### Work pack- Group $1 - 6^{th}$ July $-10^{th}$ July (1 week)

#### Timetable:

Day	Core	Foundation
Monday	Reading	PE
	Writing	
	Maths	
Tuesday	Reading	Thematic
	Writing	
	Maths	
Wednesday	Reading	Spanish and Transition
	Writing	activity
	Maths	
Thursday	Reading	Science
	Writing	
	Maths	
Friday	Reading	Computing
	Writing	
	Maths	

This timetable is flexible. Some days will be more productive than others. We ask that you do the core subjects (reading, writing, maths) daily, and then balance the foundation subjects as suits you. You may find that doing all of the days work in one go works best (remember to take a short break, though) or splitting it into morning and afternoon suits you better.

If you are unable to complete everything then do not worry. Do your best and that will be good enough.

Remember the assembly on routines – try to start at the same time every day, in a quiet place if possible. Have a clear plan for the day.

There will be some QR codes (barcodes) that you will be able to scan. These will take you to a website with further information or activities on. Any scanning app, eg Barcode Scanner, on a mobile device or tablet will enable you to do this.

## Monday 6<sup>th</sup> July

#### Reading

Take a moment to look at the picture. Write down any questions you have, then answer the questions below.



- 1. What is happening in this scene?
- 2. What is the woman doing? Why is she there? Why is she sitting down? Is she afraid?
- 3. Where did the serpent come from? Where does it live?
- 4. Is the man a prince? How do you know?
- 5. Why is the prince wielding a sword? Is this an ordinary sword?
- 6. Has this prince fought other creatures before?
- 7. Is he brave?
- 8. What thoughts might be going through his head at this moment?



Share your answers to these questions on Dojo.

### **Writing**

This week we are going to create a persuasive poster.

1.Read the model poster below. Identify and label persuasive features using the features poster to support you with this.





2. Are there any persuasive features you are unsure of? Please message on ClassDojo if there is a feature you are struggling with.

If you are struggling, then someone else in the class might be too so this will help everyone.

## **Maths**

467.1 ÷ 1000 =

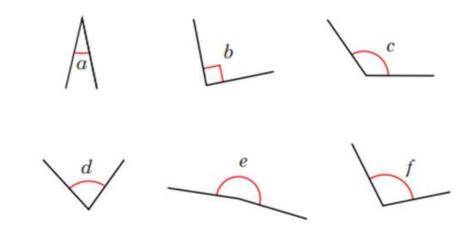
28 × 53

 $31.8 \times 4 =$ 

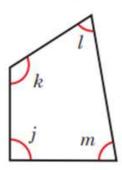
 $2^3 + 2^2 =$ 

 $1\frac{1}{3} \times 2 =$ 

## Compare and order the angles from smallest to greatest.





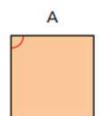


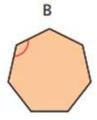
a) Which of the angles are acute angles?

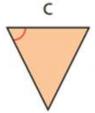
b) Which of the angles are obtuse angles?

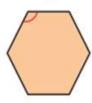
\_\_\_\_

- c) Write the angles in order of size, starting with the smallest.
- An interior angle is marked in each polygon.

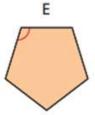








D



Order the interior angles of the polygons from smallest to greatest.

What do you notice about the number of sides a polygon has and the size of its interior angle?

## **ZUMBA** – have some fun and shake those bodies

https://youtu.be/ZNFZ-vsgxrU



### Tuesday 7th July

#### Reading

This week we are going to look at themes within different texts.

A theme is specific to each story. It is a story's underlying message or 'big idea'. This message could tell more about human nature or life in general. Many stories have more than one theme.

A theme of a story is never told to the reader; you need to use your inference skills. To begin to identify a story's theme, think about the following questions:

- 1. Do the characters learn anything throughout the story?
- 2. Do the characters change at all?
- 3. Do the characters have any beliefs about life or people in general?
- 4. Why do the characters act the way they do?

There are many themes that often show up in stories:

- Courage
- Perseverance
- Family
- Friendship
- Growing up
- Acceptance
- Loyalty
- Honesty

Use the QR code or click the link to read Rosa Parks: A life of courage on Epic Books.



https://www.getepic.com/app/read/35932

Class code: epi7927

#### Task:

Read the following extract from the text and answer the questions below.

