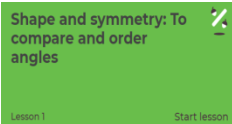

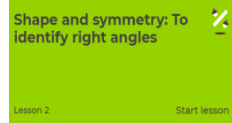
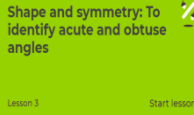


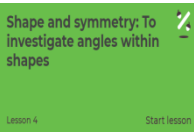
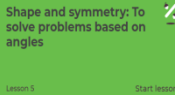


KEEP ACTIVE 😊 STAY HEALTHY 😊 HAVE FUN AND SMILE 😊

Choose exercise activities that you enjoy and aim to take part in 30 minutes of physical activity each day to help stay fit and healthy.

	Maths (60 mins each day)	Literacy (60 mins each day)	Other (60 mins each day)	Ongoing
	<p>Maths (60 mins each day) This week we are beginning a unit of work on Geometry and will be focusing on symmetry and angles. We will be using the Oak National Academy website and it works best/the quickest when using the Google Chrome browser. Challenge: Have a go at TASK 3 on Wednesday afternoon – a Maths outdoor learning activity.</p>	<p>Literacy (60 mins each day) This week our Literacy focus is fiction writing and our work will be based on Fairy Tales. The key skill that we will practise this week is using speech in our writing. (Think back to last week's speech punctuation activity to prompt you.) Remember Year 4 writing should include: CL . , ! ? ' " "</p>	<p>Other (60 mins each day) <u>Optional brain and movement breaks:</u> Choose a BBC Supermovers Maths workout. https://www.bbc.co.uk/teach/supermovers/ks2-maths-collection/z7frpg8 Choose a BBC Supermovers English workout. https://www.bbc.co.uk/teach/supermovers/ks2-english-collection/zmv4scw</p>	<p>Ongoing Please continue with learning/ further developing your new skill to share with the class upon return to school.</p>
Day 1	<p>Maths Warmup – see resource called 'Flashback 4' on the class webpage. Complete Day 1 and record in your book. Lesson 1 - Shape and symmetry: To compare and order angles. https://classroom.thenational.academy/lessons/shape-and-symmetry-to-compare-and-order-angles/ Today's Tasks: 1. Complete the 'introductory quiz' and check your answers. 2. Now watch the video. Pause the video as instructed and complete the questions and tasks in your book. Listen carefully to the feedback and mark your work. 3. Finish by completing the 'exit quiz'.</p> 	<p>Today's lesson: Introduction to fairy tales. TASK 1: Answer these questions in your book. What is a fairy tale? How many fairy tales can you list? TASK 2: Now think about things that are common in fairy tales. List these features in your book e.g. they normally involve magic. Now compare your ideas to the features of traditional fairy tales listed on page 5. TASK 3: We are now going to look at a common feature of fairy tales... good v's evil characters. Complete the table on page 6. (You don't need to print it, you can copy it into your book.) Remember to practise your spellings and read daily.</p>	<p>Quest- History (and optional ICT): (This is our final quest lesson on the Vikings and the tasks and activities planned are designed to cover two afternoons.) Lesson: Viking Gods and Goddesses TASK 1: Read through the PowerPoint on the Class 4 webpage about 'Viking Gods and Goddesses'. TASK 2 (optional): You may have books at home, or could use the Internet, to research some Gods and Goddesses further. TASK 3: You are going to make 'Top Trump' style cards (these could be hand-made or typed). Here is an example of how your cards could look →</p> 	<ul style="list-style-type: none"> Reading to an adult, every day for 15 mins. Please record in your reading record. Times tables practice every day for 10 mins. Use the Maths Frame website. Adjust the difficulty by changing the time interval. https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check
Day 2	<p>Maths Warmup – see resource called 'Flashback 4' on the class webpage. Complete Day 2 and record in your book. Lesson 2 - Shape and symmetry: To compare identify right angles. https://classroom.thenational.academy/lessons/shape-and-symmetry-to-identify-right-angles/ Today's Tasks: 1. Complete the 'introductory quiz' and check your answers. 2. Now watch the video. Pause the video as instructed and complete the questions and tasks in your book. Listen carefully to the feedback and mark your work. 3. Finish by completing the 'exit quiz'.</p> 	<p>Today's lesson: Focus on dialogue between two characters. TASK 1: Choose a fairy tale of your choice. Your job is to write a dialogue between two characters. For example: Goldilocks and Daddy Bear. Your dialogue can be based on the traditional fairy tale or you can add in your own ideas of what they might say to each other. The purpose of this task is to make sure you are punctuating your speech correctly therefore you don't need to write any more than 2 paragraphs. Watch this clip for the key points when punctuating speech. https://www.bbc.co.uk/bitesize/clips/zvfbsbk Remember to practise your spellings and read daily.</p>	<p>In the large white box remember to include some information about your chosen God/Goddess and draw a picture of them. You can decide how you 'score' them e.g. ____ out of 10. (You don't have to make cards for all the Gods/Goddesses but you can if you would like to.) Lesson: Art – Sketching and/or painting a Viking God or Goddess Now that you know lots about Viking Gods and Goddesses... can you decide on your favourite? TASK: Research images of your favourite god/goddess and sketch a picture or paint a picture of them.</p>	<p>Other Times Tables websites: http://www.timestables.me.uk/ https://urbrainy.com/mtc https://www.topmarks.co.uk/maths-games/hit-the-button</p> <ul style="list-style-type: none"> Spelling (see page 3) Use the statutory spelling handwriting booklets to practise your statutory spellings.

