

Thursday 9th July: Good Morning Year 4. Here are the Dingbat answers: **Top Secret, One in a Million, Head Over Heels and You're Under Arrest.**

Today's are a little trickier, can you answer all 4? Did you manage to eat only healthy snacks? Did you exercise for 20 minutes? The work today is based around setting the scene. Whether you are creating a map or describing a place you are going to need to use your imagination! Settings give the reader their first pictures of a story and can set the mood. Who knows what wonderful places you are going to paint in words! Have fun today getting lost in worlds of your own imagination!

Mr H and Mr C

Daily reading

Today, please read for 30 minutes. If anyone at home has the opportunity to discuss this with you, please ask them to.

Read the extract from David Walliam's book, '**Slime**'. Find the meaning of any words that you don't understand by using a dictionary or asking an adult. Then try and answer these questions:

1. *Look back through the first extract and skim and scan to search for any evidence that describes the Isle of Mulch. What impression do you have of the Isle of Mulch?*
2. *Would you like to live on the Isle of Mulch? Write two sentences explaining your answer. Remember to use the word '**because**' to explain your answer.*

Daily times tables

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.

Times tables website: <https://www.timestables.co.uk/>

Termly Spellings

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.

Using the words and writing them down are the best ways to learn them. Activities you could do are:

- 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 the what the words mean with the word in the picture
- Create a word search
- Create a crossword
- Test your parents!

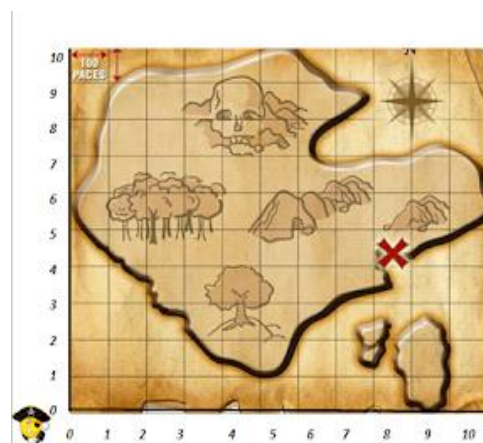
Daily Maths


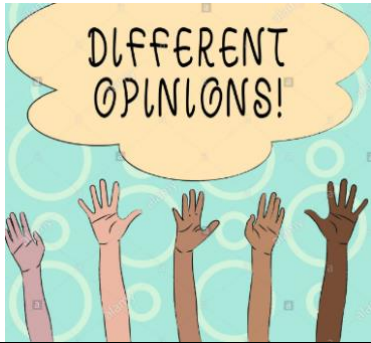
Coordinates:

Today, we want you to create a treasure map. Watch this video about reading coordinates:

[Reading Coordinates BBC](#)

You could make a treasure map based on your story or even *for* your story. Create a 10 x 10 grid and start to draw some places that appear in your story onto the grid. You could draw an island but you don't have to. This will give you your map. On each horizontal line (□) put a number starting with **1**, (zero goes in the bottom left hand corner.) On each vertical line (□) put a letter starting at **A**. You can now work out the coordinates of all the places on your map. Now write instructions to find treasure on your map.



	<p>Write directions for someone to follow to find your hidden treasure. Use coordinates to guide them. Share them with a family member or a friend. Can they find your treasure? You could write questions like: What would you find at 3E? What lies 5 squares East of 2G?</p> <p>Challenge: You could create a map of your garden or house (if it's raining) and write clues to get to the next clue, eventually ending up at a treasure! Now that would be a real adventure!</p>
<p>Daily English</p>	<p>Punctuation: Fronted Adverbials:</p> <p>Add a fronted adverbial to each of these phrases to describe where, when or how something happened.</p> <ol style="list-style-type: none"> 1. The rocket went into space. 2. We discovered we were lost. 3. The octopus reached out its arm. 4. I was face-to-face with an elf. 5. The dinosaurs stampeded. <p>Challenge: Extend your fronted adverbials to make them into adverbial phrases. Also add description and detail to the sentences by using different tools: adjectives, similes, conjunctions.</p> <p>Describing a setting: A setting is a location within your story. If you change location, you have to describe the location to the reader. This video describes what a setting is:</p> <p>Describing a setting BBC</p> <p>Why not draw one of the places on your map in more detail and then add phrases and words to describe it. Remember to not only describe what it looks like, but you describe the sounds, smells and how it feels to be there. The more detail you added the greater the picture you paint for the reader.</p> 
<p>Healthy Me</p>	<p>Use different cushions or chairs in a room to represent different points of view on:</p> <ul style="list-style-type: none"> • Should bedtime be later during lockdown? • Should children have schoolwork to complete during lockdown? • Should restaurants and cinemas be re-opened? <p>Play at moving around each of them to look at a situation from different perspectives. Make this fun and not too serious.</p> 
<p>Problem of the Day Dingbats</p>	<p>MEREPEAT NA FISH 1. BLAME • __RANGE NA 3. BLAME</p>
<p>The activities below are supplementary and can be used to further extend learning opportunities whilst at home.</p>	
<p>Home Learning</p>	<p>Please look at your Home Learning grid. You should have a copy in your folder, if not visit the school website at https://www.newbridge.bathnes.sch.uk/ and go to the tab Classes and click on your class. Please plan and complete these activities throughout the duration of the school closure.</p>

National Curriculum Word Lists	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?
Curriculum Overview	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. 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.
Useful websites	Please see the useful websites list.
<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 style="text-align: center;">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>	

SLIME by David Walliams

The little ISLE OF MULCH was home to less than a thousand people, 999 to be precise. I told you it was less than a thousand. One of these 999 people was a boy named Ned. 'Ned' wasn't short for anything - he was just called Ned. Ned was eleven years old. He'd been born on MULCH and, like most islanders, had never left.

To say Ned was an ordinary boy would be wrong. He wasn't ORDINARY – he was extraordinary. Ned had been born with legs that didn't work. He couldn't walk at all, so was found a battered old rusty wheelchair and he learned to use it. The boy could often be seen whizzing around the island, doing stunts and wheelies to delight his friends.

'I got the ZOOMIES!' he would cry as he whizzed past.

Home for Ned was a tiny weather-beaten old cottage. The cottage perched on the edge of a cliff overlooking the raging sea that surrounded the island.

From dawn until dusk, Ned's mother and father were out of the house at work. Dad was a fisherman, so was away at sea all day on his fishing boat. Mum sold the fish dad caught at the island's market. The only fish you could catch around the ISLE OF MULCH were called shoe fish. They were fish shaped like shoes.

They tasted like shoes too. The overriding flavour was foot sweat. But the locals became used to the taste, disgusting though it was. They had no choice.

Needless to say, both Ned's parents absolutely STANK of fish. But Ned didn't see or even smell much of them as the pair were always working.

Instead, the boy was left at home alone with his older sister. Jemima resented Ned deeply. She might have been the older one, but it was her younger brother who got all the attention