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| Key Stage 2 | |
| Daily Learning Year 4 | Date: Thursday March 26 |
| 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:  **We will be having a zoom get together on Friday (tomorrow) at 3.30pm. Please be prepared to talk about something you have learned or describe a piece of work you have enjoyed doing. We won’t be able to talk to everyone, but it would be good to have some nice examples.**  Once again, I am trying to avoid too many online resources, so that you don’t have to use too many computers in one house and to escape the crashing websites!  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.  If you are keen to find some great books for your child, take a look at this website which gives recommendations for each yeargroup:  <https://www.booksfortopics.com/>  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  Please let me know by email if anything doesn’t work – obviously this is a big learning curve for all of us. | |
| Phonics/Spelling:  The spellings for this week are:  invention, injection, action, hesitation, completion, pressure, probably, promise  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 wheel was a great invention.  Injections are scary, but very useful for doctors.  You must take action on drinking so many fizzy drinks.  He was under pressure to score a goal.  I will probably see you after school.  Please promise me you will behave. | 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.  Write down the 3 and 6 x tables. Do you notice anything about the two of them? If you know your 3x table, do you also know your 6x table? Why?  Cut out some small squares and write the times table question on one side and the answer on the other. Spread them question side up on the table and time yourself turning them over and getting the answer correct. You have to add 2 seconds for every wrong answer. Can you improve your score? |
| Reading:  Today remember to read your leisure book for at least 20 minutes – reading to another person would be excellent.  Today we are going to think about the setting of your book. Answer the following questions:   1. What is a setting? 2. Why do authors have settings? 3. How do authors create good settings? 4. What do you like about the way the author has described the setting in your book? | Mathematics:  *Today we are looking at written multiplication. I have looked at the methods on this plan and they are just about the same as the ones we have used, so that is good.*  Please have a go at the third one which is all about written multiplication.  Slight differences in lay out:  Using the grid method, we talked about “remembering our friends” to avoid getting confused about the number of zeros.  When using the shortened ladder method, we put in the calculations on the line next to the answers (ie 200 x 4 and 40 x 4 and 3 x 4 etc)  You don’t have to do that, but I find it makes it a bit clearer – it’s up to you!  Remember, you choose Mild or Hot and then there are extra sheets for you to look at with an adult if you are a bit stuck. |
| Writing:  WALT: write a narrative.  So, you have the character, the setting and the plan. Now you need to write your story. We are going to split our story into THREE parts. You are going to write the first part today – up to when the character does something that gets them into trouble in the chocolate room.  The best way to write your story, is to tell it to someone else. Tell the story to an adult, or maybe even a cuddly toy. If the adult can give you some tips, that would be really good.  We are thinking about the following:   * I have created an interesting storyline * My story structure is clear * I have created a setting and a character * My story has a good ending * My story has ONE piece of dialogue   Remember we don’t want more than one (or two at the most) conversations or dialogue in our story.  Remember to follow your plan  Remember you can USE the description of your character and setting that you have already created.  Write the FIRST part of your story. Write in draft and go over and correct it – looking at punctuation and spelling. We will write it all out in neat at the end. |
| Foundation subjects  PSHE  Today we are going to think about self-esteem – liking ourselves.  Look at this lovely little story:  <https://www.youtube.com/watch?v=D9OOXCu5XMg>  It is all about appreciating who we are and all of our good points.  Think about all of your own good points.  Draw a self portrait (I have included a template but you can draw whatever you want) and write around it all the things you think you are GOOD at. I am sure there are LOADS. | |