

Key Stage 2	
Daily Learning Year 4	Date: Tuesday March 24
<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@tssfist.co.uk">office@tssfist.co.uk</a> if you have any queries with your home learning or your teacher's work email <a href="mailto:k.oneal@tssfist.co.uk">k.oneal@tssfist.co.uk</a></p>	
<p>General notes: I am trying to make this a bit less internet-dependent as several sites crashed due to increased traffic yesterday. I hope this is more accessible.</p> <p>Zoom: My meeting number: 327 181 1506 We will have a get together on WEDNESDAY again at 3.30pm</p> <p>PE: please be aware that Joe Wicks is doing a daily PE lesson on his YouTube channel. These are aimed at different age groups, so you will need to find the appropriate one for our age group! This could be a really good way of keeping fit.</p> <p>If you are keen to find some great books for your child, take a look at this website which gives recommendations for each yeargroup: <a href="https://www.booksfortopics.com/">https://www.booksfortopics.com/</a></p> <p>Log on to espresso. <a href="http://www.discoveryeducation.co.uk">www.discoveryeducation.co.uk</a> student4926 trinity</p> <p>Please let me know by email if anything doesn't work – obviously this is a big learning curve for all of us.</p>	
<p>Phonics/Spelling: The spellings for this week are: <b>invention, injection, action</b>, hesitation, completion, <b>pressure</b>, <b>probably, promise</b></p> <p>Write the date and title SPELLINGS in your home working book</p> <p>Write out the root of every word and think about whether a suffix or prefix have been added (suffixes at the end of the words, prefixes at the beginning). Does this help you learn how to spell the word? It could do!</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>Activity: Write out the 2, 4, 8 times tables. Can you brainstorm three interesting facts about each of them – patterns or interesting ideas about the answers? Can you notice anything interesting about how the times tables relate to each other? Are they connected in any way? Jot down some of your thinking.</p>

<p><b>Reading:</b> Today remember to read your leisure book for at least 20 minutes – reading to another person would be excellent. Find your favourite three words in the reading book and look them up in a dictionary. Maybe write them on a piece of paper and stick them up somewhere so that you can use them in your own writing.</p>	<p><b>Mathematics:</b> I am going to use a set of plans which have been set up for this coronavirus incident to enable schools to access ready-prepared resources which are appropriate.</p> <p>The tasks for the rest of this week will be: Decimals on a number line Multiplying and dividing by 10 and 100 Fractions of amounts Written multiplication These are all really important topics we have covered.</p>
<p><b>Writing:</b> WALT: create a setting for my story. We are going to place our character in the Chocolate Room and make something awful happen to them (hopefully a bit funny as well). This is going to happen because of the bad habit they have got. You need to create a fantastic description of the Chocolate Room. You will be using this AND the description of your character in your story. Start your description with: XXX(name of character)XXX stepped into the Chocolate Room and saw....</p> <p>Think about these learning objectives:</p> <ul style="list-style-type: none"> <li>• I have written a 12 line description</li> <li>• I have used powerful vocabulary</li> <li>• I have used similes</li> </ul> <p>Remember to edit and check through your work to make it amazing.</p>	<p>I will be putting up one of the documents each day. They consist of teaching activities followed by written activities.</p> <p>Please have a go at the first one which is all about decimal numbers. We have done lots of work on this, so it should be easy to understand.</p> <p>Any written tasks, find a way to write them in your book (number the questions) and the answers are at the back of the pages I have placed on the website.</p>
<p>Foundation subjects. Today's focus: RE focus: You have done some work on forgiveness. Read the powerpoint story of the Unforgiving Servant. This is one of Jesus' Bible stories (parables) that he told to explain one of his ideas. Think about how the master felt when he found out the servant HE had forgiven, had not in turn forgiven another person. Write the date and WALT: understand how Jesus explained forgiveness through a story</p> <p>Underneath draw a line down each side of the page. On one side, draw the master, on the other side the unforgiving servant. Write underneath the master answers to these two questions:</p> <ol style="list-style-type: none"> <li>1. How did I feel when I forgave my servant?</li> <li>2. How did I feel when my servant did not show forgiveness?</li> </ol> <p>For the servant answer these questions:</p> <ol style="list-style-type: none"> <li>1. How did I feel when I was forgiven?</li> <li>2. How did I feel when my master did not forgive me for what I had done?</li> </ol> <p>Remember high standards of presentation, handwriting, spelling and editing.</p>	