

Year 4 - PACK 2 - Week 4 – Week Beginning 25.01.2021

Monday	Reading – ‘Dinosaurs Can’t Fly’ Writing – Exploring a Setting Description Handwriting Practice Maths – Add and subtract 2-digit and 3-digit numbers - not crossing 10 or 100 Thematic – What was Britain like before the Romans?
Tuesday	Reading – ‘Dinosaurs Can’t Fly’ Writing – Using adjectives to describe Spelling Practice Maths – Add 2-digit and 3-digit numbers - crossing 10 or 100 Science – How do we classify the diet of animals?
Wednesday	Reading – ‘Dinosaurs Can’t Fly’ Writing – Using adverbs to describe Handwriting Practice Maths – Subtract a 2-digit number from 3-digit numbers - crossing 10 or 100 PE – Burpees Challenge Computing – NASA Moon to Mars
Thursday	Reading – ‘Dinosaurs Can’t Fly’ Writing – Describing using the 5 senses Spelling Practice Maths – Add two 3-digit numbers - not crossing 10 or 100 PSHE - My Hopes and Dreams RE – What Matters to Jewish People?
Friday	Reading – ‘Dinosaurs Can’t Fly’ Writing – Expanded noun phrases Handwriting Practice Maths – Add two 3-digit numbers - crossing 10 or 100 Spanish – Spanish Colours

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	Reading – ‘Dinosaurs Can’t Fly’ Writing – Exploring a Setting Description Handwriting Practice Maths – Add and subtract 2-digit and 3-digit numbers - not crossing 10 or 100 Thematic – What was Britain like before the Romans?
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READING Monday 25th January 2021 – ‘Dinosaurs Can’t Fly’

Activity 1 – Reading

Read the first paragraph from the text ‘Dinosaurs Can’t Fly’ and answer the questions below.



Meet Freddie. Freddie is a dinosaur. A green dinosaur. A ferocious, green dinosaur who has razor sharp teeth and short, stubby arms. Freddie lives in a dark, gloomy cave at the bottom of the tallest mountain you have ever seen. Freddie has a friend called Terry. Terry is a pterodactyl, who can fly high in the sky.

Can you write down any other facts that you know about dinosaurs?



Activity 2 – Questions:

Retrieval

1. Find and copy two adjectives that describe Freddie.

2. Where does Freddie live?

3. What is Freddie’s friend called?

Vocabulary

4. The word ferocious means **deadly**. Can you think of another word that is similar to the word ‘ferocious’?

Inference

1. *‘Freddie is a dinosaur. A green dinosaur. A ferocious, green dinosaur who has razor sharp teeth and short, stubby arms.’*

What type of character do you think he is? Explain why.

I think he is a _____ character because _____

WRITING Monday 25th January 2021 – Exploring a Setting Description

Over the next two weeks, you will be looking at all of the features that make up a good **setting description**. We will be practicing lots of different types of description and sentence structure this week to help us with our planning and drafting next week.

Task 1 – What are setting descriptions?



What do you already know about setting descriptions (**remember, we looked at these at the start of Year 4**)? Discuss with an adult or write notes in your exercise book. Do this before you watch the video and after, so that you can add to your mind map/list.



Watch the video by following the link below or scanning the QR code to find out more about setting descriptions.

<https://www.bbc.co.uk/bitesize/clips/z2vpyrd>

DEFINITION:

A story setting is the location (place) in which a story takes place. The setting could be a forest, a haunted house, a magical wonderland or even Mars!

Task 2 – Reading a setting description:

Read the **setting descriptions** below and then listen to me reading them (I will post the video on Class Story). **Circle** any words that you don't know how to pronounce, so that you can listen out for them.

The Rainforest

The enormous trees loomed over the mossy green floor and stared down at the wild creatures below. Thin beams of sunlight shone between the thick, rustled leaves and created spotlights on the beautiful flowers underneath. There was a hum of noise. Excited bees were buzzing. sneaky monkeys were howling. The leaves rustled and birds calling. The air was thick with heat. Suddenly, the calm sky erupted and a downpour of violent water hit the treetops making a rumbling sound. The wonderful colours were incredible! Bright blue bugs, glorious green plants and stunning pinks, yellows and oranges from the unique flowers ran through the vast space.



WORD	DEFINITION
Loomed	To stand over something
Hum	A long, low sound

Task 3 – Finding adjectives:

In this task, you need to highlight all of the adjectives in the setting description that are used to describe the setting. The first few examples have been done for you.

adjective

Adjectives describe nouns or pronouns.



delicious
cake



sparkly
diamond

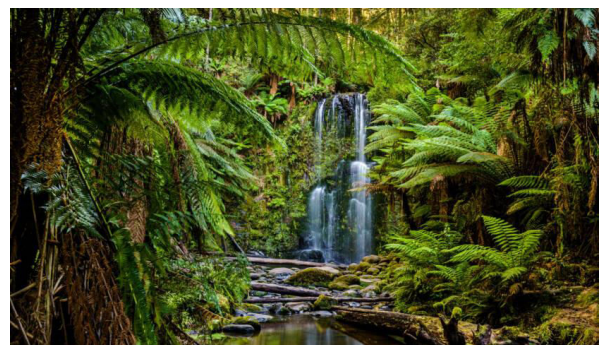


beautiful
flower

twinkl
visit [twinkl.com](https://www.twinkl.com)

The Rainforest

The **enormous** trees loomed over the **mossy** green floor and stared down at the **wild** creatures below. Thin beams of sunlight shone between the thick, rustled leaves and created spotlights on the beautiful flowers underneath. There was a hum of noise. Excited bees were buzzing. sneaky monkeys were howling. The leaves rustled and birds calling. The air was thick with heat. Suddenly, the calm sky erupted and a downpour of violent water hit the treetops making a rumbling sound. The wonderful colours were incredible! Bright blue bugs, glorious green plants and stunning pinks, yellows and oranges from the unique flowers ran through the vast space.



Share your completed adjective highlighting with us on ClassDojo and check the answers at the end of the day.

HANDWRITING – Monday 25th January 2021

Trace and copy the patterns. Say the sounds.

ame

ace

Write the rhyming words, then copy them.

<i>came</i>	
<i>n</i>	
<i>g</i>	
<i>s</i>	
<i>t</i>	

<i>race</i>	
<i>sp</i>	
<i>l</i>	
<i>p</i>	
<i>pl</i>	

Use the space below to practice the joins and words you have been using today. Can you think of any other words that uses these joins?

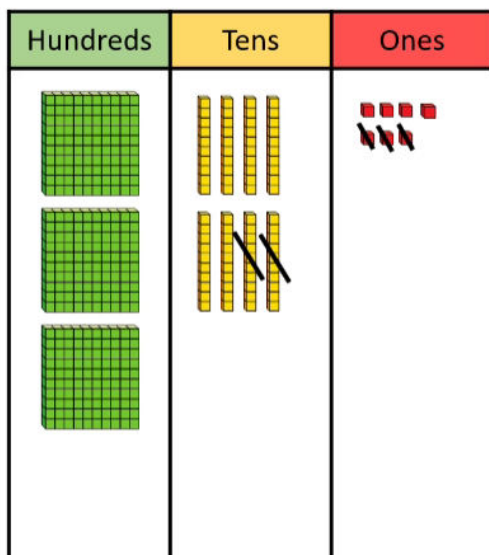
A series of horizontal blue lines for handwriting practice, with a vertical red line on the left side to indicate the starting point for writing.