#### **Extract**

One day, Rosa got on the bus after work. The first four rows of seats were only for white people so Rosa sat behind them. However, she knew that if a white person wanted her seat, she would have to give it up. If she did not, she would be breaking the law.

The bus went from stop to stop. Rosa was tired. She was tired of not having equal rights. She was tired of being discriminated against because of the colour of her skin. Then a white man got on the bus.

The driver asked Rosa to give her seat to the man. Rosa thought about what she should do. She could rise and give up her seat like she had so many times before. Or she could be courageous.

#### Questions

#### Retrieval:

- 1. What was Rosa tired of?
- 2. Who did she need to give up her seat for?
- 3. What does Rosa usually do when the driver asks her to give up her seat?

#### Inference:

- 1. How would you feel if you were Rosa?
- 2. Why didn't Rosa give up her seat straight away this time? Why did she think about what she should do?
- 3. What **theme** do you think this text explores?
- 4. The author says '...she could be courageous'. Why do you think the author describes Rosa's actions as courageous?



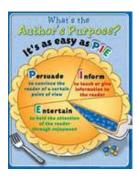
Send your answers on ClassDojo.

#### Writing

\*Please make sure you have completed today's Plastic Pollution Thematic lesson first.\*

Planning: Write a poster about plastic pollution in our oceans

1. What are you writing about and what is the purpose of our writing?



2. Who will be the audience for our writing? How will your writing be suited to them?



First we will look at writing informative statements to use in our poster.

3. Expand the kernel sentences in your books.

Try to focus on choosing the best words possible to express your ideas.

Kernel: It is bad news for them.

What: Who: Why:

Now we will be looking at using emotive language to persuade our audience. Emotive language: words/ phrases that evoke a feeling or emotion in the reader.

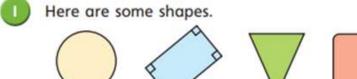
- 4. Look at the images. What do you want your audience to feel?
- 5. Brainstorm a list of adjectives/ emotive words using the pictures.

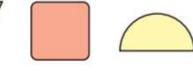


## **Maths**

16 + 8 + 8 =	
703 +100 =	
87 × 1 =	
893 + 27 =	
305 × 0 =	

## **Triangles**











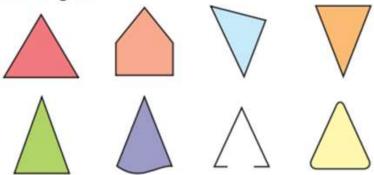




- a) Tick the polygons.
- b) Talk to a partner about the shapes you have not ticked.
  Why are they not polygons?
- c) Write a definition of a polygon.

Compare your definition with a partner's.

Tick the triangles.



For any shapes you have not ticked, talk to a partner about why somebody might think they are triangles.

Ron is classifying triangles.





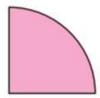
a) Ron is incorrect.

Explain why.

- b) What type of triangle is it?
- Annie is identifying shapes.



This shape has 3 sides, so it is a triangle.

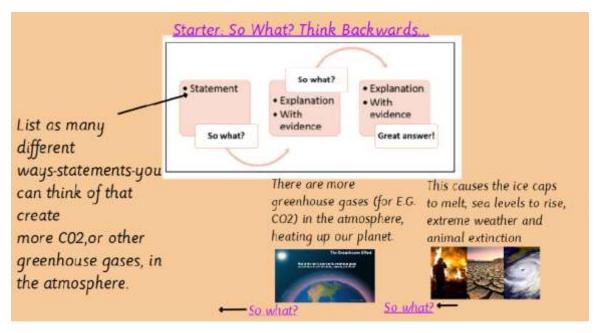


Do you agree with Annie? \_\_\_\_\_

Explain your answer.

## Thematic: Keen to be Green: Plastic Pollution

Starter: Climate Change: Greenhouse Gases Review:



2. Annotate (write keywords or short sentences) for each of the four images that show the reasons for extra greenhouse gases in the atmosphere.









## Keen to be Green: Plastic Pollution

## 1. Use the images to help you answer the questions in your books.

## Appreciating the beauty of our oceans

Have you ever seen the sea? Swam in it? Where? Write a sentence about your stories of being at the sea or what you know about it.



Please watch some of the BBC Ocean Deep video clips: https://www.bbc.co.uk/ programmes/b0074t5y/clips



#### BEFORE:

What might the oceans have been like before plastic pollution?

## Before and after



AFTER: What could happen to the oceans and life on earth due to plastic pollution?