TIMETABLE CLASS 4 WEEK 13

<p>Day 3</p>	<p>Maths Warmup – see resource called ‘Flashback 4’ on the class webpage. Complete Day 3 and record in your book.</p> <p>Lesson 3 - Shape and symmetry: To identify acute and obtuse angles. https://classroom.thenational.academy/lessons/shape-and-symmetry-to-identify-acute-and-obtuse-angles/</p> <p>Today’s Tasks: 1. Complete the ‘introductory quiz’ and check your answers. 2. Now watch the video. Pause the video as instructed and complete the questions and tasks in your book. Listen carefully to the feedback and mark your work. 3. Finish by completing the ‘exit quiz’.</p> 	<p>Today’s lesson: Planning your own fairy tale or adapting a traditional fairy tale.</p> <p>TASK: Choose a fairy tale of your choice that you wish to adapt OR think of a setting and characters for your own fairy tale.</p> <p>To adapt a fairy tale you may; <u>change the setting</u> (<i>Little Red Riding Hood could be travelling to the city instead of the woods</i>), <u>change a significant object</u> (e.g. <i>a key instead of a glass slipper in Cinderella</i>) OR <u>switch the roles of your characters</u> (e.g. <i>The Three Little Wolves and the Big Bad Pig</i>).</p> <p>Plan your story in your book. Remember that most fairy tales have a happy ending.</p> <p>Remember to practise your spellings and read daily.</p>	<p>Science: We have now come to the end of our Science unit of work on plants. Today I have a quiz and challenge for you!</p> <p>Today’s lesson: TASK 1: Have a go at the plant quiz on page 7. How many questions will you get correct? <i>The answers are on page 9.</i></p> <p>TASK 2: Scroll down to page 8 and you will see a grid will different seeds. Can you guess all of the seeds?</p> <p>TASK 3: Can you apply your Maths learning of symmetry outside? Try to make a shape or animal using natural materials that are symmetrical.</p> <p>TASK 4: Go outside and spend some time with nature. Can you make a daisy chain? Can you build a bug hotel? Can you press a flower? Have fun and remember to show me pictures of the activities that you get up to! 😊</p> 	<p>Other ongoing activities:</p> <ul style="list-style-type: none"> Keep in contact with your friends and relatives. Tell them a joke, share a performance (singing, dancing, gymnastics etc.) and make sure that they are ok. Challenge of the week: Make a smoothie. <i>Could you use some of the fruits and vegetables that you have been growing in your garden? Be sure to take a photo and email me with your recommended ingredients for the perfect smoothie!</i> 😊 
<p>Day 4</p>	<p>Maths Warmup – see resource called ‘Flashback 4’ on the class webpage. Complete Day 4 and record in your book.</p> <p>Lesson 4 - Shape and symmetry: To investigate angles within shapes. https://classroom.thenational.academy/lessons/shape-and-symmetry-to-investigate-angles-within-shapes/</p> <p>Today’s Tasks: 1. Complete the ‘introductory quiz’ and check your answers. 2. Now watch the video. Pause the video as instructed and complete the questions and tasks in your book. Listen carefully to the feedback and mark your work. 3. Finish by completing the ‘exit quiz’.</p> 	<p>Today’s lesson: Writing your own fairy tale or adapting a traditional fairy tale.