carefully about the features that are included in the template that you would need to use.

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### Ingredients / equipment:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Wednesday

Maths

O LO: Can I put number sequences in order and fill in the missing numbers?

Fill in the gaps in each number sequence below:

<b>3</b>	<b>5</b>	<b>7</b>		<b>11</b>			<b>17</b>			
----------	----------	----------	--	-----------	--	--	-----------	--	--	--

<b>31</b>	<b>33</b>		<b>37</b>		<b>41</b>	<b>43</b>			<b>49</b>	
-----------	-----------	--	-----------	--	-----------	-----------	--	--	-----------	--

<b>10</b>	<b>13</b>		<b>19</b>	<b>22</b>		<b>28</b>	<b>31</b>			
-----------	-----------	--	-----------	-----------	--	-----------	-----------	--	--	--

<b>20</b>	<b>27</b>		<b>41</b>	<b>48</b>						
-----------	-----------	--	-----------	-----------	--	--	--	--	--	--

<b>17</b>	<b>22</b>	<b>27</b>			<b>42</b>					
-----------	-----------	-----------	--	--	-----------	--	--	--	--	--

				<b>41</b>	<b>44</b>	<b>47</b>				
--	--	--	--	-----------	-----------	-----------	--	--	--	--

**Copy the sequence and fill in the missing numbers**

**Write down the rule for the sequence**

*e.g. "the rule for this sequence is add 0.2"*

1.	5	9	13	...	21	...
2.	2.1	2.3	2.5	...	...	...
3.	...	7.9	8.2	8.5	...	...
4.	6.66	6.68	6.70	...	...	...
5.	...	7.23	7.26	...	...	...



Put these numbers in order on a number-line

Write down the rule for the sequence

6.	10	20	15	5	25
7.	7.1	7.5	7.3	7.2	7.4
8.	1.3	2.5	1.6	1.9	2.2
9.	17.11	17.47	17.23	17.35	17.59
10.	6.04	6.2	6.08	6.16	6.12

EXT: Year 6 (Year 5 are welcome to attempt this depending on how you felt about the main task!)

O LO: Can I generate simple linear number sequences?

Once you have completed the tasks above, look at the table below.

Example sequence:

n	1	2	3	4	5	6
4n	4	8	12	16	20	24
4n-5	-1	3	7	11	15	19

My sequence: -1, 3, 7, 11, 15, 19...

The rule that my friend found:  $4n-5$  (TRUE 😊)

I would like you to try and create your own number sequences using the rules above.

Think of a number. You will label this number as 'n'. Then, think about the six numbers in your sequence. What have you done to number 'n' to create those six numbers. In the example above, we have taken 'n' and multiplied it by 4. That has given us the sequence 4, 8, 12, 16, 20 and 24. We have then taken that sequence and changed it again by taking 5 away from our number 'n' every time. That gives us our final sequence of -1, 3, 7, 11, 15 and 19. The rule for this sequence is  $4n-5$ .

See if you can create your own sequences using the same process. Try and create five different examples.

## Wednesday

### Art

O LO: Can I create my own collage of poppies to represent remembrance day?

Today is remembrance day. As we have been learning about World War II in class, we are going to take the time today to learn more about poppies and remembrance day and what they represent. I have included some facts about remembrance day below:

- Remembrance day is also known as Armistice day
- It marks the day World War One ended, at 11am on the 11<sup>th</sup> day of the 11<sup>th</sup> month, in 1918
- A two-minute silence is held at 11am to remember the people who have died in wars
- Remembrance Sunday is also marked each year; this falls on the second Sunday in November.

Watch this animation made by CBeebies on poppies and World War I:

[https://www.youtube.com/watch?v=pv\\_ub7Be7oA&feature=youtu.be](https://www.youtube.com/watch?v=pv_ub7Be7oA&feature=youtu.be)

Think about the message the you take from the video. What do the poppies represent for you? Think about the adjectives that come to mind when you see the poppies and the colours that are shown on the video. For example, when I watched the video, the words below were some of the first that I'd thought of when looking at the poppies:

- Hope
- Bravery
- Encouragement
- Courage
- Honour

After you have watched the video and thought about what the poppies represent, we would like you to create your own collage of poppies and words that represent remembrance day. There will be an input published on YouTube of this for you to hopefully give you some inspiration so do look out for that on our class page later this week! I have also attached some videos of different ways of creating poppies for your collage below. You could create small origami poppies if you'd like or you could use the big poppy template to create a bigger collage.

