

## Online learning - Monday 1<sup>st</sup> November 2021

Hello Class 4,

We hope you are staying safe and well during this time. I've attached some work below for you to have a go at today. Each task has it's learning objective and instruction attached.

It is also important that you think about your wellbeing as well, so take regular breaks and look after yourselves!

Take care,

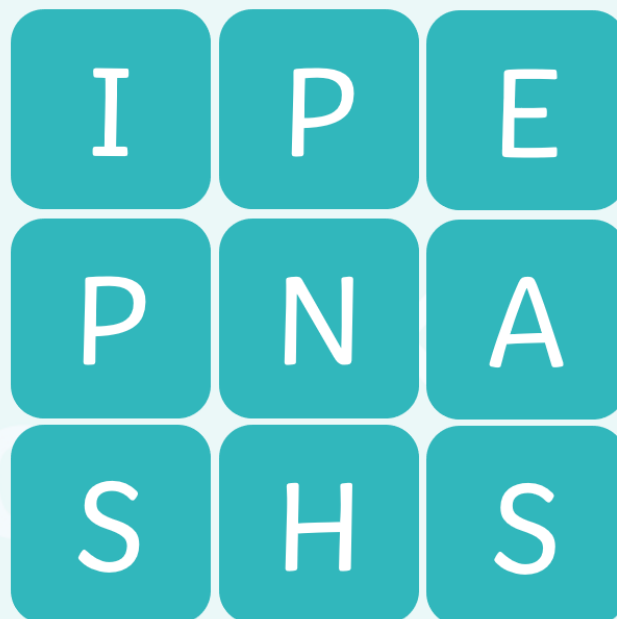
Miss Secker and Mrs Smurthwaite 😊

### Morning starter

To ease into your learning today, have a go at the morning starter below! See how many words you can make from the nine letters. Can you complete the challenge and find the nine-letter word? If you are super quick at finding these words, you could start to write some extended sentences (with adjectives and added detail) using the words you have found!

3

How many words can you make from these letters? You cannot use a letter more than once in each word (unless it appears twice in the grid).  
Can you find the nine-letter word?



Show/Hide  
Answer

## Maths

O LO: Can I solve word problems using the four operations?

In maths today, we are focusing again on addition, subtraction, multiplication and division but we are working out which method we need to use to find the answers to word problems. To do this, read each question carefully and underline any keywords that could suggest which operation to use. For example, in B3, "how many chocolate buttons **are left?**" suggests that we need to use subtraction (-) as one of the methods to work out the remaining amount of chocolate buttons we have. Attempt at least one column this lesson. If you are feeling unsure, start with column A. If you feel super confident and would like a challenge, attempt column C.

### A

- 1 There are four children in each tent. How many tents are needed for 72 children?
- 2 Kenny buys three pencils and a ruler for 75p. Pencils cost 15p. How much is the ruler?
- 3 All of Mrs. Carter's seven children had four children themselves. All of her grandchildren had three children each. How many great grandchildren does Mrs. Carter have?
- 4 There are 42 cars in a car park. In the next hour 29 enter and 53 leave. How many cars are there now in the car park?
- 5 Komal has read one fifth of her book. She has just read page 24. How many pages does the book have?



### B

- 1 How many minutes are there in a day?
- 2 There are 116 passengers on a train. At the next station 48 people get off and 57 get on. How many passengers are there now?
- 3 Sharon has 200 chocolate buttons. On Monday she eats one fifth of the sweets. On Tuesday she eats one half of the rest. How many chocolate buttons are left?
- 4 Louis flew 2564 miles and then travelled 287 miles by train. How long was his journey?
- 5 Jodie buys eight ice creams at 79p each. She pays with a £10 note. How much change will she receive?
- 6 Five biscuits weigh 225 g. What does one weigh?

### C

- 1 There are 24 Jaffa cakes in each box. How many boxes are needed for 1200 cakes?
- 2 There are 342 passengers on a flight leaving London. At New York 153 people get off the plane and 79 new passengers get on. How many people are on the plane when it flies on to Los Angeles?
- 3 There are 4 wards on every floor of a hospital. Each ward has 20 beds. How many floors are there if the hospital has 560 beds altogether?
- 4 In London a car costs £9249. This is £1768 more than the price of the same car in Holland. What does the car cost in Holland?
- 5 Beef costs £6.40 for one kilogram. What would 350 g cost?
- 6 There are 16 pencils in each packet and 48 packets in each box. A school buys two boxes. How many pencils has it bought?

## Guided reading

O LO: Can I practice my spellings and show my knowledge of the 2xTables?