</p> <p>TASK: Re-read your plan from yesterday.</p> <ul style="list-style-type: none"> Make sure that you have included opportunities for dialogue between your characters. Ensure that you use magical vocabulary e.g. <i>enchanted, kingdom, castle etc.</i> Make sure that you describe the setting and characters. Remember to use Year 4 ‘Expected’ Punctuation. <p>Enjoy writing your fairy tale. Don’t worry if you can’t write it all in one session. Use Friday’s session to continue writing if needed.</p> <p>Remember to practise your spellings and read daily.</p>	<p>French: Start today’s lesson by recapping the names of family members in French. Can you remember them all? (Flick back through your book if you have forgotten the names or re-watch ‘French with Alexa’ on YouTube.)</p> <p>Today’s lesson: Items in a pencil case TASK 1: What do you think ‘dans ma trousse’ means? Answer = pencil case. Watch this clip on YouTube: https://www.youtube.com/watch?v=X4fwGXfYNWE&feature=emb_logo</p> <p>Remember to pause the video and practise saying the vocabulary aloud. Can you practise repeating the phrases to a family member?</p> <p>TASK 2: Have a look at this website for more information about objects in a pencil case. https://agreenmouse.com/la-rentree-time-to-get-that-pencil-case-ready-french-language-for-children/</p> <p>TASK 3: Write today’s date in French in your book. Have a go at the worksheet on page 10.</p>	
<p>Day 5</p>	<p>Well done Class 4 on reaching the final day of home learning for this week! You have 2 options today: A) Use today as a ‘catch up’ day if you are a little behind with the timetable of learning or B) further your learning by completing the activities outlined below. Have a great day 😊</p> <p>Maths Warmup – see resource called ‘Flashback 4’ on the class webpage. Complete Day 5 and record in your book.</p> <p>Lesson 5 - Shape and symmetry: To solve problems based on angles. https://classroom.thenational.academy/lessons/shape-and-symmetry-to-solve-problems-based-on-angles/</p> <p>Today’s Tasks: 1. Complete the ‘introductory quiz’ and check your answers. 2. Now watch the video. Pause the video as instructed and complete the questions and tasks in your book. Listen carefully to the feedback and mark your work. 3. Complete the ‘exit quiz’.</p> 	<p>Today’s lesson:</p> <p>Please finish writing your fairy tale. Make sure that you check your spellings and punctuation.</p> <p>Now you can become an illustrator and draw some pictures to accompany your fairy tale. You may wish to type your story or present it in a booklet form.</p> <p>I would love for you to share your finished fairy tales with me via the class email 😊</p> <p>Remember to complete your spelling test today! 😊</p>	<p>Finishing Time:</p> <p>Please use this afternoon to complete any tasks or unfinished work that you may need to do.</p> <p>If you have finished all of your work, you could continue practising your new skill or have a go at the Viking wordsearch on page 11.</p> <p>Have a fantastic weekend! 😊</p>	

TIMETABLE CLASS 4 WEEK 13

Spellings → This week we are identifying and learning to spell words which end with the /k/ sound but are spelt /que/.