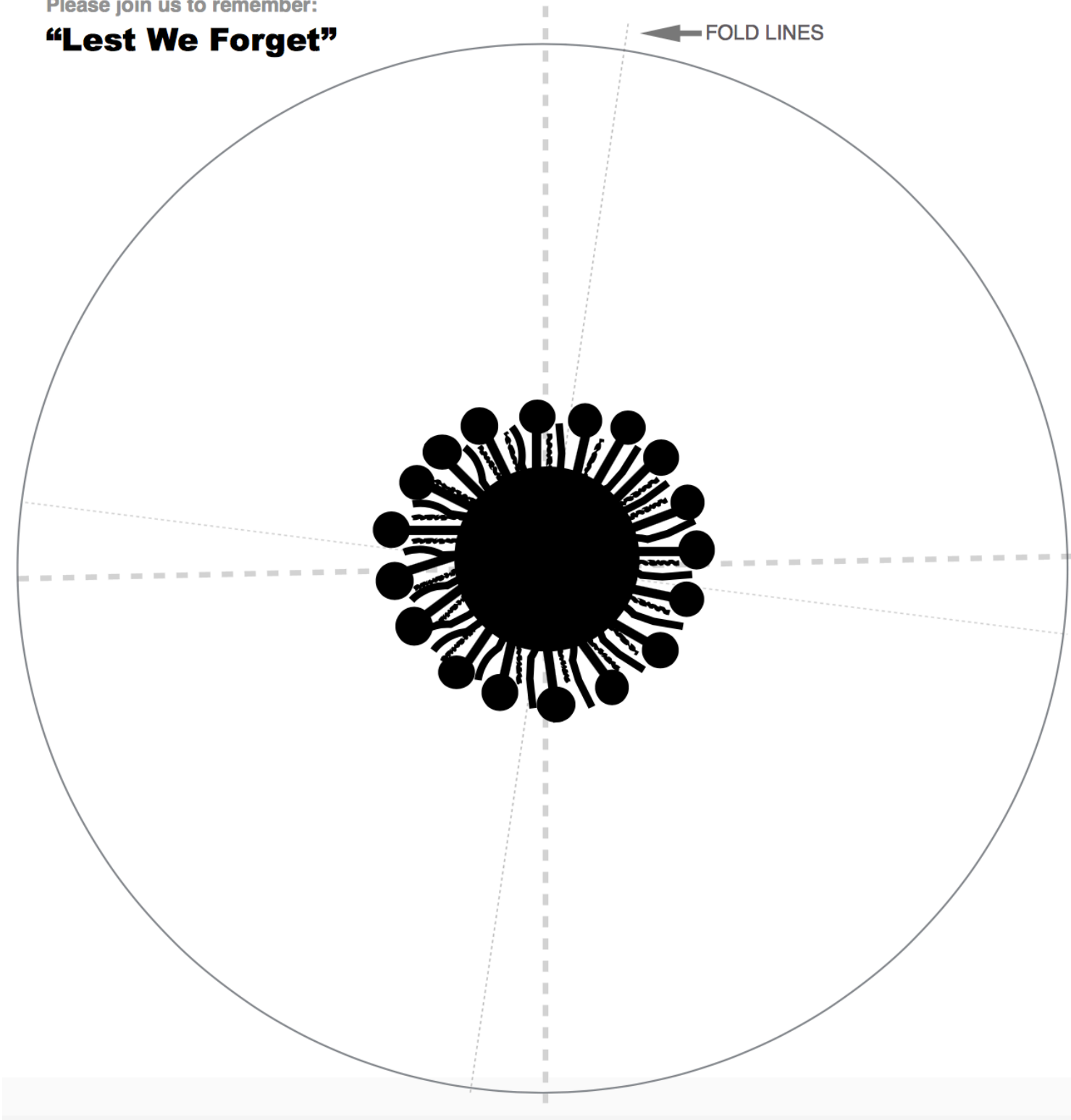
Origami poppies: <https://www.youtube.com/watch?v=GUiRFyPfwvU>

Bigger poppy template tutorial: [https://www.youtube.com/watch?v=ITT\\_ICcgh94](https://www.youtube.com/watch?v=ITT_ICcgh94)

Please join us to remember:

**“Lest We Forget”**

← FOLD LINES



## Wednesday

### PE

O LO: Can I design and create an assault course to test my stamina and speed?

In the PE session today, I have a challenge for you all! Can you set up an assault course in your gardens at home and time yourselves running through it? Here are some ideas below:

- Can you make some small hurdles out of household objects? You may have some boxes that you could use for this?
- Can you lay blankets or towels out on the floor for some bases where you could complete a set of exercise? (make sure you have an adult's permission from home for this!) For example, you could challenge yourself to complete 10 press ups on one base and throw 5 small bean bags onto the other.
- Can you create a structure that you would have to crawl underneath? This would help you think about how you can still move quickly when you are closer to the floor.

