

Key Stage 2	
Daily Learning Year 4	Date: Friday April 3
<p>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 <a href="mailto:office@tssfirst.co.uk">office@tssfirst.co.uk</a> if you have any queries with your home learning or your teacher's work email <a href="mailto:k.oneal@tssfirst.co.uk">k.oneal@tssfirst.co.uk</a></p>	
<p>General notes:</p> <p><b>Zoom meetings after the Easter Holidays will be on Tuesdays and Thursdays at 3.30pm. These times will not change unless an emergency.</b></p> <p>Log on to espresso. Lots of interesting things on here, if you can get on without it crashing!  <a href="http://www.discoveryeducation.co.uk">www.discoveryeducation.co.uk</a>  student4926  trinity</p>	
<p>Phonics/Spelling:  The spellings for this week are:  expression, discussion, confession, permission, admission, purpose, quarter, question</p> <p>Do a little spelling test today to see how you do. Get an adult to read out the words and see if you can spell them correctly. If you get any wrong, try to work out why you went wrong and think of ways to avoid doing this again.</p>	<p>Mental Maths/Times Tables:</p> <p>Times tables rock stars</p> <p>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.</p> <p>Have a go at the times tables test I have set for you on a separate document. This is different to last Friday's test. I have written out some calculations and see how many you can answer in two minutes. You will need to check your answers Try again and time yourself for 2 minutes. Can you beat your score?</p>
<p>Reading:  Today remember to read your leisure book for at least 20 minutes – reading to another person would be excellent.</p> <p>When you read your book, write down three words that you think are powerful OR which you don't understand. Look them up in a dictionary OR ask an adult the meaning of these words. Write them down and stick them in your room somewhere. Try to use them when you next do some writing.</p>	<p>Maths  Today you are going to look at subtraction. I have emailed all the parents with a couple of videos showed the strategy as it is important we follow the strategies we have already learned. Go through these (and please let me know if you didn't get the email).</p> <p>Then do the calculations using these methods. Please choose the one</p>

Myth unit

So we are going to think about creating our own myth and we need to build up the different parts of the story.

Our myth is going to be based on the story of Theseus and the Minotaur, so it is very important you understand the structure of this story. Go back and read it again if you need to.

So, our story will have:

- an evil monarch (king or queen),
- an evil monster,
- a hero/ine,
- someone who needs to be saved.
- And the hero/ine will have a special item which will give them a particular special power.

We need to create all these parts of the story and then create a plan and then put it all together.

Today we are going to think about the evil monster. Look at the monster document I have uploaded for details about how to create this monster.

appropriate to where you think you are with this.

The more difficult one – you should definitely use the compact method

The easier one – you can do the first set of questions using the number line method or expanded method.

The second page of the easier one uses “exchanging” – borrowing from the next column. You could do this using the expanded method.

**REMEMBER ONLY SPEND ABOUT HALF AN HOUR ON THESE QUESTIONS. Don't try to do all of them. Choose which ones you want to do.**

Foundation subjects Geography

WALT: think about what causes flooding and how flooding affects people

I am giving two versions of this activity, depending on whether you want to use the internet or not. Even if you want to use the internet and look at the resources, you might find activity 2 more interesting and useful.

1. Internet access. Look at these links to investigating flooding. Imagine you have been flooded out of your home. Write a postcard to a friend, describing what happened and how you feel about the situation. Draw a cover picture of what happened to your home.

<http://www.primaryhomeworkhelp.co.uk/rivers/floods/index.htm>  
<https://www.bbc.co.uk/bitesize/articles/zjcg6v4>

Go on to Espresso (link above in top part of this doc). Put “flooding” into search and there are lots of resources on there.

2. Interview adults about their experience of flooding. You could even use the telephone to call people and interview them. Ask them these questions and write down their answers in your book.
  - What do you think causes flooding?
  - How are people affected by flooding?
  - Is flooding a serious problem in the UK?
  - Have you or anyone you know been affected by flooding – can you give details?
  - Do you feel sorry for people affected by flooding and why?
  - What do you think should be done about flooding in the future?