Spelling words with the /k/ sound spelt as /que/:

antique, unique, mosque, opaque, barbeque, mystique, technique, cheque, physique, plaque, grotesque, boutique, picturesque and discotheque.

Which spellings should I learn?

Select the words from the box above;

Groups 1 and 4: 8 spellings and 2 statutory words **Group 2:** 6 spellings and 2 statutory words **Group 3:** 4 spellings and 2 statutory words.

Statutory spellings are at the back of your purple spelling homework folder and in the spelling pack provided.

Please complete the table below with your chosen words or write them in your book.

Spelling activity: Rainbow writing.

Look, Say, Cover, Write and Check.	1	2	3	4

Rainbow Write

First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a DIFFERENT colour crayon. Trace neatly and you will see a rainbow!

Please ask a grown up or older sibling to test you on your weekly spellings and record them in your blue books.

TIMETABLE CLASS 4 WEEK 13

A message from Miss Brown...

Hello Class 4!

I hope that you are all ok and that you had a good weekend. Last week I was lucky enough to receive many emails from you, sharing your learning. I particularly enjoyed seeing videos of your movement songs and actions and photographs of your baking. The bread looked very tasty and I hope that you enjoyed baking and eating it! Please do continue to contact me if you need anything via the class email address. (class4.sch233@educ.somerset.gov.uk).

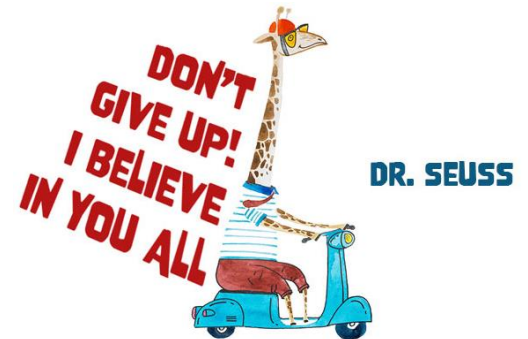
Zoom → It was lovely to see lots of you come together again on Zoom last week. Our next Zoom session will be on Tuesday morning at 10. Please make sure you are ready for a game. You will need a piece of paper, pencil and coloured pencil/pen.

As we are now approaching the end of the Summer half term, I want to pre-warn you that there will be a slight change to the planning for the remaining few weeks. From the week beginning 29th June, the home learning timetables for Class 4 will be based around a theme. They will still be accessible via the Class webpage.

Once again, thank you to all of you who have contributed towards the class poem. Please see the document on the Class webpage.

As always Class 4... Keep up the great work! Remember that we ask you to try your best and remain positive. Look after yourselves and your family, stay active and keep on smiling!

Miss Brown ☺



Traditional Fairy Tales



Definition:

A story about fairies and magic. Usually told through many generations.



Key Features:

- Often begin with 'Once upon a time...'
- Love and magic are common themes.
- Talking animals.
- Princes and princesses.
- Ending is usually '...happily ever after.'



Key Words:

- enchanted
- three wishes
- castle
- evil
- wicked
- unknown
- brave
- in love
- beautiful
- spell



Settings:

- magical kingdom
- land far, far away
- cottage
- forest
- wood



Fairy Tales:

One thing they all share is the message that good and evil exist.

Today's task: Can you identify who are the good characters and who are the evil characters in each of these stories? How do you know?