Once you have set up the assault course, time yourselves running through it as quickly as you can. Is there anyone else at home that could take part and set their own time? Once you have done this a few times, think about how you could help yourself move around the assault course quicker. Could you change any elements of the assault course to make them easier or to create a challenge for yourself?

I will be posting a video on this so look out for that on our class page.

Get creative! We would love to hear about the assault courses you come up with when you email your work over to admin, so feel free to share with us any ideas you came up with!

## Thursday

### English

O LO: Can I edit and improve my explanation text?

In English today, I would like you to re-read your explanation text from yesterday and see if there are any places where you can edit and improve it.

There are a few points you could think about below when editing your work:

- Have you included accurate punctuation in the places where it is needed? (capital letters, full stops, commas, colons, semi-colons)
- Have you split your writing into paragraphs?
- Have you included time conjunctions to explain when something within the process happened?
- Have you included causal conjunctions?
- Have you included impersonal language?

As you are editing your piece of writing, think about if you could add further detail to one of your sentences. You could even consider adding parenthesis to give further information about a fact if you haven't already done so.

You're welcome to watch the explanation video input on our class page for more ideas about how to edit your piece of writing.

For those of you have written an instruction text this week, think about the following points when editing your work:

- Have you included time conjunctions at the beginning of each step?
- Are your steps numbered?
- Have you included those imperative (bossy) verbs?
- Have you included accurate punctuation?
- Have you included a top tip in your instructions? (This isn't always needed, but you can use it to give your reader further information).

## Thursday

### Maths

O LO: Can I start to use simple formulae expressed in words to solve problems?

Today we are going to begin looking at using a word formula to solve word problems. Have a go at the questions below. Each one comes with its own formula that will help you to answer the question.

- 1) The amount of fuel (in litres) a race car needs is given by
- $$\text{Amount of fuel} = \text{no. of laps left} \times 2$$

How many litres are needed if there are:

a) 3 laps left?      b) 5 laps left? c) 10 laps left? d) 12 laps left?      e) 18 laps left?

2) The amount of downforce created by the rear wing of the car is given by

$$\text{Amount of downforce} = \text{speed} \times 4$$

How much downforce is generated if the car is travelling at

a) 20mph?      b) 50mph?      c) 70mph?      d) 120mph?      e) 160mph?

3) The difficulty rating of a track is given by:

$$\text{Race difficulty rating} = \text{no. of corners} \times 7$$

What would the difficulty rating of a track be if it had:

a) 5 corners?      b) 8 corners?      c) 10 corners? d) 12 corners? e) 15 corners?

4) The stopping distance (in metres) of an F1 car is given by:

$$\text{Stopping distance} = \text{speed} + 50$$

What is the stopping distance of a car travelling at:

a) 30mph?      b) 60mph?      c) 75mph?      d) 115mph?      e) 175mph?

5) The time taken for a pitstop (in seconds) is given by:

$$\text{Total time} = \text{no. of tyres changed} \times 3 + 10 \text{ seconds}$$

How long would the pitstop take they change:

a) 1 tyre?      b) 2 tyres?      c) 3 tyres?      d) 4 tyres? e) 0 tyres?

6) The number of fans (in millions) a driver has is given by:

$$\text{No. of fans} = \text{no. of wins} \times 10 + 12$$

How many fans would a driver have if he had won:

a) 3 races      b) 7 races      c) 8 races      d) 9 races e) 12 races

7) The amount of tax a driver pays (in £) every week is given by:

$$\text{Amount of tax} = \text{Pay} \div 5 + 300$$

How much tax would a driver pay if his weekly pay was

a) £5000?      b) £10'000?      c) £20'000? d) £40'000? e) £100'000?

Thursday

Science

O LO: Can I place everyday materials into groups based on their properties?

Today in science, we are going to continue looking at our unit on properties of materials. We are going to consider the properties of certain materials to see if we can put those materials into groups.

A property of a material is a feature or a characteristic that the material has. For example, one property of a piece of glass is that it is transparent. This means that, when glass is used in windows, we can see through it.

Look at the table on the next page. To recap your knowledge from earlier in the unit, can you match the correct definition to each word?

After you have done this, can you search for objects around your house that have one or more of those properties? Think about the material that the object is made out of. For example, you might find a towel. This might be made out of cotton that is quite absorbent. Think about why it might need that property? What is the towel made to do?