MATHS – Monday 25th January - Add and subtract 2-digit and 3-digit numbers - not crossing 10 or 100

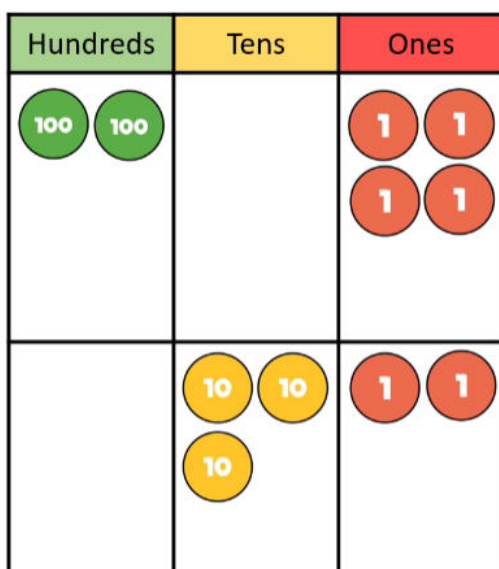
STARTER – Times Table Practice:

$10 \times 8 =$ _____	$11 \times 10 =$ _____	$4 \times 10 =$ _____
$10 \times 5 =$ _____	$10 \times 9 =$ _____	$2 \times 10 =$ _____
$10 \times 11 =$ _____	$10 \times 6 =$ _____	$5 \times 10 =$ _____
$10 \times 1 =$ _____	$10 \times 4 =$ _____	$7 \times 10 =$ _____
$1 \times 10 =$ _____	$3 \times 10 =$ _____	$10 \times 7 =$ _____

Use these examples to help you with your work today:



$$\begin{array}{r}
 \text{H} \quad \text{T} \quad \text{O} \\
 3 \quad 8 \quad 7 \\
 - \quad \quad 2 \quad 3 \\
 \hline
 3 \quad 6 \quad 4
 \end{array}$$



$$\begin{array}{r}
 \text{H} \quad \text{T} \quad \text{O} \\
 2 \quad 0 \quad 4 \\
 + \quad \quad 3 \quad 2 \\
 \hline
 2 \quad 3 \quad 6
 \end{array}$$

Main Activity:

Follow the link <https://vimeo.com/464966035> or scan the QR Code to watch the video explaining how to add and subtract 2-digit and 3-digit numbers – not crossing 10 or 100.



1 Work out the additions.

Hundreds	Tens	Ones

H	T	O
2	5	1
+	3	2
<hr/>		

2

a)

H	T	O

H	T	O
3	0	7
+	4	2
<hr/>		

b)

H	T	O
2	3	7
+	5	1
<hr/>		

H	T	O
7	5	2
+	3	7
<hr/>		

3 Work out these subtractions.

a)

H	T	O

H	T	O
4	2	7
-	1	5
<hr/>		

b)

H	T	O

H	T	O
5	3	6
-	2	5
<hr/>		

c)

H	T	O
7	8	5
-	5	2
<hr/>		

d)

H	T	O
9	8	5
-	7	2
<hr/>		

4 Complete the additions.

a) £69 + £220 = £

b) 314 + 42 + 23 =

THEMATIC Monday 25th January 2021 – What was Britain like before the Romans?

Scan the QR code which will take you to a video on the Oak Nation Academy. As you watch the video, answer these questions – remember that you can pause and rewind at any point to help you answer these questions!



SCAN ME

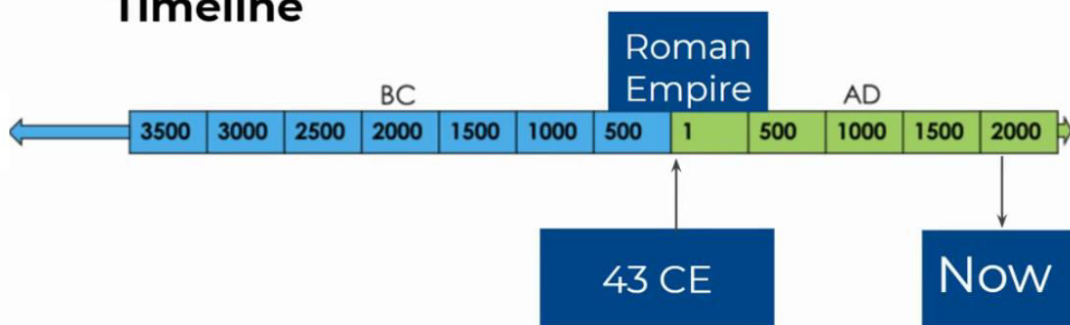
Tribal society - Celts

No national leader

Failed Roman invasions - 55 BCE/54 BCE



Timeline



Key Vocabulary:

<u>WORD</u>	<u>DEFINITION</u>
Tribes	a group of people, families, or villages that share the same language, community, and ancestors.
Artefacts	An object of historical importance made by human beings.
Historical excavations	Where you dig into the ground to find objects from the past (artefacts)

Task 1 – True or False?

Which of these sentences are true or false? Remember, rewind the video if you need to refresh yourselves.

	<u>TRUE</u>	<u>FALSE</u>
The Romans travelled to Britain in 55BCE		
In 43 CE, Britain had a single King		
Julius Caesar successfully conquered Britain in 55BCE		
People in Britain lived in tribes that were called 'Celts'		

Task 2 – How do we know about life in Britain Before the Romans?

For each sentence, fill in the missing words that complete each sentence.

artefacts

iron

metalworkers

- In 43 CE, Britain was living in the _____ Age.
- Many people in Britain were very skilled _____ who made tools, weapons and cooking pots.
- Historians have learnt a lot about this period through the discovery of _____.

Task 3

Answer the following questions, using the sentence stems to help you:

- Why do historical excavations take place?

Historical excavations take place to _____

- Why were Hill Forts built during the Iron Age?

Hill Forts were built because _____

- What evidence of the past did they discover at Maiden Castle?

During the excavation at Maiden Castle they discovered evidence of _____



(Excavations of the Iron Age Hill Top Fort Maiden Castle, 1937)

Tuesday	Reading – ‘Dinosaurs Can’t Fly’ Writing – Using adjectives to describe Spelling Practice Maths – Add 2-digit and 3-digit numbers - crossing 10 or 100 Science – How do we classify the diet of animals?
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READING Tuesday 26th January 2021 – ‘Dinosaurs Can’t Fly’

Activity 1 – Reading

Read the next paragraph of ‘Dinosaurs Can’t Fly’ and answer the questions below.

One hot, sunny day, Freddie brushed his teeth, munched his breakfast hungrily and headed outside to meet Terry. “Terry!” shouted Freddie, as he raced outside, but he couldn’t spot his good friend anywhere. “Terry?” he asked again, looking all around him frantically. At that moment, Terry, who had been hiding on purpose, swooped down from the tall trees above, almost knocking Freddie off his feet. Shaking off his annoyance at Terry’s prank, Freddie joined in with Terry’s laughter. “Wow!” thought Freddie as Terry spread his strong, gigantic wings and somersaulted through the air. “I wish I could fly - it looks like so much fun!” From that moment, Freddie spent all his hours and all his days dreaming about swooping and gliding amongst the clouds. “I could fly ANYWHERE... even to Australia!” he decided excitedly.