Complete the table:

	Good characters	What makes them 'good'?	Evil/bad characters	Why are they 'evil/bad'?
Little Red Riding Hood				
Goldilocks and the Three Bears				
The Three Little Pigs				
Jack and the Beanstalk				
Challenge (choose a fairy tale of choice)				

Plants Quiz

<p>1. Which of the following is true?</p> <ul style="list-style-type: none"><input type="checkbox"/> All plants grow from seeds<input type="checkbox"/> All plants have flowers<input type="checkbox"/> All plants can reproduce<input type="checkbox"/> All plants have fruit	<p>2. Which of the following words describes the moment a seed begins to grow?</p> <ul style="list-style-type: none"><input type="checkbox"/> Pollination<input type="checkbox"/> Dispersal<input type="checkbox"/> Flowering<input type="checkbox"/> Germination
<p>3. What is dispersal?</p> <ul style="list-style-type: none"><input type="checkbox"/> The ripening of a seed pod<input type="checkbox"/> The method by which a plant spreads its seeds<input type="checkbox"/> The transfer of pollen to the stigma<input type="checkbox"/> The length of time it takes a seed to germinate	<p>4. Which part of a flowering plant is male?</p> <ul style="list-style-type: none"><input type="checkbox"/> Stamen<input type="checkbox"/> Stigma<input type="checkbox"/> Petals<input type="checkbox"/> Seeds
<p>5. Which part of a flowering plant grows into a fruit?</p> <ul style="list-style-type: none"><input type="checkbox"/> Petals<input type="checkbox"/> Stem<input type="checkbox"/> Seed<input type="checkbox"/> Ovary	<p>6. Which of the following plants disperses its seeds by wind?</p> <ul style="list-style-type: none"><input type="checkbox"/> Beech trees<input type="checkbox"/> Dandelions<input type="checkbox"/> Apple trees<input type="checkbox"/> Poppies
<p>7. What do seeds need in order to germinate?</p> <ul style="list-style-type: none"><input type="checkbox"/> Water and soil<input type="checkbox"/> Sunlight and soil<input type="checkbox"/> Water and warmth<input type="checkbox"/> Sunlight and warmth	<p>8. Why do plants need sunlight?</p> <ul style="list-style-type: none"><input type="checkbox"/> Plants use sunlight to make food<input type="checkbox"/> Sunlight makes plants warm<input type="checkbox"/> Sunlight allows plants to flower<input type="checkbox"/> Sunlight keeps plants from getting too wet
<p>9. What happens if seeds are planted too closely together?</p> <ul style="list-style-type: none"><input type="checkbox"/> None of the seeds will grow<input type="checkbox"/> The young plants struggle to compete for moisture and nutrients<input type="checkbox"/> Only one seed will grow<input type="checkbox"/> The young plants will be healthier	<p>10. Flowering plants produce many seeds which never grow. Why do they do this?</p> <ul style="list-style-type: none"><input type="checkbox"/> Because many of the seeds are defective<input type="checkbox"/> Because some of the seeds will not have enough soil to germinate<input type="checkbox"/> Because many of the seeds will be eaten by animals, blown away by the wind, or washed away<input type="checkbox"/> Because some seeds will not receive enough food to survive

Seed Challenge



How many seeds do you recognise?

Science Answers

Answers for the quiz:

Q1: C Q2: D Q3: B Q4: A Q5: D Q6: B Q7: C Q8: A Q9: B Q10: C

Answers for the seed challenge:

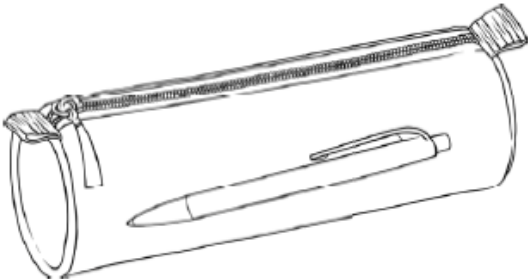
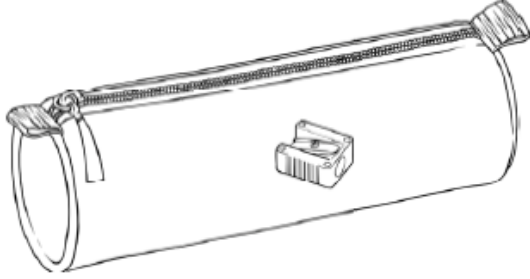
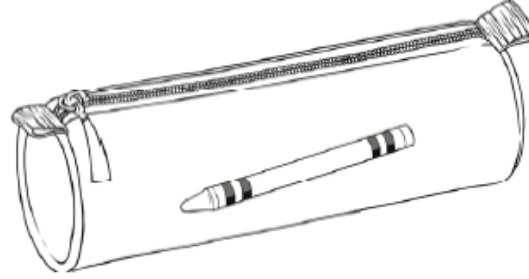
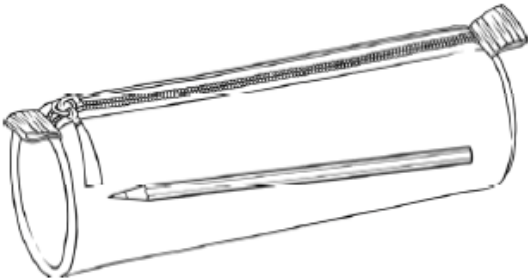
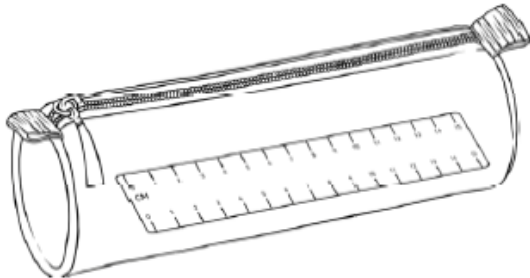
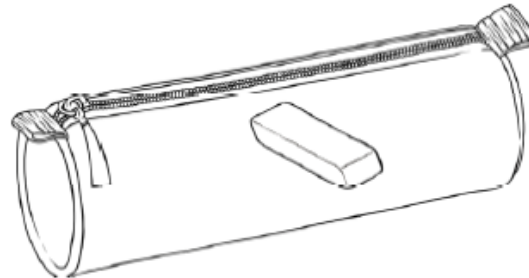
1. melon 2. horse chestnut 3. pepper 4. apple 5. lemon 6. carrot 7. grass 8. cress 9. sunflower 10. dandelion
11. orange 12. beetroot 13. tomato 14. broad bean 15. pumpkin

Today's date in French: _____

Qu'est-ce qu'il y a dans ma trousse?

(What is in my pencil case?)

Complete the sentences to say what is inside your pencil case, The first one is done for you:

 <p>J'ai un stylo dans ma trousse.</p>	 <p>J'ai _____</p> <p>_____</p>	 <p>J'ai _____</p> <p>_____</p>	<p>Word Bank</p> <p>le stylo</p> <p>le crayon</p> <p>la gomme</p> <p>le crayon de couleur</p> <p>le taille-crayon</p> <p>la règle</p>
 <p>J'ai _____</p> <p>_____</p>	 <p>J'ai _____</p> <p>_____</p>	 <p>J'ai _____</p> <p>_____</p>	

The Vikings

m m o n a s t e r y t h a l l
 a a c r o j s h i e l d n a o
 c r i d h o n b e e c d i y n
 k s c a n d i n a v i a p h g
 e w n m v i k i n g l n e a s
 l o d o a n e t a c y e n r h
 r r e n s v n o j o n l o k i
 o d i n t a m a s a g a o i p
 d n a c s d a p h t r w c s o
 f j o r d e s n a j u b a j n
 r r e u s r g i k i n v n i d
 u h e s e a h e l m e t d r o
 s e o y a s i d l k s a h o j
 l n g g a n o r s e i v d o f
 o h l o n g h o u s e n e r r

Viking	shield	runes	monastery
Norse	Freya	invader	helmet
sword	Scandinavia	Thor	longhouse
longship	Danelaw	fjord	
Loki	Odin	saga	