### READING: The Problem with Plastic Pollution

Did you know that scientists believe 79% of the world's single use plastics aren't being recycled and are ending up in landfills, oceans or are burned?

Each day, approximately 8 million pieces of plastic pollution enters the world's beautiful blue oceans. And that's seriously bad news for our friends beneath the waves...plastic is killing nearly 1.1 million sea creatures and birds.

PAUSE POINT: 2. Why is plastic pollution 'bad news' for sea creatures and oceans?

3. How do you think plastics harm the sea creatures?

Plastic is an amazing man-made material used to make all kinds of things. Bike helmets, many medical supplies that save lives, and plastic water bottles can bring clean drinking water to people who don't have it. The problem is most of us use more plastic than we need to, and half of the plastic produced is used just once and thrown away. This so-called 'single-use plastic' is used to make all kinds of items, such as shopping bags, straws and food wrappers.

- 4. What are single-use plastic?
- 5. How do you think plastic gets into the oceans in the first place?

### Wednesday 8th July

#### Reading

As we identified yesterday, the theme we are exploring through our texts this week is courage and bravery.

What does it mean to show courage or bravery?

Can you think of a time where you showed courage?

Watch the video of the story 'Tomorrow I'll be Brave' by Jessica Hische.



https://www.youtube.com/watch?v=18hnx8BvcXo

The author uses a lot of images in the story. Why do you think she has done this? What effect do these images have?

Look at the following extract:

Tomorrow I'll be brave,

There's nothing I can't do.

I won't be scared but if I am I know that I have you.

Tomorrow I'll be all the things I tried to be today:

Adventurous, Strong, Smart, Curious, Creative, Confident, & Brave.

And if I wasn't one of them, I know that it's OK.

But tonight I'm very sleepy so now it's time to rest.

Tomorrow I'll be all these things

Or at least I'll try my best.

How does this text explore the theme of being brave and having courage?

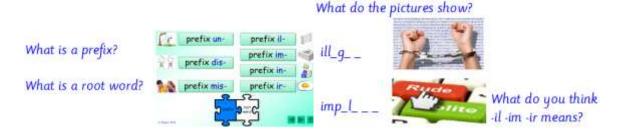
What can we learn from this text?



Share your answers and thoughts on ClassDojo.

#### Writing

Today we will be learning about prefixes and spelling words with prefixes.



active	mature	✓ regular	✓ legal
capable	mobile	rational	literate
credible	✓ possible	responsible	legible
accurate	✓ patient	resistible	✓logical
	polite		
in	im	ir	11

Can you think what the spelling rule is?

**1.**Practise spelling the words with prefixes '-in' '-in' '-in' '-il' using a chosen method in your books. Practise those with a green tick first as they are the most relevant to our writing.

(Look cover write check, segmentation/ chunking, pyramid, draw around the word, speed write)

2.Please view the SpellZone Word List: 'Prefixes which change':

https://www.spellzone.com/word\_lists/list-3925.htm and 'A Mixture of Prefixes Set 2': https://www.spellzone.com/word\_lists/list-3898.htm



Click 'Learn' to use Look, Cover, Write, Check.

Click 'Games' and play Egg Hunt, Word Search and Against the Clock to practise the spellings.

## **Maths**

3	6	÷	3	
•	•		-	

$$\frac{9}{11} - \frac{1}{11} =$$



Match the type of triangle to the definition.

scalene

2 sides and 2 angles equal

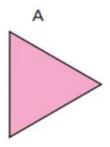
equilateral

no sides or angles equal

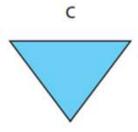
isosceles

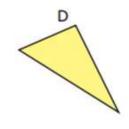
all sides and all angles equal

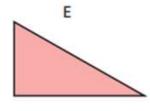
6 Label each triangle as either equilateral, isosceles or scalene.
You will need to measure the side lengths.

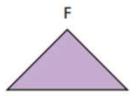




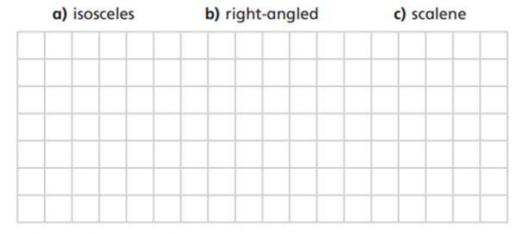








Draw each triangle in the grid.

