


Monday 13th July: Good Morning Year 4. We hope that you had a really relaxing weekend. Now for the answers to last week's conundrums:

1. None, no numbers between 0-100 have 'a' in them 2. Edam 3. Your left hand 4. Take away the 's' 5. A horse

Have a great day.

Mr H and Mr C

<p>Daily reading</p>	<p>Today, please read for 30 minutes If anyone at home has the opportunity to discuss this with you, please ask them to.</p> <p>Please read a chapter of 'Alice in Wonderland' (attached at the bottom of today's Daily Learning). Highlight any words you do not know and find their meaning.</p> <p>Challenge: If you recognise all the words then choose 5 tricky words and find synonyms for each.</p>
<p>Daily times tables</p>	<p>Please continue to learn your year group times tables: 6x, 7x and 9x If these are a bit tricky, please work on your 2x, 5x and 10x or 3x, 5x and 8x.</p> <p>Tables tennis:</p> <p>A game of speed! You serve the imaginary ball by asking a tables question; your partner returns it by answering as fast as they can.</p> <p>If they are correct, ask another tables question, keeping the rally going until they get one wrong or get to a target you have set in advance. See how long you can keep the rally going! You can adjust the difficulty of the questions you ask in order to create a challenge.</p> <p>Times tables website: https://www.timestables.co.uk/</p> 
<p>Termly Spellings</p>	<p>Please take time to learn spellings for future weeks and to re-visit past spellings. These can be found on the school website at https://www.newbridge.bathnes.sch.uk/ and go to the tab Classes and click on your class.</p> <p>Using the words and writing them down are the best ways to learn them. Activities you could do are:</p> <ul style="list-style-type: none"> • Find the meaning of the words • Put the words into sentences • If there is a pattern, how many words can you find with the same pattern? • Draw pictures of what the words mean with the word in the picture • Create a word search • Create a crossword • Test your parents!
<p>Daily Maths</p>	<p>Four rules: Addition:</p> <p>Find a partner and a 0-9 dice. You most probably don't have a 0-9 dice but you can use Online Dice and Spinners to simulate throwing different dice. If you can't access this get your partner to choose a number but keep your addition grids hidden!</p>

Game 1:

Each of you draw an addition grid like this:

$$\begin{array}{|c|c|} \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline \end{array} = \underline{\hspace{2cm}}$$

Take turns to throw the dice. After each throw of the dice, you each decide which of your cells to put that number in.

Throw the dice four times until all the cells are full.

Whoever has the sum closer to 100 wins.

There are two possible scoring systems:

- A point for a win. The first person to reach 10 wins the game.
- Each player keeps a running total of their "penalty points", the difference between their result and 100 after each round. First to 500 loses.

You can vary the target to make it easier or more difficult.

Challenge:

- Throw the dice 6 times and see who can get closest to 1,000
- Throw the dice 8 times and see who can get closest to 10,000
- Add decimal points to your questions

Daily English**Write an outdoor adventure story:**

Well Year 4, it's time to write your adventure story! You have planned it, thought of characters for your story, and described where it takes place. Today, we will be looking at ways to start your story.




A good opening makes the reader want to read on. A good opening tantalises the reader with an idea of **who**, **where**, **when** or **what** is happening (or is going to happen).

Different ways to start stories:

Stories can open with a **character description**. 'Mr Stink stank. He also stunk'.

from *Mr Stink* by David Walliams

- Stories can open with a **description of a setting**. 'There was once a gaggle of mountains, tall and proud, each with a hat of snow.' from *Stone Goblins*, by David Melling
- Stories can open with a **description of both a character and a setting**. 'A thousand miles ago, in a country east of the jungle and south of the mountains, there lived a Firework-Maker called Lalchand....' From *The Firework-Maker's Daughter* by Phillip Pullman
- Stories can open with **dialogue**. 'Mollly!' Maria shouted to her sister, 'Would you please shut that window....' from *School for Stars: Second Term at L'Etoile* by Holly and Kelly Willoughby
- Stories can open with **action**. 'Jesse was always finding bones in the great bog-oak field where they dug the peat for the winter fires.' from *The Ghost of Grania O'Malley* by Michael Morpurgo
- Stories can open with a **question**. Good openers sometimes leave the reader with an unanswered question, which can only be answered by reading on. 'Ever had the feeling your life's been flushed down the toilet?' From *The Toilet of Doom* by Michael Lawrence
- Stories can open with a **statement**. 'In fairy tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.' from *The Witches*, by Roald Dahl
- Stories can open with a **fronted adverbial**. 'Ages ago, Alex, Allen and Alva arrived at Antibes...' from *Alphabetical Africa* by Walter Abish