Normally, on a Monday, we would do our spellings and xTables tests. I've attached your new spellings for you to practice and create sentences with (find your group number) as well as the 2xTable questions for you to have a go at. See if you can get through as many as possible.

## 2xTables test

Mild xTable questions:

1.  $4 \times 2 =$
2.  $12 \times 2 =$
3.  $9 \times 2 =$
4.  $3 \times 2 =$
5.  $7 \times 2 =$
6.  $5 \times 2 =$
7.  $11 \times 2 =$
8.  $0 \times 2 =$
9.  $10 \times 2 =$
10.  $1 \times 2 =$

Spicy xTable questions:

1. If  $5 \times 2 = 10$ , what is  $500 \times 2$ ?
2. There are 24 children in the class. The teacher wants to split the class into pairs. How many pairs can the teacher make?
3. Mrs Bradshaw has a bag containing 18 sweets. She shared the sweets between her 2 children. How many sweets did each child get?
4. Layla bakes 42 cupcakes for a family party. She realises that, to cover the number of guests she has at her next party, she will have to double the number of cupcakes she baked for this one. How many cupcakes will she need to bake next time?
5. What is  $2.45957 \times 0$ ?
6. Solomon walks to school every day. The journey takes him 8 minutes. How many minutes does he spend walking to school and back in one day?
7. What is half of 14?
8. What is double 6?
9. A cake is cut into 8 slices. Logan decides to take  $\frac{1}{2}$  of the cake and eat it himself. How many slices are left over?
10. Ada is having a birthday party. She thinks that each person will have 2 biscuits each. If there are 9 people at the party, how many biscuits will she need?

Class 4 spelling list for group 1: Week 7

Spellings will be handed out on Tuesday and children will be tested on the following Monday.

After completing 'look, say, cover, write, check,' please try to write 3 interesting sentences that include some of your spellings. You can use more than one word from your spelling list in each sentence.

Objective: To investigate words where the suffix 'ation' is added to verbs to form nouns.

Spellings				
	Look, say, cover, write, check			
adoration				
estimation				
evacuation				
preparation				
admiration				
association				
destination				
humiliation				
irritation				
hibernation				
initiation				
compilation				
corporation				
lamination				
dehydration				
aggravation				
immigration				
discrimination				
abomination				
adoration				

Spelling score:

xTables score:

Class 4 spelling list for group 2: Week 7

Spellings will be handed out on Tuesday and children will be tested on the following Monday.

After completing 'look, say, cover, write, check,' please try to write 3 interesting sentences that include some of your spellings. You can use more than one word from your spelling list in each sentence.

Objective: To investigate words ending in -ly.

Spellings				
	Look, say, cover, write, check			
worriedly				
nervously				
gradually				
especially				
heroically				
brilliantly				
deliberately				
unfortunately				
supposedly				
magnificently				
magically				
majestically				
cautiously				
eventually				
enthusiastically				
thoroughly				
accidentally				
passionately				
stupendously				
triumphantly				

Spelling score:

xTables score:

Class 4 spelling list for group 3: Week 7

Spellings will be handed out on Tuesday and children will be tested on the following Monday.

After completing 'look, say, cover, write, check,' please try to write 3 interesting sentences that include some of your spellings. You can use more than one word from your spelling list in each sentence.

Objective: To investigate adverbs.

Spellings				
	Look, say, cover, write, check			
weakly				
silently				
smugly				
exactly				
beautifully				
loudly				
angrily				
properly				
bravely				
carefully				
usually				
carelessly				
wickedly				
recently				
probably				
slightly				
roughly				
shakily				
unhappily				
excitedly				

Spelling score:

xTables score:

## English

O LO: Can I begin to write my letter to the staff at Peat Rigg, thanking them for our trip?

Just before half term, we were planning our letters to write to the Peat Rigg staff to thank them for the brilliant trip we had! Today, I would like you to have a go at writing your thank you letter to the staff. Don't worry if you don't finish your letter today, you can spend as much time on it as you need as you want to make sure you've included all of the details and activities you want the staff to hear about from you! I've attached the start of an example below to help you with structure and ideas, as well as a checklist of things to include in your writing and the names of the activities we took part in. Aim for one introductory paragraph (explaining why you are writing to them), three main paragraphs (where you talk about the activities we completed/what you really enjoyed) and a conclusion paragraph (where you thank the staff again and sign off your letter).

