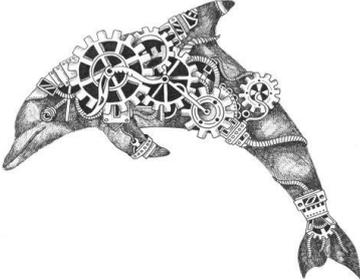


<b>Maths</b>	<p><b>Maths No Problem Workbook 4B, Chapter 8 – Decimals</b></p> <ul style="list-style-type: none"> <li>- This will be accompanied by a PDF of teaching notes which will include the learning that needs to take place before completing the workbook. Please use this with your parent log in for Maths No Problem. Children are very familiar with this structure and know that they need to look at the initial problem and 'In Focus' task and 'Let's Learn' section, followed by 'Guided Practice' and then the workbook.</li> </ul> <p><b>Core maths skills to practise:</b></p> <ul style="list-style-type: none"> <li>- TT Rockstars</li> <li>- Reading clocks in real life settings and noticing the time that routines start and finish.</li> <li>- Dividing things (pizza, cake, fruit) into fractions and converting this to decimals.</li> <li>- Play a number line game. Draw a number line and label the ends 0 and 66.6. Roll a 0-6 dice 3 times to make a 2-digit decimal, e.g. roll 3, 4 and 6 to make 34.6. Place that number on the number line. Then, another person does the same. The winner is the person to get three decimal numbers in a row.</li> <li>- <a href="https://www.ncetm.org.uk/public/files/23305622/Mastery_Assessment_Y4_Low_Res.pdf">https://www.ncetm.org.uk/public/files/23305622/Mastery_Assessment_Y4_Low_Res.pdf</a> Some extension activities if you need them.</li> </ul>
	<p><b>Monday</b> Lesson 11, pages 21 – 22. Lesson 12, pages 23 – 24.</p>
	<p><b>Tuesday</b> Lesson 13 and 14, pages 25 – 28. This will require only teaching the input for lesson 13 on the planning sheet. Lesson 14's input is still included for you on the separate planning sheet.</p>
	<p><b>Wednesday</b> Lesson 15, pages 29 – 30. Extension activity: Create some word problems involving fractions being converted to decimals. Send one to us to solve!</p>
	<p><b>Thursday</b> Lesson 16 and 17, pages 31 – 35. This will require only teaching the input for lesson 16 on the planning sheet. Lesson 17's input is still included for you on the separate planning sheet.</p>
	<p><b>Friday</b> Mind workout from the text book and the workbook. These need to be completed as independently as possible. The mind workout from the textbook can be found on page 57 - 58 on the MNP website and can be copied into the workbook or printed off. Review 8, pages 37 – 42.</p>
<b>English</b>	<p><b>Monday</b> Word of the Week Challenge: Go to the Newsfeed section on our school website (if it is not there, please see our class blog) and watch Mrs Anderson's 'Word of the Week Challenge' video. Take part in the activities on the video. Complete the Word of the Week activity page, thinking about your presentation (download from home learning section or from the newsfeed). Take a photo or scan and email this to <a href="mailto:amazonclass@stanton-st-quintin.wilts.sch.uk">amazonclass@stanton-st-quintin.wilts.sch.uk</a> Now challenge yourself and your grown-ups to use this word correctly throughout the week!</p> <p><b>Tuesday</b> Last week we looked at the features of an explanation text. Hopefully you all found the examples on the website and identified the success criteria: how/why used in titles, diagrams, flow charts, information and facts, detailed descriptions, answering a question, time conjunctions. Our apologies, the Water Cycle example seems to have broken, so we have uploaded another to give you an idea of the level of writing expected for this. It is fully annotated with grammar and the success criteria. This week I would like you to write your own explanation text, thinking about the success criteria above. You can either write it about how water is transported in a plant (please see the science planning) or about something else, it is up to you. Use the examples I gave you last week for ideas,</p>

