

Key Stage 2

Daily Learning Year 4

Date: Thursday April 2

The guidance in this bulletin is intended to support the continuing education for your child in the event of school closure. Activities and resources have been carefully sourced to be easy to deliver. The weekly timetable would usually include approx. 6 hours of creative learning and physical exercise. These areas can be fulfilled at home with activities of your choice. We would expect approx. 3 hours per day to be spent on directed activities. Please use the office email [office@tssfirst.co.uk](mailto:office@tssfirst.co.uk) if you have any queries with your home learning or your teacher's work email [k.oneal@tssfirst.co.uk](mailto:k.oneal@tssfirst.co.uk)

General notes:

Did Joe Wicks again this morning (I am writing this on Wednesday). It was funny when his camera ran out of battery!!!

**We will be having a zoom get together TODAY Thursday April 2 at 4pm. We will be reading some more of Charlotte's Web, so bring your book along.**

**It has been brought to my notice that it would be easier to manage if the Zoom timings stay the same each week. I understand that people have lots of computer commitments etc. I am going to, therefore, do TWO Zoom sessions each week on **Tuesday and Friday at 3.30pm**. These times seem convenient and I can work my other meetings around them.**

Log on to espresso. Lots of interesting things on here, if you can get on without it crashing!

[www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk)

student4926

trinity

Phonics/Spelling:

The spellings for this week are:

expression, discussion, confession, permission, admission, purpose, quarter, question

Do the usual look/cover/write/check.

Either get someone to dictate these sentences to you, or look at them and try to remember them and then write them down. Check to see if the spellings are correct. If they are not, think about where and WHY you went wrong.

The expression on his face showed his surprise. They had a good discussion before making the final decision.

The boy admitted taking the sweets in his confession.

He wondered what the purpose of the metal object was.

A quarter of 20 is 5.

It's good to ask questions when you don't understand.

Mental Maths/Times Tables:

Times tables rock stars

Remember to continue with your games. You have been allocated 10, but you can do as many as you want. Practice is the only way to improve.

Mental maths:

Have a times tables competition with someone else in your house.

Write down lots of questions and put them in a cup. Time yourself for 1 minute and see how many of the questions you can get correct.

Now it's the other person's go... who will win the battle?

Reading:

Today remember to read your leisure book for at least 20 minutes – reading to another person would be excellent.

We looked yesterday at the word INFER. You should know what it means by now. Think about something one of the characters does that is important in the story. What is the author trying to INFER about this person through this action. For example: Charlie always went to speak to his grandparents when he got home from school. The author is INFERRING that he is a kind, pleasant boy because he cares about others.

Myth unit

So we should all have an idea about what a myth is now.

Just so we are really clear, I am uploading a couple more myth stories and I want you to look at the features of myths document from yesterday and see if you can spot these features in today’s stories.

This part of our learning is very important, to help us understand the genre of writing we are going to be working with.

I have included Pandora’s Box and Orpheus and Eurydice. Read one or the other, or even both! The more the merrier!

Maths

Today you are going to look at finding change. If you have £3.50 and you spend £1.90, the calculation you are going to do is SUBTRACTION – taking away the amount you spend from the amount you have.

In the explanation sheets, you can see how we do this on a number line if the amounts are quite small, as they are on the worksheets.

I have allocated FROG to you all on your abacus accounts. If you go to your abacus online accounts, you will hopefully see it there. Go to Frog tool and in the OPTIONS box, click on “calculation type” and then at the bottom, click on MONEY.

You can then play around with subtracting amounts of money and how you would do this using the number line.

Have a go at the sheets – mild or hot, or look at the sheets to support people who are finding it a bit tricky.

Foundation subjects

Science:

WALT: to understand how a food chain works

Look at the powerpoint I have uploaded. It explains how food chains work.

Look at this BBC page and video (I hope you can get on it!)

<https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zwbtxsg>

Activities:

Either:

I have set a 2Do on Purple Mash for you to explain how food chains work. You will have to work out how to do this as I cannot be there to guide you. It is quite straightforward I think – there is a word bank on the left and pictures you can insert on the right. You can then write a description of what food chains are underneath.

Or:

Look at the food chains sheet I have uploaded. It shows three food chains for a barn owl. Look at the examples I suggested at the top and use ONE of those animals to create three food chains.