



DOG KENNEL HILL PRIMARY SCHOOL

School Closure Weekly Timetable

Year 4,

Week 3, 20.04.2020



	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p>20-30 mins Reading Choose a new book at home to read. Discuss what it might be about with someone else. Don't forget to fill in your reading journal!</p> <p>Phonics: https://www.phonicsplay.co.uk/# Username: march20 Password: home Play compound word splat in phase 6. Try 2 of the texts today.</p> <p>Spelling Task: Find words that end in -ion or -ian. Try sorting them into groups with the headings: -tion, -ssion, -sion and -cian Do you notice any rules / patterns? For example, -tion is the most common and is usually used when the root word ends in t or te for example invent / invention</p>	<p>20-30 mins Reading Its spring! Even if you can't get out, read some articles on the RSPB (Royal Society for the Protection of Birds) website here: https://www.rspb.org.uk/ Choose something to read, or read a few different things – they may inspire you to try something – even if it's just from your window!</p> <p>Handwriting practise https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-4.html</p> <p>Choose some of the compound words from your phonics game yesterday and write them out, joining up letters to practice your handwriting.</p> <p>Spelling Task:</p>	<p>20-30 mins Reading Continue reading your home book</p> <p>Phonics: https://www.phonicsplay.co.uk/# Username: march20 Password: home Play compound word splat in phase 6. Try 2 different texts today.</p> <p>Spelling Task: Words ending in -tion, -ssion, -sion and -cian: continue to work on these using: say, look, spell, write, check: action, hesitation, completion, expression, permission, extension, tension, musician, electrician Check you know the meanings of them all.</p> <p>Writing Task: Pick your favourite character from your film. Write a description of them. Think about</p>	<p>20-30 mins Reading Continue reading your home book</p> <p>Handwriting practise https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-4.html Choose some of the compound words from your game yesterday, or from your spelling list, to write out, joining your letters.</p> <p>Comprehension Task: Write your own comprehension questions for the 2 pieces of writing that you have done so far this week – the storyboard / comic strip and the character description.</p> <p>Try to think of at least 2 fact finding questions e.g. Where did the</p>	<p>20-30 mins Reading Try something different – listen to David Walliams read one of his daily stories https://www.worldofdavidwalliams.com/elevenses/ I heard him read an extract from his new book 'Slime' on the TV, and even I was interested!!</p> <p>Phonics / handwriting / spellings: Write a silly paragraph including as many of the compound words and spelling words from the week. It would be helpful if an adult can remind you of words, but if not possible use your memory. When finished, mark the spelling words.</p> <p>Writing Task: Write a review of the film.</p>

Writing Task:

Watch your favourite film! Yes, this is part of your writing task this week! It can be one you've watched a few times, or a new film. When you have finished, jot down some notes to help you for the rest of the week:

- The basic storyline including main characters.
- What was so great (or not so great) about this film.
- Your favourite part of the film and why.

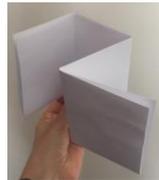
Remember these are just notes, so use bullet points and note form, but make sure you can read it.

Words ending in **-tion, -ssion, -sion** and **-cian**: Did you get any of these yesterday? action, hesitation, completion, expression, permission, extension, tension, musician, electrician. Check you know the meanings of them all.

Writing Task:

Do a storyboard / comic strip for your film. If it has a complicated plot, you might want to pick a key part of the scene.

- Fold a piece of paper in half lengthwise
- Then fold it in half and in half again, so you have quarters
- Draw lines across the folds to create 8 boxes.
- Draw the different parts of the plot into your boxes,



how you will describe them. You might want to start by thinking of ideas and writing a lot of adjectives to describe how they look, and how they behave or their personality:



Then think of ways to make your description interesting:

- Magic three, he had wild, curly, black hair.
- Similes: She was as mysterious as a secret whisper
- Relationships with other characters
- Extra challenge – use brackets to include extra information: his hair was curly (like tiny springs) and his...

main character end up? And at least 2 inference questions e.g. What was the main character feeling at the beginning of the film?

You could also include multiple choice questions; find the word that shows... (eg find the word that shows the character was difficult to know or understand); or a question that asks the reader to think beyond the film (eg would you like to be this character's friend – why?)

If possible, get someone in your family to read your pieces of writing and answer your questions. You can then mark it!

- Start by writing the 'blurb' or plot description, but without giving the ending away!
- Next, write a bit about the main characters (your character description will help with this, but it doesn't need to be as long)
- Then say what was good (or not so good) about the film and why. You might want to include a favourite scene here.
- Finally sum up by saying who you would recommend this film to.

Use the above bullet points to help with paragraphing.