Activity 2 – Questions:

Retrieval

1. Write down 3 things that Freddie did on the hot, sunny day:

a. _____

b. _____

c. _____

2. Why does Freddie want to be able to fly? Tick the correct answer:

It looks like fun.	<input type="checkbox"/>
He doesn’t like walking.	<input type="checkbox"/>
He wants to get his own back on Terry.	<input type="checkbox"/>
He wants to be able to eat leaves from the trees.	<input type="checkbox"/>

Vocabulary

STAR: ‘Frantically’- in a nervously hurried, desperate, or panic-stricken way.



3. Which of these sentences uses the word ‘frantically’ in the most appropriate way? Explain why.

A. The woman screamed as she frantically searched for her missing children.

B. The children frantically started their maths work.

Inference

4. Why do you think Terry hid from Freddie?

WRITING Tuesday 26th January 2021 – Using adjectives to describe



RECAP – Yesterday you found adjectives in the model text that described a setting of a rainforest. Tell someone at home what the job of an adjective is.

Today, you will be matching adjectives to describe settings and coming up with your own sentences using adjectives.

EXAMPLES:

1. **Thin** beams of sunlight shone between the **thick** leaves.

Here, the adjectives are describing the beams of sunlight and the leaves.

2. **Excited** bees were buzzing

Here, the adjective describes the bees.



Task 1 – Choosing adjectives to describe

Can you add adjectives to these sentences?

To make them more interesting you need to add adjectives before each noun.

e.g. The boy went to the park.

could be changed to:

The **excited** boy went to the **new** park.

Or

The girl sat on the chair.

could be changed to:

The **clever** girl sat on the **dusty** chair.

Rewrite the sentence and add an adjective before the noun – use the **word bank** to help you.

1	_____ frogs hopped along the _____ rocks.
---	---

Enormous frogs hopped along the slimy rocks.
--

2	The _____ trees were above the _____ flowers.
3	_____ birds sang in the _____ bushes.
4	The _____ sky made a _____ noise.
5	_____ leaves rustled on the _____ ground.
6	_____ lizards ran across the _____ grass.
7	The _____ flowers stung my _____ nose.

'Rainforests' - Sensory Word Bank

Key:

Touch

Smell

Sight

Sound

Touch words:

- gritty
- hard
- prickly
- rough
- sharp
- silky
- slimy
- slippery
- smooth
- soft
- sticky
- stinging
- wet

Smelly adjectives!

- fragrant
- pungent
- fresh
- musty
- rotten
- rich
- stale
- strong
- sweet
- perfumed

Words to describe
the climate:

- humid
- sweltering
- steamy
- hot
- stifling

Words to
describe the
trees & general
setting

bright
brilliant
colourful
colossal
crooked
crowded
dark
deep
dim
enormous
glistening
high
hollow
light
motionless
muddy
murky
shadowy
shallow
sheer
swooping
tall
translucent
wide

Animal sounds

- squeak
- squawk
- whistle
- roar
- howl
- screech
- wail
- chatter
- gibber
- croak
- grunt
- hiss
- scream
- shriek
- chant
- caw
- whimper
- purr
- cry
- buzz
- shrill



General sound
adjectives

- echo
- gurgle
- murmur
- rumble
- snap
- tap
- click
- whisper

Forest floor
movements

- scuttling
- scampering
- slithering
- shuffling
- scurrying
- rustling
- crunching
- crackling



Share your completed adjective sentences with us on ClassDojo and check the answers at the end of the day.

SPELLINGS – Tuesday 26th January 2021

Spellings:

suffix **-ly**

[add 'ly' to an adjective to make an **adverb**; describes 'how' something is done]

If the *root* word ends in a 'y', change the 'y' to an 'i' and then add 'ly'

<u>ROOT WORD</u>	<u>ADVERB</u>
------------------	---------------

angry + ly	= angrily
------------	-----------

happy + ly	=
------------	---

easy + ly	=
-----------	---

fussy + ly	=
------------	---

funny + ly	=
------------	---

greedy + ly	=
-------------	---

merry + ly	=
------------	---

crazy + ly	=
------------	---

heavy + ly	=
------------	---

Extension: Use these words in sentences below.

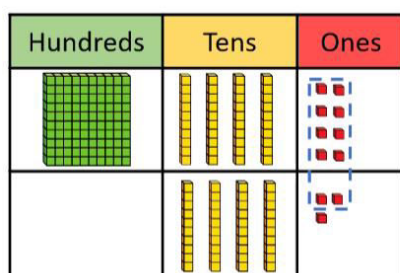
MATHS – Tuesday 26th January - Add 2-digit and 3-digit numbers - crossing 10 or 100

STARTER – Times Table Practice:

$10 \times 1 = \underline{\quad}$	$12 \times 10 = \underline{\quad}$	$10 \times 6 = \underline{\quad}$
$10 \times 8 = \underline{\quad}$	$3 \times 10 = \underline{\quad}$	$10 \times 7 = \underline{\quad}$
$7 \times 10 = \underline{\quad}$	$10 \times 4 = \underline{\quad}$	$4 \times 10 = \underline{\quad}$
$10 \times 11 = \underline{\quad}$	$1 \times 10 = \underline{\quad}$	$11 \times 10 = \underline{\quad}$
$2 \times 10 = \underline{\quad}$	$9 \times 10 = \underline{\quad}$	$10 \times 3 = \underline{\quad}$

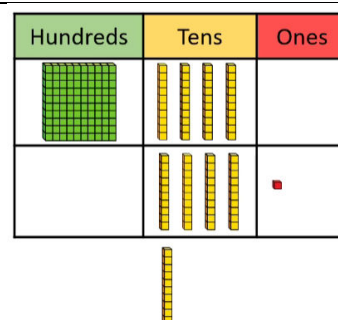
Use these examples to help you with your work today:

Step 1 – there are more than 10 ones, so we exchange that for 1 ten in the tens column



+

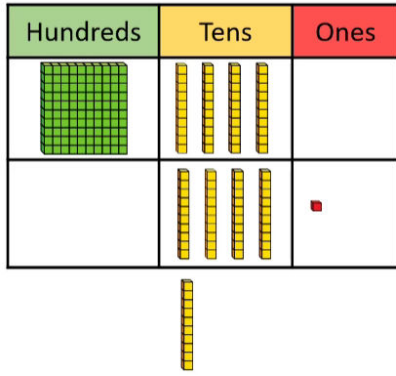
H	T	O
1	4	8
	4	3



+

H	T	O
1	4	8
	4	3

Step 2 – You add up each column starting with the ones (O), then the Tens (T), then the Hundreds (H).



+

H	T	O
1	4	8
	4	3
1	9	1

1

Main Activity:

Follow the link <https://vimeo.com/464967055> or scan the QR Code to watch the video explaining adding 2-digit and 3-digit numbers - crossing 10 or 100.



How do we classify the diets of animals?




In this lesson we will learn the difference between carnivores, herbivores and omnivores and classify organisms into a Venn diagram.



Watch the video by following the link or scanning the QR code.

<https://classroom.thenational.academy/lessons/how-do-we-classify-the-diets-of-animals-6rup2c>

SCAN ME

KEY VOCABULARY		
<p>herbivore</p>  <p>An animal that eats only plants</p>	<p>carnivore</p>  <p>An animal that eats only other animals</p>	<p>omnivore</p>  <p>An animal that eats both plants and animals</p>
Organisms	A living animal, plant or single cell life form (e.g. bacteria)	

Suffix '-vore' means to EAT!

