

Key Stage 2

Daily Learning Year 4

Date: Friday March 27

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 if you have any queries with your home learning or your teacher's work email k.oneal@tssfirst.co.uk

General notes:

We will be having a zoom get together on Friday (today) 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.

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

student4926

trinity

Phonics/Spelling:

The spellings for this week are:

invention, injection, action, hesitation, completion, pressure, probably, promise

Today is spelling test day!

Ask someone to test you on your spellings.

See if you can get them all correct and sign your very own roll of honour.

You don't need to tell me your scores, but you could keep a note of them in the back of your Home Learning Book.

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.

Have a go at the times tables test I have set for you on a separate document.

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?

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 predicting what happens next.

1. What does PREDICT mean?
2. What do you think about when you are predicting what might happen?

Mathematics:

Today we are looking at x and dividing by 10, 100. Remember this is all about moving the digits along the place value grid. The number of zeros gives a clue as to how many spaces you move the digits. Look at the information on the maths sheets and discuss with an adult if you can. We have done a lot on this already, so you will hopefully remember.

<p>3. Can you predict what is going to happen next in your book.</p> <p>4. Why do you think this?</p>	<p>Once you have looked at the teaching, look at the questions. Choose which ones you want to do.</p>
<p>Writing: WALT: write a narrative.</p> <p><i>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 second part today.</i></p> <p><i>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.</i></p> <p><i>We are thinking about the following:</i></p> <ul style="list-style-type: none"> • <i>I have created an interesting storyline</i> • <i>My story structure is clear</i> • <i>I have created a setting and a character</i> • <i>My story has a good ending</i> • <i>My story has ONE piece of dialogue</i> <p><i>Remember we don't want more than one (or two at the most) conversations or dialogue in our story.</i></p> <p><i>Remember to follow your plan</i></p> <p><i>Remember you can USE the description of your character and setting that you have already created.</i></p> <p>So you wrote the FIRST part of your story yesterday. Guess what? Today you are going to write the SECOND part. This is describing what happens to the character – what do they do that is so terrible? What are the consequences? What do other people think? Remember the third (and final) part will be written on Monday.</p>	<p>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.</p>
<p>Foundation subjects Science: WALT: to think about the history of toothpaste and why we use it.</p> <p>Powerpoint on the history of toothpaste (in this week's documents)</p> <p>https://www.bbc.co.uk/bitesize/clips/zfr3cdm inventing a new toothpaste</p> <p>https://www.colgate.com/en-us/oral-health/basics/brushing-and-flossing/history-of-toothbrushes-and-toothpastes history of toothpaste and toothbrushes</p>	

If you have looked at these items, you should know quite a bit about toothpaste by now.

You have a choice of activities:

1. You are Washington Sheffield. You have a great idea for a new invention called “Crème dentifrice”. Create a powerpoint presentation which will persuade the owner of a business to take you up on your idea. You need to include facts and persuasive language. Try presenting it to an adult and see what they think. Lots of scientific and history language please!
2. Washington Sheffield needs some help with his new crème dentifrice. Can you create a poster for him? I have included a template to help you design your poster.