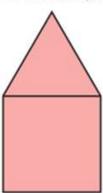


Which triangle was hardest to draw?

The diagram shows an equilateral triangle and a square.

The perimeter of the square is 100 cm.

Work out the perimeter of the compound shape.



perimeter =	cm

## **Spanish**



Follow the link or scan the QR code to learn the colours in Spanish. https://www.youtube.com/watch?v=9gyGENGd9pY



Further practice – click on the colour, listen and repeat.

https://www.thinglink.com/scene/1101294229591687170



e word to the correct colour.



Task 2:

Find the Spanish colours in the word search. Can you remember the English equivalent?



#### **Transition**

Today, we would like you to fill in the following grid in as much detail as possible and share a picture of it with us on ClassDojo so that we can discuss the things that you are **excited** about, some of the **worries** you may have and



to answer some of you **questions** about moving into your new year group. Please be as honest as you can!

Things I am Excited about:	Things that I am worried about:
Questions I have about moving	into my new class and year group

## Thursday 9<sup>th</sup> July

## Reading

Our work today will focus on a novel called Dindy and the Elephant.

Terrified by wild animals and snubbed by the local children, Dindy starts to realise how little she knows about India, even though it's the only place she has ever called home. But her life is about to be turned upside down as her father tells her they are leaving India for good.

Read the extract and answers the questions below.

After I'd heard all that, it wasn't surprising that I thought about England all the time. I kept trying to imagine what it was like over there. I was born in India, and it had always been my home. Our bungalow, our garden, the trees we climbed, the bright green tea plantation stretching away on all sides, the singing of morning hymns from the Hindu temple in the valley below, the jungle-topped hills above, Krishna and Sunderam and above all Shanti – they were the whole world to me.

The thought of living in England scared me. I'd never even been there. All I knew was that it was cold and grey and smoky, and the war had smashed everything up, and there wasn't anything nice to eat in the shops, and everyone lived in boring little boxes like the photographs of Granny's semi-detached house in Croydon, and people had to wash their own clothes and even cook their own food because there weren't any servants.

#### Questions

#### Retrieval:

- 1. Where was Dindy born?
- 2. What does Dindy think about 'all the time'?
- 3. What adjectives does Dindy use to describe England?

#### Inference:

- 1. Why do you think the thought of living in England scares Dindy?
- 2. Do you think Dindy comes from a rich family? How do you know?
- 3. Do you think Dindy will show courage in this story? What might she do that is brave?

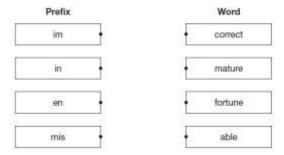


Send the answers to these questions on ClassDojo.

Writing

**Starter: Prefixes Review** 

Draw a line to match each  ${\it prefix}$  to a word to make  ${\it four}$  different words. Use each prefix only once.



Today we are going to plan persuasive language to use in our posters.

1. Please read the model examples. Then either adapt, improve and innovate them or write your own ideas completely in your books.

Use your words/ phrases created so far this week and learning from your thematic lesson: plastic pollution to support you.

Try to include your year 4 spelling words from yesterday. Example: irresponsible

Alliteration/	Perilous Plastic Pollution, Problematic Plastic Pollution Perishes lives.
Fact	Each day, approximately 8 million pieces of plastic pollution enters the worlds beautiful blue oceans.
Opinion/	We are responsible for plastic use and must save our oceans!
Rhetorical questions	How many items of plastic have you thrown in your rubbish bin today? This week? This year?
Repetition	Save on the plastic, save their lives, save our lives.
Emotive language	Single use straws suck lives, wasteful, innocent, irresponsible, inhumane
Statistics	79% of the world's single use plastics are not being recycled.
Triples (rule of three)	Littering our oceans is irresponsible, inhumane and irreversible