When you have found several objects and have the names of the materials that they are made of in your head, can you use the table below the definitions page to write down as many materials that fit the categories as possible?



# 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.

<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>	

Friday

English

O LO: Can I think about how to present my explanation text and then present it to an audience?

Today, I would like you to think about how you could present your explanation text to an audience. Think about what you would need to do as you read out your explanation text to make the audience want to listen even more. Here are some top tips:

1. Maintain eye-contact with your audience so that they feel involved in the presentation
2. Think about your volume. Make sure that you are able to project your voice so that your facts can be heard
3. Think about your tone of voice. How could you sound enthusiastic and encouraging?
4. Think about your movement. How could you use your facial expressions or body language to hook your audience into listening to your presentation?

Once you have thought carefully about these points, you can present your explanation text to people at home! To do this, you could read your text as it is or you could present it in a different format. For example, you could always create a PowerPoint that includes your explanation text and any diagrams or images if that is available to you. It is up to you how present it.

When we return to school, we will find an opportunity to present these explanation texts to each other. You're welcome to email your work in English this week to the admin email so you will have a copy of it when we get back!

Friday

Maths

O LO: Can I start to use estimation to solve problems?

In the lesson today, we are going to start looking at solving problems by estimating the answers. Look at the questions below. Round the number in each sum up or down (remember the rule - 0,1,2,3,4 = to the floor, 5,6,7,8,9 = climb the vine), then complete the sum with those rounded numbers. Write down what you think the answer will be, then work out the original sum using the correct operation.

<u>Question</u>	<u>Rounded Question</u>	<u>Estimated Answer</u>	<u>Actual Answer</u>
<b>312 + 487</b>			
<b>884 - 623</b>			
<b>47 × 8</b>			
<b>59 ÷ 9</b>			
<b>655 + 472</b>			
<b>1221 - 495</b>			
<b>78 × 5</b>			
<b>63 ÷ 6</b>			
<b>£17.80 + £15.30</b>			
<b>£22.75 - £11.85</b>			

<u>Question</u>	<u>Rounded Question</u>	<u>Estimated Answer</u>	<u>Actual Answer</u>
<b>1456 + 479</b>			
<b>1322 - 782</b>			
<b>9.8 × 8.5</b>			
<b>97 ÷ 22</b>			
<b>2679 + 2529</b>			
<b>3468 - 1726</b>			
<b>68 × 923</b>			
<b>82.34 ÷ 4</b>			
<b>£23.75 × 7.88</b>			
<b>£122 ÷ 5</b>			

<u>Question</u>	<u>Rounded Question</u>	<u>Estimated Answer</u>	<u>Actual Answer</u>
<b>15,672 + 7,821</b>			
<b>13,944 - 4,522</b>			
<b>17.5 × 6.8</b>			
<b>156 ÷ 8</b>			
<b>42,753 + 121,555</b>			
<b>156,788 - 84,445</b>			
<b>744 × 1,392</b>			
<b>163 ÷ 42</b>			
<b>£66.78 × 9.11</b>			
<b>£3292 ÷ 6</b>			

## Friday

### Music

O LO: Can I listen to a piece of music from World War II and infer the instruments that are used and the meaning of the piece?

O LO: Can I begin to understand rhythm and learn a rhythmic sequence?

In music this afternoon, we are going to start by listening to a famous piece of music that was released during World War II. The song is We'll Meet Again by Vera Lynn: [https://www.youtube.com/watch?v=HsM\\_VmN6ytk](https://www.youtube.com/watch?v=HsM_VmN6ytk)

Take some time to listen to the song and make bullet pointed notes on it using the questions below to help you:

- What instruments can you hear in the song?
- Listen carefully to the lyrics. What do they mean to you? What do you think the message of the song is?
- How does the tune of the song make you feel?
- How would this song have made people feel during the war? Think about different groups of people with this question such as the soldiers, citizens helping with the war effort at home (in factories, farming etc.), evacuee children and any others.

Once you have taken the time to complete this starter activity, we are going to think about and complete a task to help us practice our rhythm skills. We are going to be learning 'The Cup Song'. All you will need for this is a plastic cup and a flat surface to rest the cup on. On the school website, there will be a video input released by myself in time for Friday called "Class 4 music lesson - The Cup Song" with a YouTube link next to it. Make sure you click on that one as I will be showing you what the cup song is and how we can learn it to test our skills with sticking to a rhythm!

## Friday

### Geography

O LO: Can I research a country and present facts about it in a fact file?