TASK 1 – Introductory Quiz:

Follow the link to the quiz which will help you to check any previous learning on this topic and recap anything that you may have forgotten.

TASK 2:

1. Name 3 examples of organisms that are herbivores:

a. _____

b. _____

c. _____

2. Why do some herbivores have a special digestive system?

3. Why are carnivores sometimes called meat-eaters?

TASK 3:

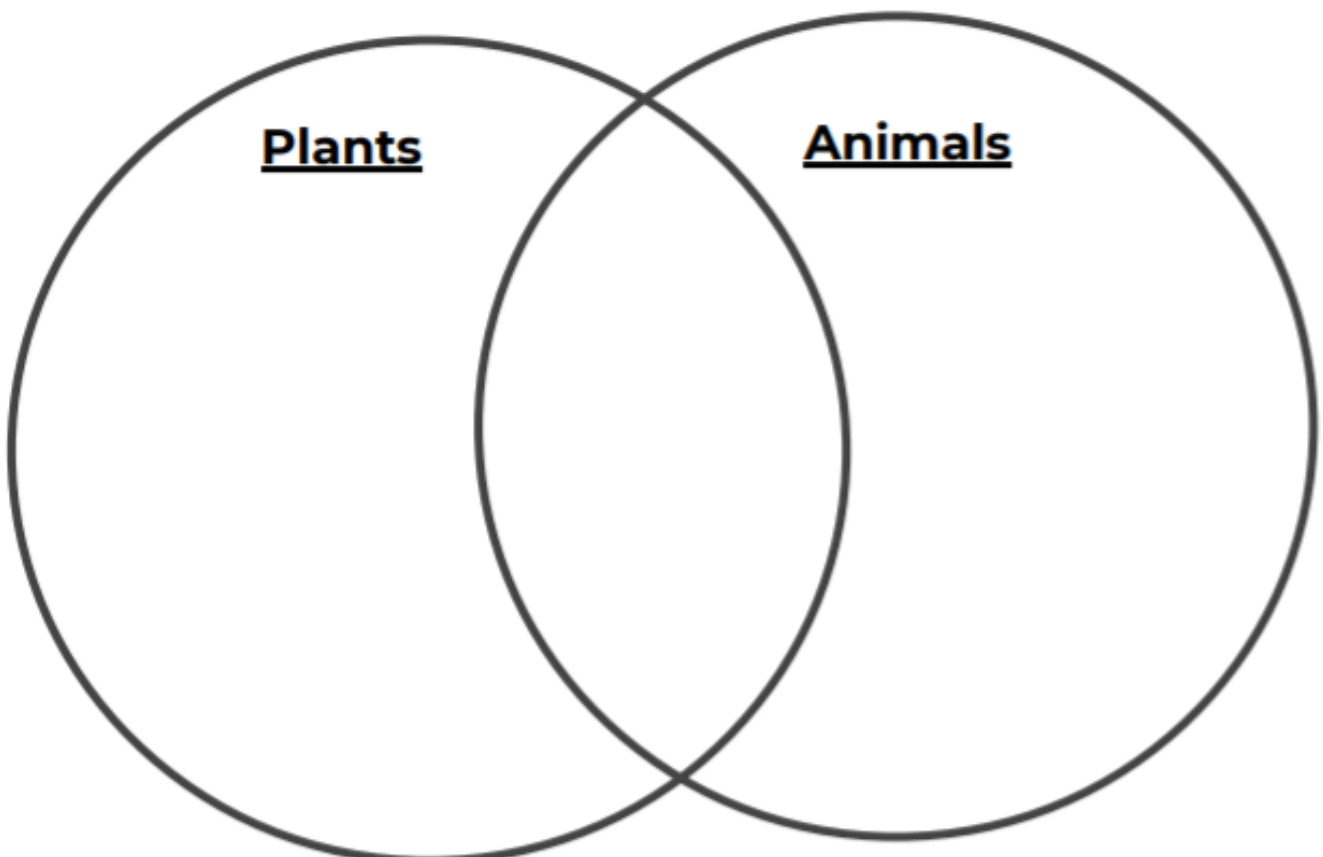
Tick which animals in the table are carnivores, herbivores or omnivores.

Animal	Carnivore	Herbivore	Omnivore
Human			
Spider			
Rabbit			
Bear			

TASK 4:

Place these organisms in your Venn diagram

Organism	Bear	Robin	Goat	Leopard
Diet	<ul style="list-style-type: none">• Berries and nuts• Insects	<ul style="list-style-type: none">• Berries• Worms	<ul style="list-style-type: none">• Grass• Flowers	<ul style="list-style-type: none">• Monkeys• Antelope
Organism	Squirrel	Giraffe	Snail	Eagle
Diet	<ul style="list-style-type: none">• Fruits and nuts• Insects	<ul style="list-style-type: none">• Leaves	<ul style="list-style-type: none">• Fruits• Leaves	<ul style="list-style-type: none">• Birds• Snakes



Wednesday	Reading – ‘Dinosaurs Can’t Fly’ Writing – Using adverbs to describe Handwriting Practice Maths – Subtract a 2-digit number from 3-digit numbers - crossing 10 or 100 PE – Burpees Challenge Computing – NASA Moon to Mars
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READING Wednesday 27th January 2021 – ‘Dinosaurs Can’t Fly’

Activity 1 – Reading

Read the extract below from the text ‘Dinosaurs Can’t Fly’ and answer the questions.

But alas. It was not to be. Every time Freddie tried to spread his short, stubby arms and take off into the air, he just stumbled with a bang and rolled around hopelessly on the floor. He tried and tried, but he just couldn’t fly. His dreams were shattered. Terry just pointed and laughed nastily.

Activity 2 – Questions:

Retrieval

1. What did Terry do when Freddie tried to fly?

2. What happened to Freddie every time he tried to fly?

Vocabulary

3. What does the word ‘hopeless’ mean?

Showing or feeling hope.	
Having trust or faith.	
Having little or no hope.	

4. Write your own sentence using the word ‘hopeless’.

Inference

5. Why have Freddie’s dreams been shattered? How do you think he felt about this?

His dreams have been shattered because _____

6. The author described Terry laughing ‘nastily’, why do you think this is?



Recap -What is the job of an adjective? Discuss with an adult or write your thoughts in your exercise book.

What are adverbs?

An adverb is simply a word that **describes a verb** (an action or a doing word).

- He ate his breakfast **quickly**.

The word 'quickly' is an adverb as it tells us **how he ate (the verb) his breakfast**.

- Jessica shouted **cheerfully**.

- The word 'cheerfully' is an adverb as it tells us **how she shouted (the verb)**

adverb

Adverbs modify verbs, adjectives, or other adverbs.



she shouted
loudly



he ate
slowly

TASK 1:

In each of these sentences, underline the verb (action) and **highlight the adverb** (how the action is done). The first one is done for you:

1. He smiled **nervously**.
2. She frowned angrily.
3. He walked to school quickly.
4. Carefully, she looked for her coat.

5. Thankfully, it would be his turn soon.

TASK 2:

Now it's your turn! Use the adverbs in the examples box (or come up with your very own) to complete the sentences below.