	<p>but do not copy them – please write your own! <b>Today, please focus on planning your explanation text</b>, using the template on the website. Think about the success criteria and accurate spelling! Include your beautiful handwriting please so that you can read it!</p> <p><b>Wednesday</b> Using your plan from yesterday, write an explanation text. Think about:</p> <ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Accurate spelling</li> <li>- Commas</li> <li>- Apostrophes</li> <li>- Paragraphs</li> <li>- Exclamation and question marks</li> <li>- Prepositions, e.g. Next to the house, by the side of</li> <li>- Fronted adverbials, e.g. Later that day, I heard the bad news.</li> <li>- Adverbs</li> <li>- Time conjunctions</li> </ul> <p>When you have written your explanation text, send a copy of it to us and we will give you some feedback by Friday.</p> <p><b>Thursday</b> Spelling test day! Grammar task: Adverbs worksheet (with correct answer sheet). There are three versions, mild, spicy and hot – please pick the one that you want to do.</p> <p><b>Friday</b> Respond to any marking from Mrs Todd and Mrs South. Purple polish your writing. Written reading comprehension activity: design a poster advertising your book. What are the main selling points? How are you going to get people to want to read it? What makes this book the best book to buy?</p> <p><b>Reading</b> Reading for at least 20 minutes every day. Ask your child questions about what they have just read to check they have understood their reading. For example, How do you think ..... was feeling when ...? What does ..... mean? Can you think of a synonym for that word? Can you explain the story to me so far? Who is your favourite character and why? Who is the author and what other books have they written? Is this book similar to any other books you have read and why? What do you think will happen?</p> <p><b>Spellings</b> Your child’s term 5 spelling list is now on our website. Please test your child on these words on a Thursday as they would at school and to practise using them in a sentence.</p> <p><b>Other subjects</b> <b>Art and D&amp;T: Mrs Austin’s Challenge!</b> Steampunk art! Steampunk is a style of art or fashion that merges futuristic technology with the industrial revolution. This term, Mrs Austin’s challenge for you is to create your own moving Steam Punk collage. You need to use different materials, layer them and create the shape of an animal. Some (or all) of the parts need to move using levers. You could use card, wood, plastic, metal, paper, fabric; it is totally up to you! Here are some photos to inspire you:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>This will take time, so Mrs Austin’s challenge will run throughout this term. Good luck and have fun! Make sure to send us some photos or videos of your finished steampunk animal!</p> <p><b>PSHE:</b> You’ve grown – Look at your baby photo again. Can you recognise yourself in the photo? What facial features are still the same? Look at photos of your parents. What facial features do you</p>
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have in common with them? **PARENTS:** Explain that the human body changes shape and size in order to support the activities it needs to be able to do at different milestones in life and that the time of change between childhood and becoming an adult is known as puberty. Your children will probably ask you questions about these changes and puberty. If you need any support or advice before teaching this lesson, please contact us on the class email. If you feel uncomfortable about this lesson, do not teach it.

**Physical Development:** Play outside as much as possible please! Please complete some of the Active Team activities in the Active Teams workbook.

**Religious education:** What is the Trinity? Exploring the Trinity further. Please read the planning on our website provided by Mrs Fisher.

**French:** As-tu un animal? Recap the animals you learned last week in French. Can you write the animals' names in French?

**Science:** How is water transported in a plant? Research and write a flow chart for how water moves through the plant and the different parts of the plant that transport it.

**Computing:** Use Scratch online: <https://scratch.mit.edu/projects/editor/?tutorial=getStarted> Can you improve the game that you created last week or create a new game?

**Music:** What would a Summer's day sound like if it were a piece of music? Pick your favourite song or instrumental piece that would go with a Summer's day. Let us know what you have chosen and why.

Websites to access for support and teaching ideas:

- Pobble 365 (a new picture every day that children could do an additional short burst write about to practise their writing skills daily.
- Times Tables Rockstars- <https://trockstars.com/>
- BBC Bitesize- <https://www.bbc.co.uk/bitesize>
- <https://nrich.maths.org/>
- <https://www.topmarks.co.uk/>
- <https://www.oxfordowl.co.uk/>
- <https://www.twinkl.co.uk/> - they are offering a month free for parents
- <https://www.bbc.co.uk/teach/super movers>
- <https://chatterpack.net/blogs/blog/resources-list-for-home-learning>
- <https://www.youtube.com/watch?v=d3LPrhI0v-w> (Joe Wicks Exercise Classes)

What to do if I do not receive weekly home learning

- Continue to practise those core skills (listed above)
- Playing board games
- Writing a diary
- Writing a story – let your imagination go wild
- Do some beep tests – measure out 20m (or whatever distance you can do in your garden/street.) Play the beep test video: [https://www.youtube.com/watch?v=e0U\\_yQITBks](https://www.youtube.com/watch?v=e0U_yQITBks) Can you run from and to your start point before the beep goes off. Can you beat your score?
- Cooking – weighing out ingredients, dividing amounts equally.