	<p>Now we want you to create two starts for your outdoor adventure story, look at your plans and story line to help.</p> <p>Which do you prefer, and which one are going to use in your story?</p>
Healthy Me	<p>Invent a secret code and write a message to members of family. See if they can crack the code!</p> <p>Get them to create a code as well and see if you can crack it.</p> 
Problem of the Day	<p>Can you find these things but they all have to start with the letter 'Y'</p> <p>A) A food B) An instrument C) A country D) An animal E) A girl's name</p>
<p>The activities below are supplementary and can be used to further extend learning opportunities whilst at home.</p>	
Home Learning	<p>Please look at your Home Learning grid.</p> <p>Visit the school website at https://www.newbridge.bathnes.sch.uk/ and go to the tab Classes and click on your class.</p> <p>Please plan and complete these activities throughout the duration of the school closure.</p>
National Curriculum Word Lists	<p>Look in your Reading Log and find all of the spellings for your year group. How many of these can you learn? Can you write a sentence using the words?</p>
Curriculum Overview	<p>Take time to look at the Curriculum Overview for your year group. This can be found on the school website at https://www.newbridge.bathnes.sch.uk/ Go to the tab Key Information, go down the menu on the left hand side to Curriculum, go to Termly Overview and click on the one for your year group.</p> <p>Talk to a grown up at home and decide on an aspect you would like to find out more about. This means that when you come back to school, you will be able to share something new.</p>
Useful websites	<p>Please see the useful websites list.</p>
<p><i>Well done for trying all of these areas of learning. Please can I ask that your parent sends a few lines in an email to let me know what you have completed today.</i></p> <p>4H: 4h@newbridge.bathnes.sch.uk 4C: 4c@newbridge.bathnes.sch.uk</p> <p><i>Please look out for tomorrow's learning, from Mr Hempleman and Mr Cumpson</i></p>	

Alice in Wonderland

This extract comes from the beginning of Chapter 2. Alice ate a piece of cake and it made her begin to grow incredibly tall.

"Curiouser and curiouser!" cried Alice, quite surprised at the strange words she had just spoken. "Now, I'm opening up like an enormous telescope!" Alice looked down and noticed that her feet were so far away that they were nearly out of sight. "Goodbye feet! I wonder who will put shoes and socks on you now. I know I won't be able to for I am too far away. You will have to do it yourselves!"

At this point, Alice began to worry that if she ignored her feet altogether then they might do the same to her. Concerned about the possibility of her feet taking her in the wrong direction, Alice decided that she would send them a present every Christmas to make sure they still liked her. As she thought about what to send a pair of feet, she realised how odd the address would look:



Just then, Alice's head banged against the ceiling. She was now more than nine feet tall. At once, she grabbed the little key and hurried over to the locked door. However, although Alice was tall enough to get the key, she was now far too large to make it through the unlocked door. As she lay on her side, one eye peering through the opened door, she began to cry.



Talking to herself out loud, Alice forcefully said, "You ought to be ashamed of yourself. A great girl like you to cry like this! I demand that you stop right now!" Unsurprisingly, telling herself off had done nothing to stop the flow of tears and there was soon a large pool of salty water surrounding her that reached halfway down the opposite hall.

Alice in Wonderland

After a while, Alice heard the quiet sound of feet in the distance and quickly dried her eyes to see what was coming. It was the white rabbit that she had seen earlier. This time, he was carrying a pair of white gloves in one hand and a large fan in the other. He seemed to be in a great hurry, muttering to himself as he came closer, "Oh dear! Oh no! Oh, she won't be happy if I've kept her waiting!"



Alice, who was so desperate for help at this point, forgot that he was a rabbit and began to ask for assistance. "Please sir, if you wouldn't mind..." The rabbit, shocked to see that Alice was in front of him, dropped everything and immediately ran away.

Alice lifted the now sodden fan and gloves from the floor and began to fan herself while thinking out loud about what had happened over the past few hours. "Everything has been very strange today. Yesterday, things just went on as usual but they are now all in a muddle. I wonder if I've been changed during the night. Let me think. Was I the same when I woke up this morning? I almost think I can remember feeling a little different. Although,

if I'm not the same, the next question is... who in the world am I?" Worried that she was now somebody else, Alice began thinking of all the children she knew who were the same age as her to see if she could have been changed into any of them.



"I'm sure I'm not Ada," she said, running one hand through her hair. "Her hair grows in long ringlets and mine isn't doing that at all!" She paused to think again. "I can't be Eva either," she decided. "She is so small that she would never be able to grow as tall as I am now!" After comparing herself to several other children in her class, Alice had to accept that she was likely a different person altogether and not an Ada, an Eva or even an Alice.