Today in Geography, we are going to be thinking about our locational knowledge. As a starter, there are some pictures of flags below. Can you:

- Identify the country that the flag represents?
- Make a note of the continent that that country is in?



I have added in a list of some of the countries that fought in either some part or all of World War II below. I would like you to create a fact file on one of these countries by researching them at home:

- Germany
- Italy
- Japan
- The United Kingdom
- France
- China
- The Soviet Union
- The United States

When you are researching one of these countries, think about answering the following questions:

- Which continent is the country in?
- Have there been any changes to the country you are researching since the war? (e.g. The Soviet Union no longer exists but the countries that were a part of that union do. If you're researching The Soviet Union can you tell me which countries were a part of it?)
- What is the capital city of the country you are researching?
- What is the population of that country now?
- Was the country you are researching part of the Axis, Allied or Neutral forces?
- What was their role in World War II?



- When did they join World War II?
- What were the effects of World War II on this country?

Use the questions above to guide you when writing your fact file. You could use them as subheadings for each paragraph that you write if you wish. If you find any other information about your chosen country in the war that you think is interesting to include, you are more than welcome to write about it!

Reading comprehension:

# Remembrance Day



Remembrance Day is on November 11th each year, and is a day for everyone to remember the soldiers who have died in wars across the world.

## What is Remembrance Day?

All the countries in the Commonwealth, including the UK, remember the soldiers that have fought and died as a result of war. They do this on Remembrance Day on the 11th November. It is also known as Armistice Day.

A two-minute silence is observed across the country at exactly 11 o'clock. This was the exact time and date that marked the end of World War One – the 11<sup>th</sup> hour of the 11th day of the 11<sup>th</sup> month, in 1918.

Poppies are worn as a symbol to remember the fallen soldiers and are sold to raise money for the Royal British Legion.

## A History to Remember

The first Remembrance Day was held on November 5<sup>th</sup> 1919, one year after the end of the First World War.

King George V wanted to create a day for everyone to remember those soldiers who had given their lives for their country and had fought so bravely in battle.

Each year, there is a special Remembrance Day service held in countries across Europe. In England, the queen and other members of the royal family gather at the Cenotaph to lay wreaths of poppies.

At eleven o'clock the country holds a two-minute silence for everyone to remember the fallen soldiers from many different wars. To mark the end of the two minutes, a canon is fired and a bugle call is made.

## Wearing Poppies

The first poppies were worn in 1921 as a symbol of remembrance.

Poppies were also significant as a symbol of the horror of war. The black centre of the poppy symbolises the deaths of millions of soldiers; the red represents the blood that was shed. The green leaf reminds us of the plants that grew, and continue to grow, on the battlefields.

People donate money to buy poppies and wear them on their clothes to show that they remember those soldiers who died.

In 2014, to mark the 100 years since the beginning of WWI, the Tower of London had a magnificent poppy display with 888, 246 poppies on display. Each poppy represented a British soldier who had died in the battles of World War One.

### The Tomb of the Unknown Warrior

In Westminster Abbey lies The Tomb of the Unknown Warrior. Inside are the remains of a soldier, killed in battle, who could not be named. It is a symbol to remember all the soldiers who have died in war who were unable to be buried by their loved ones.

In 1920, the remains of an unknown soldier were shipped over to England and put in a very special coffin, made from part of an oak tree from Hampton Court Palace. The soldier was also buried with a crusader's sword from the Tower of London.

On November 11<sup>th</sup> 1920, a special service was held at Westminster Abbey, attended by the King of England. The coffin was brought to the Abbey on a horse-drawn carriage, watched by many people on the streets of London.


After a special service, the coffin was buried under the floor of the Abbey, with soil from the French battlefields thrown in by King George. The grave was then filled with 100 sandbags, each filled with earth from battlefields across Europe.

Today the tomb is still in Westminster Abbey and a wreath of poppies is laid there on each Remembrance Day. Many visitors to London come to see the tomb and to pay their respects to soldiers who have lost their lives in war.

# Remembrance Day Comprehension

Use the Remembrance Day text to help you answer the following questions.



 When you see a light bulb next to the question, you will need to think about your own thoughts or opinions, based on what you have read.

1. When is Remembrance Day held?


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2. Which countries take part in Remembrance Day?

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3. When was the first one held?

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 4. What do you think a 'bugle' is?

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5. What does the word 'fallen' mean when describing soldiers from war?

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6. What did the number 888,246 represent in the Tower of London display?

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7. Where is The Tomb of the Unknown Warrior located?

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 8. How do you think visitors feel when seeing the tomb for the first time?

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