ADVERB WORD BANK		
brightly	aggressively	heavily
slowly	quickly	beautifully
noisily	loudly	carefully

1. I ran _____ through the forest and climbed _____ up the tree.

2. Excited bees buzzed _____ through the treetops.

3. The sun shone _____ as the leaves rustled _____.

4. In the branches up high, the birds sang _____ whilst the lizards crawled _____.

5. Without warning, the rain came down _____ and the animals began howling _____.



Share your completed adverb sentences with us on ClassDojo and check the answers at the end of the day.

HANDWRITING – Wednesday 27th January 2021

Trace and copy the patterns. Say the sounds.

ice

ide

Write the rhyming words, then copy them.

<i>mice</i>	
<i>r</i>	
<i>tw</i>	
<i>sp</i>	
<i>pr</i>	

<i>slide</i>	
<i>pr</i>	
<i>r</i>	
<i>gl</i>	
<i>h</i>	

Use the space below to practice the joins and words you have been using today. Can you think of any other words that uses these joins?

MATHS – Wednesday 27th January - Subtract a 2-digit number from 3-digit numbers - crossing 10 or 100

STARTER – Times Table Practice:

$3 \times 1 = \underline{\quad}$

$11 \times 3 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

$12 \times 3 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

Use these examples to help you with your work today:

Step 1 – starting at the ones column, you cannot take 8 away from 4, so we need to exchange 1 ten from the tens column into the ones column.

Hundreds	Tens	Ones

H	T	O
3	6	4
	3	8

Hundreds	Tens	Ones

H	T	O
3	5	14
	3	8

Step 2 – You subtract each column starting with the ones (O), then the Tens (T), then the Hundreds (H).

Hundreds	Tens	Ones

H	T	O
3	5	14
	3	8
3	2	6

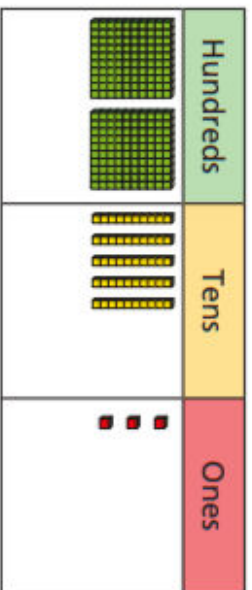
Main Activity:

Follow the link <https://vimeo.com/465481885> or scan the QR Code to watch the video explaining subtracting a 2-digit number from 3-digit numbers - crossing 10 or 100



1 Use base 10 to make the number 253

Subtract 27 from 253



a) Show a partner the method you used.

b) Complete the column subtraction.

	H	T	O
	2	5	3
-		2	7
<hr/>			

a)

	H	T	O
	2	6	5
-		3	8
<hr/>			

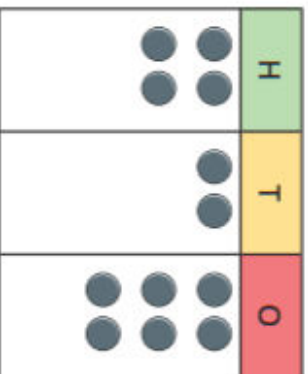
d) 212 cm – 42 cm

b)

	H	T	O
	1	7	2
-		3	9
<hr/>			

e) 413 – 65

2 Work out 426 – 82



	H	T	O
	4	2	6
-		8	2
<hr/>			

c) 538 – 75

f) 847 – 79

60 Second Challenge

Burpees

Do you keep trying even when you want to give up?

The Physical Challenge

How many burpees can you complete in 60 seconds?

Make sure you extend your legs back once you have lowered yourself to the ground.

#StayHomeStayActive



Equipment

Just yourself and enough space on the floor!

If you find it tough do not perform the leg extensions.

Achieve Gold

30 burpees



Achieve Silver

20 burpees



Achieve Bronze

10 burpees

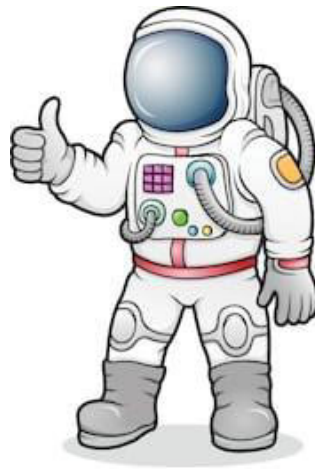


Share some pictures and videos of you completing the challenge and share these with us in ClassDojo and we will see if we have an overall winner for the class!


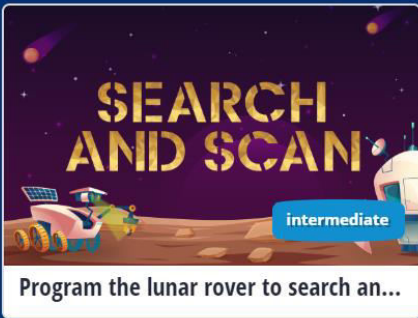






COMPUTING Wednesday 28th January 2021 – NASA Moon to Mars

Explore NASA's exciting new efforts to reach the Moon and then Mars. Design your own animated mission patch, imagine your life as an Artemis astronaut on the Lunar Gateway, and more. Beginners can try step-by-step tutorials, while experienced programmers can create your own original projects with block or text coding.



<https://www.tynker.com/hour-of-code/nasa-moon-2-mars>

 <p>LUNAR TEST DRIVE</p> <p>beginner</p> <p>Take your lunar rover on a test drive!</p>	 <p>SEARCH AND SCAN</p> <p>intermediate</p> <p>Program the lunar rover to search an...</p>	 <p>ROVER RELAY</p> <p>advanced</p> <p>Control a squad of rovers to explore ...</p>
 <p>TELL YOUR LUNAR GATEWAY STORY</p> <p>intermediate</p> <p>Explore life as an Artemis astronaut ...</p>	 <p>JS JavaScript</p> <p>TELL YOUR LUNAR GATEWAY STORY</p> <p>advanced</p> <p>Explore life as an Artemis astronaut ...</p>	 <p>DESIGN A MISSION PATCH</p> <p>beginner</p> <p>Combine your artistic skills with codi...</p>

Thursday	Reading – ‘Dinosaurs Can’t Fly’ Writing – Describing using the 5 senses Spelling Practice Maths – Add two 3-digit numbers - not crossing 10 or 100 PSHE - My Hopes and Dreams RE – What Matters to Jewish People?
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READING Thursday 28th January 2021 – ‘Dinosaurs Can’t Fly’

Activity 1 – Reading

Read the next paragraph from the text ‘Dinosaurs Can’t Fly’ and answer the questions below.

However, Freddie refused to give up. That night, he cleverly devised a plan. First, he found some long sticks, next he attached hundreds of bird feathers to them and finally he used sticky tape to attach his new wings to his stubby arms. Carefully, he climbed to the very top of his cave, took a run up and began to flap his wings, furiously.

WORD	MEANING
Devised	To think of or come up with something <i>‘He devised a plan to make lots of money’</i>

Activity 2 – Questions:

Retrieval

1. Freddie devised a plan, what were the three steps to his plan?

1) First, _____

2) Next, _____

3) Finally, _____

2. Find and copy the adverb that describes how Freddie flapped his wings.

Vocabulary

3. ‘Carefully, he climbed to the very top of his cave, took a run up and began to flap his wings, furiously.’

What does ‘furiously’ mean in this sentence?