*Slingsby Community Primary School*

*The Green*

*Slingsby*

*North Yorkshire*

*YO62 4AA*

*Peat Rigg Outdoor Centre*

*Cropton*

*Pickering*

*North Yorkshire*

*YO18 8EX*

*Dear Laura, Jake, Craig, Adrian and the staff at Peat Rigg,*

*I am writing to thank you for welcoming our Year 5/6 class to Peat Rigg on the 11<sup>th</sup> October until the 15<sup>th</sup> October. We all had a fantastic time and learnt many lessons about ourselves and our outdoor learning skills during the trip. Thank you for being ever so welcoming to us and allowing us to experience some amazing activities!*

*One of the highlights of the Trip for me personally was the crate climb. I had never completed an activity like that before and it was great working as a whole team to make sure that the two people climbing were safe. Thank you for giving such clear instructions so that we felt safe in how we were controlling the ropes and equipment. It was amazing to see everyone try their hardest to ring the bell at the top of the barn.*

### Example success criteria checklist:

Have I:

- Included accurate SPaG?
- Included paragraphs?
- Spelt names of people and places correctly and with a capital letter?
- Referred back to as many of the activities from the week as possible?
- Discussed how I felt about those activities?
- Signed off my letter using 'Yours Sincerely'?
- Used similes or metaphors (if applicable in my paragraphs) to build my description?
- Used a range of adjectives to build my description (and used a thesaurus to find more exciting adjectives)?

Can you think of any more points to add to the checklist? If you can, you're welcome to edit those features into your letter!

### Activities covered at Peat Rigg

Cawthorn Camp

Abseiling

Canoeing

Bushcraft

Caving

Zip line

Jacob's ladder

Crate climb

Nightline

Night time sensory forest walk

Orienteering

Movie night



## Afternoon lessons – PSHE and RE

### PSHE

O LO: Can I learn more about human rights, what they are and why they are important?

O LO: Can I complete some research around the human right of education?

Look at the summary list of human rights below. Think about what each one means. Look up any keywords you are unsure of in a dictionary:

**1** We are born free and equal, and should treat others in the same way.

**2** We have all these rights in the Declaration, no matter who we are, where we're from or what we believe in.

**3** We have the right to life, and to be free and feel safe.

**4** Nobody has any right to make us a slave. We cannot make anyone else our slave.

**5** Nobody has any right to hurt, torture or humiliate us.

**6** Everyone has the right to be protected by the law.

**7** The law is the same for everyone. It must treat us all fairly.

**8** We can all ask for the law to help us when we are not treated fairly.

**9** Nobody has the right to put us in prison, or to send us away from our country, without good reasons.

**10** If we are accused of breaking the law, we have the right to a fair and public trial.

**11** Nobody should be blamed for doing something until it has been proved that they did it.

**12** Nobody has the right to enter our home, open our letters or bother us or our families without a good reason.

**13** We all have the right to go where we want to in our own country and to travel abroad as we wish.

**14** If someone hurts us, we have the right to go to another country and ask for protection.

**15** We all have the right to belong to a country.

**16** When we are legally old enough, we have the right to marry and have a family.

**17** Everyone has the right to own things or share them.

**18** We all have the right to our own thoughts and to believe in any religion.

**19** We can all think what we like, say what we think and share ideas and information with other people.

**20** We all have the right to meet our friends and work together in peace to defend our rights. It is wrong to force someone to belong to a group.

**21** We all have the right to take part in the government of our country. Every grown up should be allowed to vote to choose their own leaders.

**22** The place where we live should help us to develop and to make the most of all the advantages (culture, work, social welfare) on offer. Music, art, craft and sport are for everyone to enjoy.

**23** Every grown up has the right to a job, to a fair wage and to join a trade union.

**24** We all have the right to rest and free time.

**25** We all have the right to a decent living standard, including enough food, clothing, housing and medical help if we are ill. Mothers and children and people who are old, out of work or disabled have the right to be cared for.

**26** We all have the right to education.

**27** We have the right to share in our community's arts and sciences, and any good they do.

**28** There must be peace and order to protect these rights and freedoms, and we can enjoy them in our country and all over the world.

**29** We have a duty to other people, and we should protect their rights and freedoms.

**30** Nobody can take away these rights and freedoms from us.

This version of the Universal Declaration of Human Rights has been simplified by Amnesty International UK and is especially useful for younger people. Download a full version at [www.amnesty.org.uk/universal](http://www.amnesty.org.uk/universal)

As part of our lesson today, we are going to focus on the right to education (number 26). To do this, we are going to research a young lady called Malala Yousafzai. Have you heard of her before? If you have, can you sum up who she is and what she is known for below:

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Using the links below, can you research Malala and answer the following questions about her life in full sentences? There are certain questions where your opinion may also apply as part of the answer as well.