S S S S S S S S S S S S S S S S S S S

## **Maths**

75 × 6 =

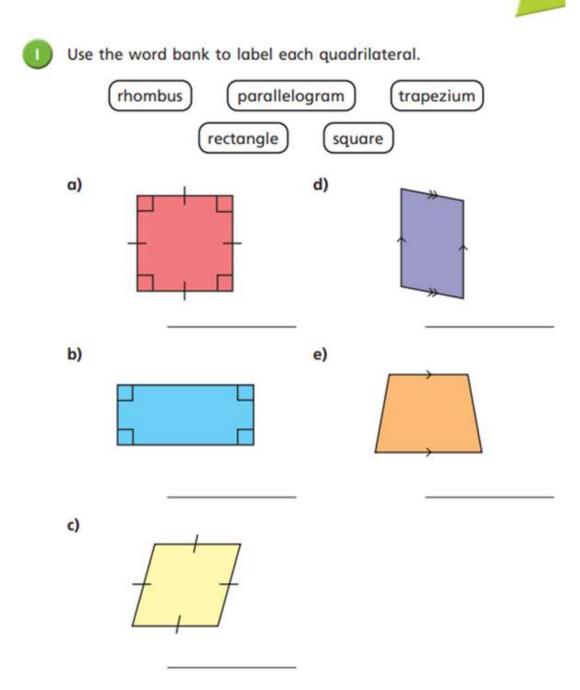
 $\frac{1}{5}$  of 75 =

6.1 × 10 =

576 ÷ 4 =

34,555 - 15,671

## Quadrilaterals



How did you know which shape was which?

Here are some quadrilaterals. A В C E D a) Mark any right angles on the shapes. One shape has been done for you. b) Mark any pairs of parallel lines. One shape has been done for you. c) Which shapes do not have any right angles? d) Which shapes have two pairs of parallel lines? e) Which shapes have four equal sides?

Compare answers with a partner.

#### **Science**

#### Food chains

## Nutrition

Today we are going to look at the nutrition of animals and humans.

Nutrition is when we eat food to give us energy.

Adults and children need lots of energy to help them keep moving and keep their bodies healthy! Children also need food to help them grow



# Thinking Time...

Who can remember what the 7 life processes are?

# What types of food do we eat?

In Year 3, you learnt all about how to have a healthy balanced diet.



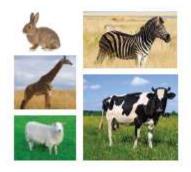
Food containing fat/sugar

We need to eat lots of fruit, vegetables and carbohydrates. We also need protein. We should limit any foods that have a lot of fat or sugar.

# Different types of nutrition

## Different animals have different diets.

Animals who just eat plants are called **herbivores**.



Animals that just eat other animals are called carnivores.









Animals that eat plants AND animals are called omnivores.









## Thinking Time...

## Food chains

Sometimes, scientists use **food chains** to show what different animals eat in a **habitat**.

This is a simple food chain:



Look at the arrows, what do you think they mean?

## Food chains

In a food chain, the arrows mean 'is eaten by'.

Grass is eaten by the rabbit The rabbit is eaten by the fox.



Can you name the herbivore and carnivore in this food chain?

#### Task:

# Simple food chain

Can you make a food chain from 3 of these living things?

# Sorting Living Things...

Living things can be sorted into producers, prey and predators.

Living things that make their own food are called **producers**.
All plants and trees are **producers**.



Animals that are hunted for food are called **prey**.



Animals that hunt other animals for food are called predators.



Did you know? Some living things could be prey and a predator! How would this happen?

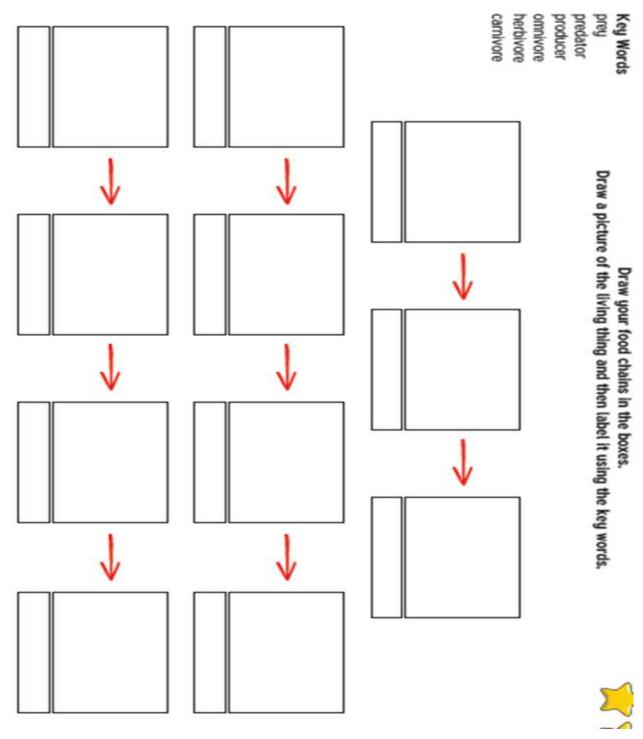
#### Task:

Use the pictures of living things below to create food chains. Label the producer, predator and prey in each picture.