Inference

4. Why do you think Freddie flapped his wings ‘furiously’?

He flapped his wings furiously because _____

WRITING Thursday 28th January 2021 - Describing using the 5 senses

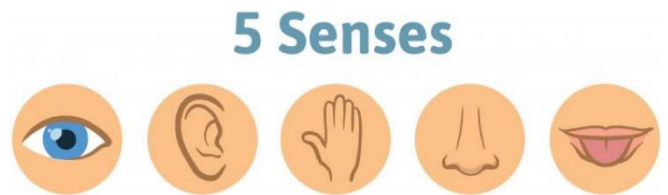


Recap -What is the job of an adverb and adjective? Discuss with an adult or write your thoughts in your exercise book.

Today you will be looking at how the **5 senses** are used in setting descriptions and generating some of your own descriptive sentences using the 5 senses.

What are the 5 senses?

Our 5 senses are: **see, touch, smell, hear, taste**







We use our 5 senses when

describing settings to give the reader a detailed picture in their head of what the setting is like.

TASK 1:






Read the examples of each sense, thinking about how the sentence links to either smell, see, touch or hear (don't worry about taste for now).

SENSE	Example
SEE 	<ul style="list-style-type: none">• The trees started to cast towering shadows.• Thin beams of sunlight shone through the trees.
HEAR 	<ul style="list-style-type: none">• Birds screamed in the treetops.• Excited bees were buzzing.
SMELL 	<ul style="list-style-type: none">• The smell of burning wood flew through the air.• The stench of rotten branches tickled my nose.
TOUCH / FEEL 	<ul style="list-style-type: none">• Cool raindrops ran down my face.• The air was thick with heat.

TASK 2:

Using the examples you have just looked at, and the image below to help you, come up with some descriptive sentences - using your exciting adjectives – to describe using your senses.



<p>SEE</p> 	<hr/> <hr/> <hr/>
<p>HEAR</p> 	<hr/> <hr/> <hr/>
<p>SMELL</p> 	<hr/> <hr/> <hr/>
<p>TOUCH / FEEL</p> 	<hr/> <hr/> <hr/>
<p>TASTE</p> 	<hr/> <hr/> <hr/>

SPELLINGS – Thursday 28th January 2021

Spellings:

suffix **-ly**

[add 'ly' to an adjective to make an **adverb**; describes 'how' something is done]

If the *root* word ends in '-ic', add '-ally'

basic + **ally** = basic**ally**

frantic + **ally** =

comic + **ally** =

energetic + **ally** =

scientific + **ally** =

terrific + **ally** =

enthusiastic + **ally** =

EXTENSION: Use these words in sentences with different sentence openers.

MATHS – Thursday 28st January - Add two 3-digit numbers - not crossing 10 or 100

STARTER – Times Table Practice:

$27 \div 3 = \underline{\quad}$

$21 \div 3 = \underline{\quad}$

$3 \div 3 = \underline{\quad}$

$9 \div 3 = \underline{\quad}$

$30 \div 3 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$36 \div 3 = \underline{\quad}$

$15 \div 3 = \underline{\quad}$

$18 \div 3 = \underline{\quad}$

$6 \div 3 = \underline{\quad}$

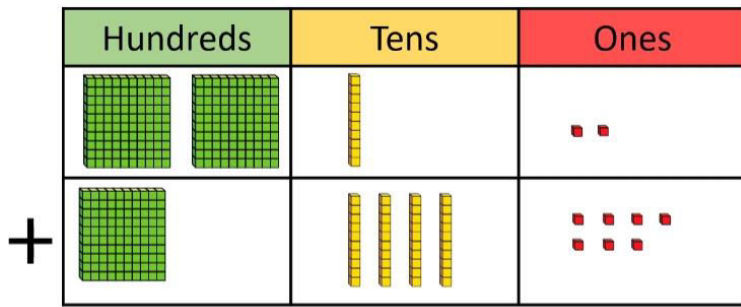
$33 \div 3 = \underline{\quad}$

$21 \div 3 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

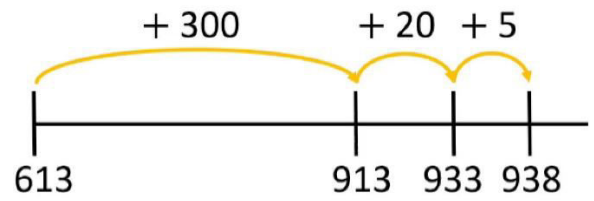
$9 \div 3 = \underline{\quad}$

Use these examples to help you with your work today:



	H	T	O
	2	1	2
+	1	4	7
	3	5	9

$$613 + 325 = 938$$



	H	T	O
	6	1	3
+	3	2	5
	9	3	8

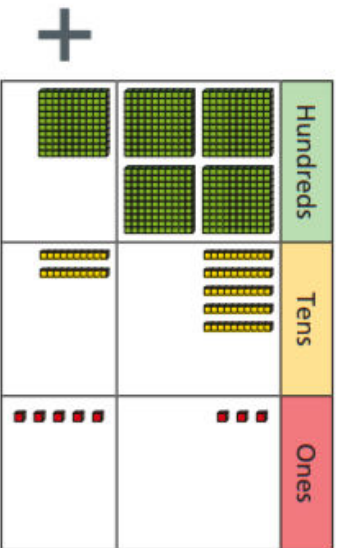
Main Activity:

Follow the link <https://vimeo.com/465482465> or scan the QR Code to watch the video explaining adding two 3-digit numbers - not crossing 10 or 100



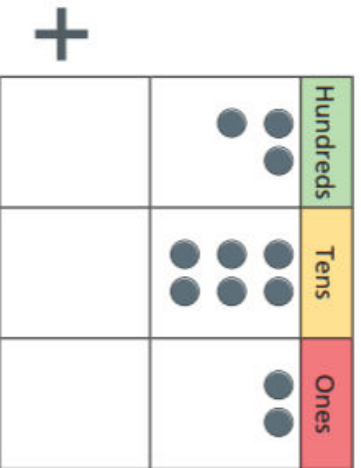
1 Complete the column addition.

Use base 10 to help you.



	H	T	O
	4	5	3
+	1	2	5

2 Kim uses counters and a place value chart to help her work out $362 + 205$



	H	T	O
	3	6	2
+	2	0	5

a) Draw counters to complete the chart.
b) Complete the column addition.

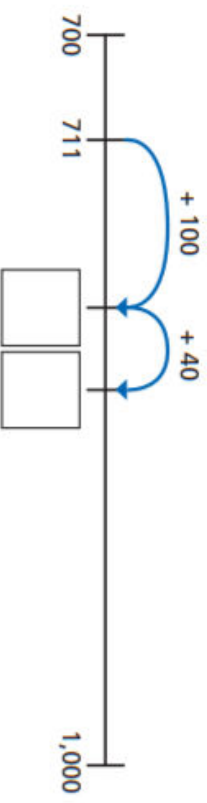
3 Mrs Morgan drives 230 km on Monday.
On Tuesday she drives 169 km.

How far does she drive in total on Monday and Tuesday?