<https://www.bbc.co.uk/news/world-asia-23241937>

<https://worldschilddrensprize.org/malalasstory>

<https://malala.org/malalas-story?sc=header>

[https://kids.kiddle.co/Malala\\_Yousafzai](https://kids.kiddle.co/Malala_Yousafzai)

1997 – Why do the children think having a girl is not always celebrated in Pakistan? (There are differing attitudes but generally, males are seen as more important than females).

2008 – How would children feel if they were told they could not have a television or play music?

How do they think Malala felt about being told she could no longer go to school? What might her father have thought?

2012 – What words would they use to describe Malala's **decision** to speak out about education for girls?

Explain that the people who shot Malala had extremist views and not everyone in her country felt that way.

2014 – What do they think about Malala's **choice** to carry on campaigning for education for girls?

How did her father help her?

Why do you think the **family** decided to live in the UK? You could bring in the right to leave a country if you are in **danger** there.

2018 How do you think Malala feels to be at university?

Do children think her **campaign** is a good one? Why?

## RE

O LO: Can I learn more about and describe the traditions of Diwali?

Today we are going to learn more about the Hindu festival of Diwali which, this year, is on the 4<sup>th</sup> November (this Thursday!). I would like you to read the attached information below as well as read the two bitesize links about the festival.

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zjpp92p>

<https://www.bbc.co.uk/bitesize/clips/z787tfr>

# Five Days of Diwali

The way that Diwali is celebrated can be slightly different between countries, cultures and religions. In some areas, the celebration lasts for three days and in others for five days.

A traditional five-day celebration can be divided as follows:

## Day 1: Dhanteras (Day of Fortune)

Images of the goddess Lakshmi are worshipped. The word 'fortune' refers not just to money and wealth but general well-being too.

However, this can be a popular shopping day, specifically for gold, silver, ornaments, new clothes and utensils. It is also a time for sharing wealth with others, replacing feelings of greed

with generosity. As it is the first of the five-day celebration, Hindus clean their homes and workplaces. Rangoli designs may be made of coloured rice, sand or flowers on the floor.



## Day 2: Naraka Chaturdashi (Day of Knowledge)

The second day is related to the traditional story of Lord Krishna defeating the demon Narakasura, freeing the world from fear. Hindus may get up before sunrise on this day to take a cleansing bath and then put on new clothes, followed by enjoying a relaxing meal with family and friends. It may involve preparing and exchanging gifts and special sweets.

## Day 3: Diwali (Day of Light)

The third day is the main, and most important, day of Diwali. It is dedicated to worshipping the goddess Lakshmi, the Hindu goddess of wealth, fortune, prosperity and the embodiment of beauty. Families gather and celebrate by lighting lanterns and candles in their homes to show the triumph of good over evil. Sometimes fireworks, sparklers and fairy lights are used to light up the sky outside. In the evening, it is common for families to visit temples or gurudwaras to light candles.

## Day 4: Padwa/Govardhan Puja (New Year)

There are several variations in the way that the fourth day is celebrated in different regions or cultures. Many businesses remain closed. In some cases, it is celebrated as Govardhan Puja, honouring a legend of the Hindu god Krishna. Food is presented in temples as a symbolic offering. In others, the

tradition is to celebrate the bond between husbands and wives. In some states, it is celebrated as the day of new year and in others, the worship is focused on instruments and machinery.



## Day 5: Bhai Dooj (Day of Love between Siblings)

The fifth day traditionally focuses on the bond between brothers and sisters. Siblings share their love for each other with a meal and gifts. Brothers show their sisters respect and offer them protection. The sisters prepare sweets specially in honour of their brothers, wishing them a long, happy, healthy life and great success.

Once you have done that, complete the activity sheet below!

Complete the information in the boxes to describe some of the traditions from each of the five days.

The diagram consists of five circular segments arranged in a circle, each labeled with a day of the week. Each segment contains a writing box with five horizontal lines. The segments are labeled as follows:

- Day 1** (top-left)
- Day 2** (top-right)
- Day 3** (bottom-right)
- Day 4** (bottom)
- Day 5** (bottom-left)

In the center of the diagram is an illustration of a man with a beard, wearing a pink shirt and a green and yellow shawl, lighting a large, ornate oil lamp (diya) with a matchstick. The lamp is decorated with flowers and has a flame. The background shows a crowd of people and other traditional lamps, suggesting a festival or religious event.

You can send a picture of any work from today through your child's ClassDojo portfolio!