#### **Helpful Hints!**

- 1. You don't have to use all the pictures.
- 2. You can use each living thing in more than one food chain!







Share your food chains on Class Dojo.



## I have sorted living things but I think I've done it wrong!

## Can you spot my mistakes?

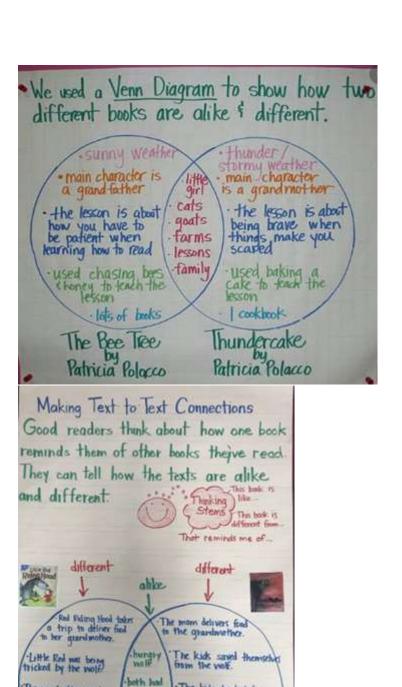
Producer	Prey	Predator
~U		

## Friday 10<sup>th</sup> July

#### Reading

Think about all you have learnt about the theme courage/bravery and the texts we have studied this week. Today you are going to use a Venn diagram to compare these stories, how they are similar and different and how the explore the theme. You can either compare all three texts or choose your favourite two.

Here are some examples of what your Venn diagram should look like:



·The kids tricked the wolf.