	H	T	O
+			

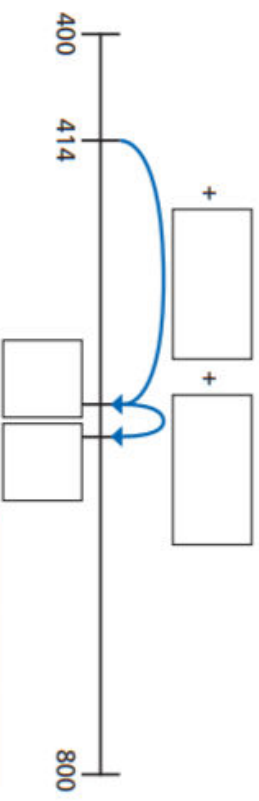
4 Complete the number line to work out the addition.

a) $711 + 140 =$



	H	T	O
+			

b) $414 + 203 =$



	H	T	O
+			

PSHE Thursday 14th January – My Hopes and Dreams

1. Hopes and Dreams

I can tell you about some of my hopes and dreams

I know how it feels to have hopes and dreams

In today's lesson, you are going to be thinking about your own hopes and dreams for the future and sharing these with us on ClassDojo.

Key Vocabulary

Hopes	A wish for something that you want to happen <i>I hope that I get to see all of my friends soon.</i>
Dreams	An idea of something that you would like to be or do in the future <i>My biggest dream is that I get to be a police officer when I am older.</i>

Task 1 – Famous Quote:

IF YOU CAN
DREAM IT,
YOU CAN
DO IT.

- WALT DISNEY



This is a very famous quote from Walt Disney.
What do you think he means by this quote?

I think it means _____

Task 2 – My own hopes and dreams:

Hopes & Dreams

Spend a bit of time thinking about your own hopes and dreams – not the dreams you have at night but the dreams you have for the future. Talk about your dreams with someone at home and then fill in the sheet below:

- *My dream is to become a fire fighter when I am older*
- *I want to be able to read difficult books by myself.*
- *I hope that I am able to travel the world*

My hopes and dreams for my family:	
My hopes and dreams for school:	
My hopes and dreams for my future	



Good luck, and remember to share your hopes and dreams with us on ClassDojo so that we can see how we can help you achieve these both in school and at home!

RE Thursday 14th January - What Matters to Jewish People?

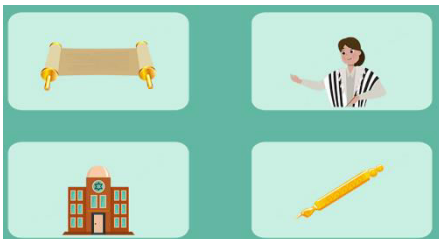
Scan the QR code or follow:

www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7



1. On the web page there is a labelling quiz. Try the quiz out. Can you label the items correctly?

Extension: Make a labelling quiz about Judaism for someone in your family to complete. Draw 4 items you have learnt about from this webpage. Write the correct names in the smaller boxes. Ask someone to draw the links between them. Can they get them right?



2. Read through the webpage. You will see a sign that says 'TAKE THE QUIZ!'. Try it out and see how many of the 5 quiz questions you can get right.

3. **Extension:** Write another quiz question about Judaism in the space below. Give 4 possible answers. One needs to be correct and the others need to be wrong. Who will you ask the question to?

4. You have learnt lots about Jewish people while you have been doing this work. Choose 2 things that you think are really important to Jewish people and draw and write about why you think they are important.

ITEM 1: _____	ITEM 2: _____

Friday	Reading – ‘Dinosaurs Can’t Fly’ Writing – Expanded noun phrases Handwriting Practice Maths – Add two 3-digit numbers - crossing 10 or 100 Spanish – Spanish Colours
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READING Friday 29th January 2021 – ‘Dinosaurs Can’t Fly’

Activity 1 – Reading

Read the final extract from ‘Dinosaurs Can’t Fly’ and answer the questions below.

It worked! Freddie soared high above the mountains, through the clouds and amongst the treetops. He looked down on the city and he even flew higher than Terry! The wind whipped through his scales fiercely and a shiver of joy travelled down his spine. Could he be more excited?

As Freddie drifted through the sky towards the coast, he spotted a shark bouncing through the waves. “That looks like fun” he thought, as he began to dream again...

Activity 2 – Questions:

Retrieval

1. Where did Freddie fly? Tick the correct answer.

Above the mountains and through the jungle.	
Above the mountains, through the clouds and amongst the treetops.	
Above the mountains, through the clouds and across the desert.	

2. What did Freddie spot as he drifted through the sky towards the coast?

Inference

3. What did Freddie begin to dream about at the end of the story?



Complete the likes and dislikes sections in the box below, thinking about the story you have been reading this week. Remember to use the conjunction ‘because’ and share these on class dojo.

Likes



Dislikes



What did you like about the text, what made you want to keep reading?

Was there anything that you didn't enjoy about the text? If so, why?

WRITING Friday 29th January 2021 - Expanded noun phrases



Expanded noun phrase – In today's lesson we will be looking at expanded noun phrases so that we can include these in our setting descriptions. Before watching the video, can you think of some expanded noun phrases from our work in the Autumn term?



What is an expanded noun phrase? Watch the video to find out!

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f>

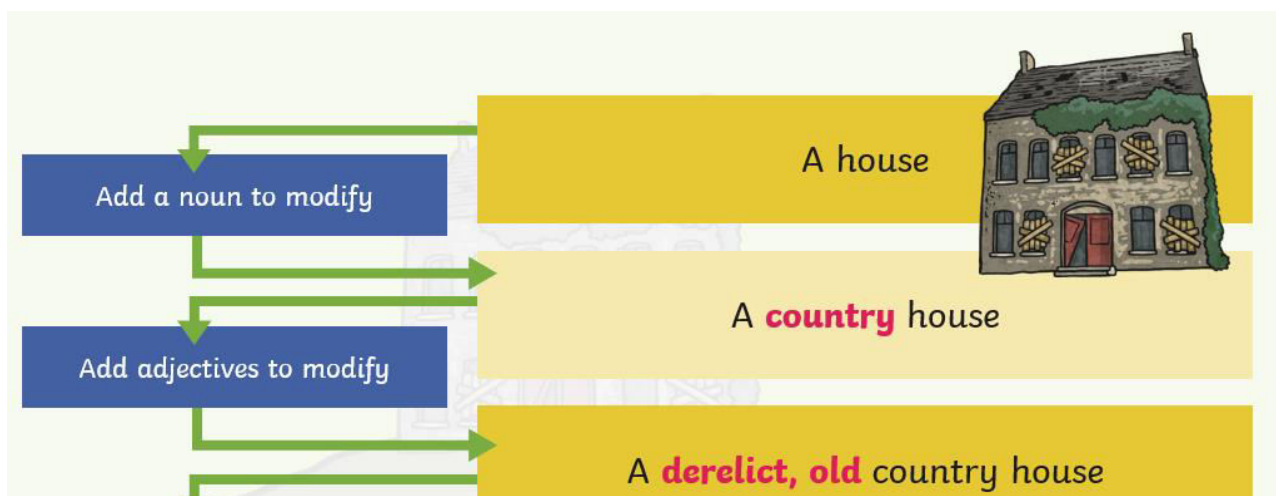
What Is an Expanded Noun Phrase?

An expanded noun phrase gives much more detail than a simple noun phrase, for example. It is where we add **one or more adjectives** to describe the **noun** (person, object or place).

Expanded noun phrase

An expanded noun phrase adds more detail to the noun by adding one or more **adjectives**. An adjective is a word that describes a noun.

For example: **a huge tree, some colourful sweets, the large, royal castle**



EXAMPLE:

Her heart raced.

STEP 1) Add one adjective:

Her **angry** heart raced.

STEP 2) Add another adjective (remember to add a comma in between the two adjectives)

Her **angry, wild** heart raced.

TASK – Creating Expanded Noun Phrases:

Using the examples you have just looked at, and the word bank on the next page, follow the steps to expand these noun phrases.

STEP 1) Add one adjective:

STEP 2) Add another adjective (remember to add a comma in between the two adjectives)

STEP 3) Add an additional phrase onto the end of the sentence to give extra details.

Ahead was a forest.

1) Ahead was a _____ forest.

2) Ahead was a _____, _____ forest.

The trees swayed.

1) The _____ trees swayed.

2) The _____, _____ trees swayed.

Lights flickered.

1) _____ lights flickered.



2) _____, _____ lights flickered.

Footsteps echoed.

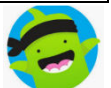
1) _____ footsteps echoed.

2) _____, _____ footsteps echoed.

WORD BANK

Footsteps 	Heavy, nervous, strong, brave, frightened, peculiar, stealthy, lonely, weak, reluctant, cautious
Forest 	Unusual, dead, overgrown, strangling, silent, thick, damp, bare, savage, dangerous
Trees 	Dreadful, towering, eerie, violent, ancient, gnarled, overhanging, shadowy, depressing, unwelcoming
Light (bright)	Blinding, powerful, fiery, strong, heavenly, dazzling
Light (dim)	Dim, faded, feeble, dull, weak
Echo 	Ear-bleeding, whispered, mysterious, hollow, empty, ghostly, dull, strange, faint

Take a photograph of your expanded noun phrases and upload them onto Dojo so that we can share these with the class.



EXTENSION:

Using a setting of your choice, create your own expanded noun phrases using the steps form today:

A writing area consisting of a vertical red margin line on the left and ten horizontal blue lines for writing.

HANDWRITING – Friday 29th January 2021

Read the limerick. Circle then write all the *ow* and *ou* words.

A mouse woke the proud Mrs Dowd.
She was frightened and screamed very loud.
A happy thought hit her,
To scare off the critter,
She sat up in bed and miaowed.



Use the space below to practice the joins and words you have been using today. Can you think of any other words that uses these joins?

Handwriting practice area with a vertical red margin line on the left and ten horizontal blue lines for writing.

MATHS – Friday 29th January - Add two 3-digit numbers - crossing 10 or 100

STARTER – Times Table Practice:

$1 \times 3 =$ _____	$12 \times 3 =$ _____	$18 \div 3 =$ _____
$3 \times 7 =$ _____	$36 \div 3 =$ _____	$24 \div 3 =$ _____
$3 \times 12 =$ _____	$3 \times 10 =$ _____	$4 \times 3 =$ _____
$9 \times 3 =$ _____	$10 \times 3 =$ _____	$33 \div 3 =$ _____
$6 \div 3 =$ _____	$3 \times 11 =$ _____	$3 \times 8 =$ _____

Use this example to help you with your work today:

Step 1 – starting at the ones column, 1 add 3 would equal 4

Step 2 – in the tens column, there are 11 tens, so we would need to exchange this for 1 hundred

Dexter scores 351 points in a game.
Rosie scores 263 points.
How much do they score altogether?

H	T	O
3	5	1
2	6	3
		4

Dexter scores 351 points in a game.
Rosie scores 263 points.
How much do they score altogether?

H	T	O
3	5	1
2	6	3
		4

Step 3 – You add up the values in the tens column, which is 1.

Step 4 – You add up the values in the hundreds column, remembering the 1 hundred that you have exchanged over from the tens column, which is 6

Dexter scores 351 points in a game.
Rosie scores 263 points.
How much do they score altogether?

H	T	O
3	5	1
2	6	3
6	1	4

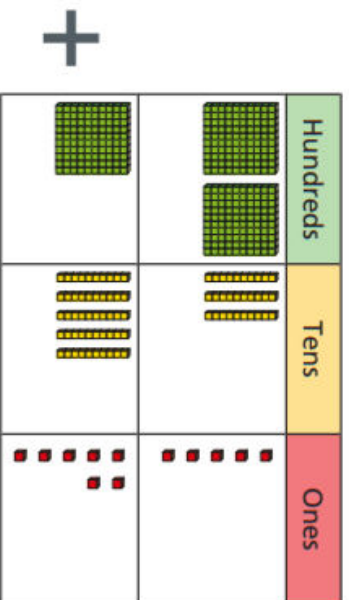
Main Activity:

Follow the link <https://vimeo.com/465738425> or scan the QR Code to watch the video explaining adding two 3-digit numbers - crossing 10 or 100



1 Complete the column addition.

a) $235 + 157$



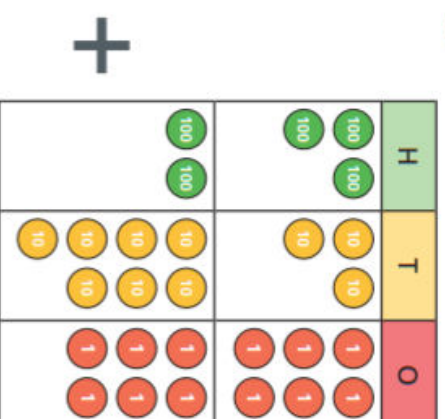
	H	T	O
	2	3	5
+	1	5	7

2 Tick the additions that need an exchange of ones for a ten

	H	T	O		H	T	O		H	T	O
	2	3	8		4	2	7		3	0	8
+	1	4	1	+	2	6	8	+	1	5	1
	_____				_____				_____		

How do you know if an addition needs to exchange 10 on for a ten?

3 Dani uses counters to represent an addition.



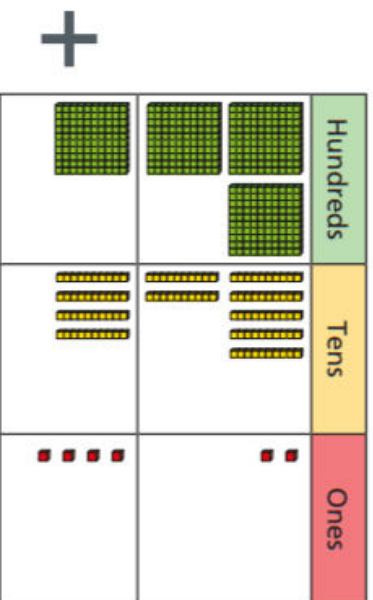
	H	T	O
+			

a) What addition is Dani trying to work out?

b) Work out the answer to the addition.

c) How many exchanges did you have to do?

b) $372 + 144$



	H	T	O
	3	7	2
+	1	4	4

SPANISH Friday 15th January 2021 – Spanish Colours



TASK 1:

Follow the link or scan the QR code to learn the colours in Spanish.

<https://www.youtube.com/watch?v=9gyGENGd9pY>

Watch the video and practice your pronunciation.

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

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

TASK 2:



Can you match the correct words to the colours in Spanish? Please share some videos on ClassDojo of you naming the colours of objects in your home using Spanish!

Match the word to the correct colour:

verde



gris



rojo



rosa



marrón



azul



naranja



negro



amarillo



blanco



morado



TASK 3:

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

Los colores en español

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

blanco
marrón
gris
amarillo

rojo
rosa
morado

verde
negro
naranja
azul