The wolf died at the

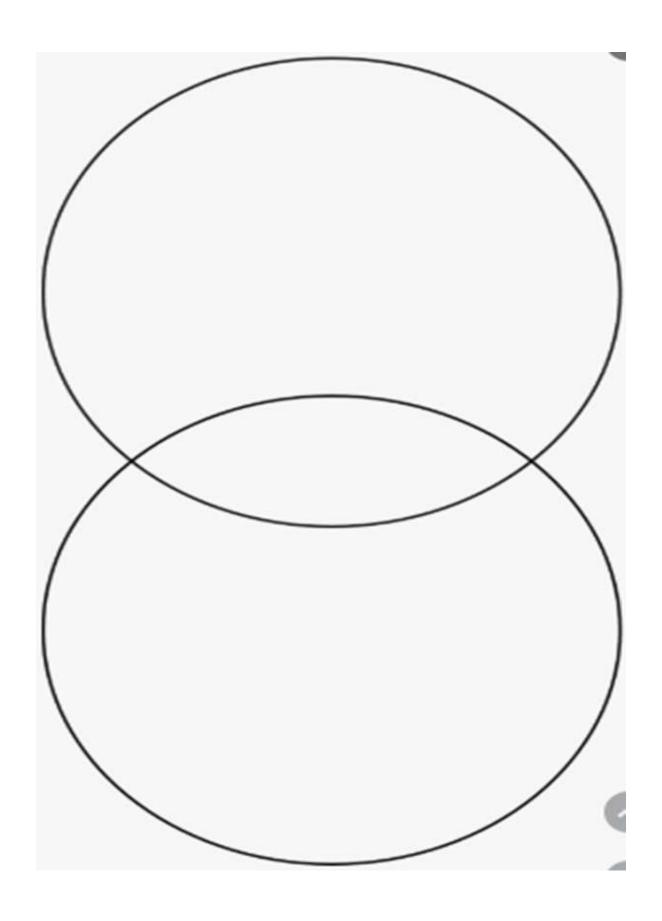
a grandma

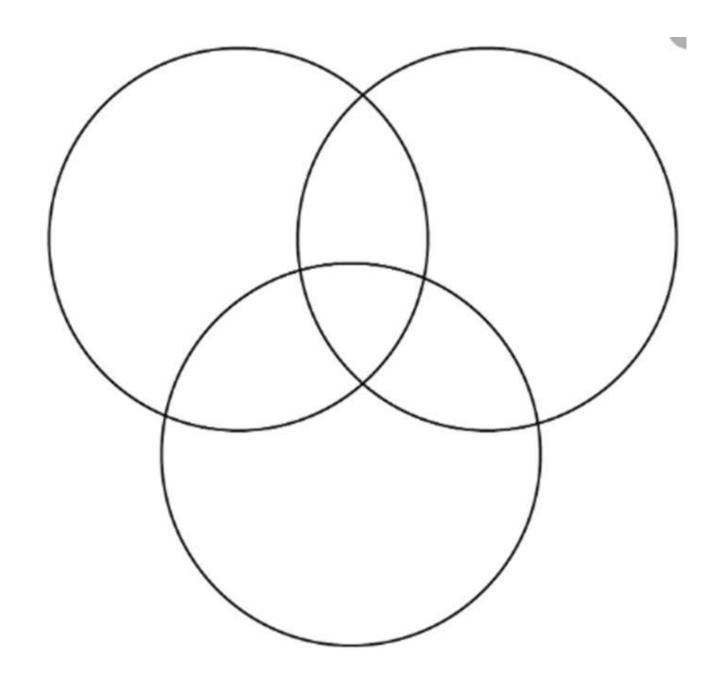
end.

The woodculter savel

×3918

. The wolf ran away





## Non-fiction Writing: Write a Poster to inform people about plastic pollution in our oceans and persuade people to stop using single use plastics.

Use your sentences and developed vocabulary from this week to support you.



Use the poster from Monday as a model and look on Class Dojo for more model examples.

### Word Bank:

abolish	overcome	realise	resist	cruel	innocent	shameful
exploit	prevent	reduce	save	corrupt	outrageous	vulnerable
eliminate	replace	reuse	stop	freedom	repulsive	wicked
achieve	resist	save	solve	irresponsible	threatened	irreversible

#### Success Criteria:

Success Criteria:	I think
Emotive language (reviewed in week 5 and 6).	
Personal Pronouns (reviewed in week 3).	
Subheadings.	
Year 4 spellings of words with prefixes.	



Take a photograph of your final piece (checked and edited) and share it on Class Dojo.

#### **Maths**

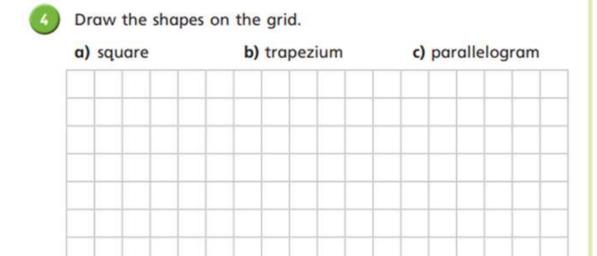
2.67 × 5 =	
42 × 39	
2.06 ÷ 100 =	
$0.8 = \frac{?}{100}$	
7.3 + 1.48 =	

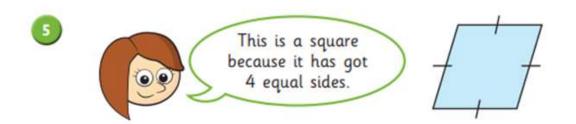
## Complete the table.

Shape	Polygon?	Number of sides	Number of right angles	Number of pairs of parallel sides	Number of equal sides
	Yes	4	4	2	2 pairs
					2
<b></b>					
<b></b>					

What is the same about all of the shapes?

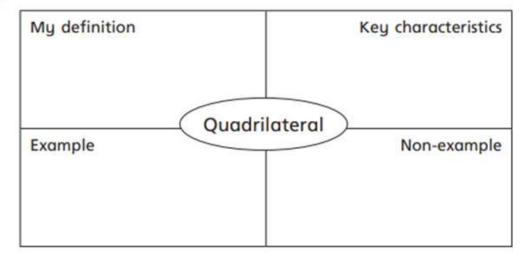
What is different?





Do you agree with Rosie? \_\_\_\_\_ Explain your answer.

Complete this Frayer Model to describe a quadrilateral.



### **Computing**

Welcome to Dance Mat Typing, a fun way to learn touch typing.

There are four levels to play, each divided into three stages.



Click on the link below to begin or scan the QR code.

https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr

The important things to remember are:

- Use the correct fingers
- There's no need to rush!
- Always rest your wrists on the desk.

#### **Health and Safety**

Sit comfortably with your back up straight and your feet on the ground!

You should take a rest, and shake your hands and arms to relax your muscles if you get tired.

Happy typing!