		<p>remembering to explain what is happening in each with sentences at the bottom / top and speech and thought bubbles</p>  <ul style="list-style-type: none"> • Use fronted adverbials – here's some ideas to help, but you don't have to use them: Later on...; All of a sudden...; After a while...; Bravely... ;As fast as she / he could...; In the distance...; Under / Over the ... 			
<p>Maths</p> <p>To try throughout the week: https://www.mathsontoast.org.uk/fun-maths-at-home/ Try here for creative fun maths ideas. Check the blog for updates too!</p> <p>New Resource https://www.mathswithparents.com/KWeb?username=anonymous&menuItemem</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic https://www.topmarks.co.uk/maths-games/7-11-years/place-value</p> <p>White Rose Task</p> <p>Lesson 1 - Step 6 - Divide 2-digits by 10</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic https://www.topmarks.co.uk/place-value/place-value-charts</p> <p>White Rose Task</p> <p>Lesson 2 - Step 7 – Hundredths</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic https://www.topmarks.co.uk/maths-games/daily10</p> <p>White Rose Task</p> <p>Lesson 3 - Step 8 - Hundredths as decimals</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic https://www.topmarks.co.uk/maths-games/daily10</p> <p>White Rose Task</p> <p>Lesson 4 - Step 9 - Hundredths on a place value grid</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic https://www.topmarks.co.uk/maths-games/daily10</p> <p>White Rose Task</p> <p>Lesson 5 - Step 10 - Divide 1 or 2-digits by 100</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>

<p>=TRIAL&filter=(TrialC ode,equals,QGUTCJ) Let us know how you get on with this, hopefully it will be helpful across the week!</p>	<p>Practical activity: Create your own multiplication jar/box! Cut out small pieces of paper and write your multiplication sums on them. Fold them up and put these in a jar. Take one out at different times of the day to test yourself. (remember this includes all your times tables up to 12)</p>				
<p>Indoor Exercise Try a mix of each throughout the week, or if you need to move a lot, all 3 each day!</p>	<p>Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI Go Noodle: https://www.gonoodle.com/</p>	<p>Just Dance Kids https://www.youtube.com/watch?v=ziLHZeKbMUo Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI Go Noodle: https://www.gonoodle.com/</p>	<p>Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI Go Noodle: https://www.gonoodle.com/</p>	<p>Just Dance Kids https://www.youtube.com/watch?v=ziLHZeKbMUo Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI Go Noodle: https://www.gonoodle.com/</p>	<p>Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI Go Noodle: https://www.gonoodle.com/</p>

<p>Foundation Subjects</p>	<p>Science</p> <p>Mixing materials together.</p> <p>https://central.espresso.co.uk/espresso/modules/s2_inv_change/classroom/index_materials.html</p> <p>Choose 2 or 3 videos of classroom experiments to watch. Before you watch the video, predict what might happen when the two materials are mixed together. Then watch to see what happens. Afterwards, check the 'Factfile' tab on the right-hand screen to find out more information and learn about the different processes.</p> <p>Experiment: You might have some of the materials in your home, for example the milk and vinegar. With the help of an adult, choose an experiment to try at home. Record your experiment using the headings below.</p> <p>Inquiry question: What do you want to find out? Resources: What will you use? Method: How will you do your experiment? Prediction: What do you think might happen? Observations: What do you see is happening?</p> <p>Draw a diagram of showing your investigation and label it.</p>	<p>Geography</p> <p>Watch the video of India's Sacred River.</p> <p>https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1213649/grade2/module1196044/index.html</p> <p>We are lucky to have the River Thames as one of our local rivers. Can you draw a picture of the River Thames and explain why it is important to the people of London. Use the questions below to help you gather information.</p> <p>Who uses the River Thames? What activities can you do along the river? What places can you visit along the river? How does seeing the river make you feel?</p>	<p>Art/DT</p> <p>Perspective drawings.</p> <p>Watch the video below to remind yourself about what we learnt about perspective drawings. Then have a go at drawing the view from your window using one vanishing point. You can create your own view if you'd prefer.</p> <p>https://www.bbc.co.uk/bitesize/clips/zvq6sbk</p>	<p>ICT/Coding</p> <p>Internet Safety: https://www.thinkuknow.co.uk/parents/</p> <p>Animation: Parents – please allow your children an hour or so this afternoon to use the tablet or your phone. Download an app for Stop Motion Animation. There are a few and they are free. Alternatively, allow them to take a series of photos.</p> <p>Task: Use a stop frame animation app or a series of at least 10 photographers, make an inanimate (has no life) object move and come to life! It could be a toy car, a banana, a salt and pepper grinder, a ball or anything! To get some ideas take a look at these videos if you can:</p> <p>https://www.youtube.com/watch?v=Prp6Zq2_Lfk</p> <p>https://www.youtube.com/watch?v=kA2XrXeHSRg</p>
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				https://www.youtube.com/watch?v=qB114r_vtgo Remember to make just small moves before taking each photo!	
Project Work/PSHE/citizenship <i>The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.</i>	Learning project - <u>Let's Wonder:</u> -Draw a picture of them self and label their drawing with the qualities they have. -How do others see them differently? Ask people at home to add to their qualities. -How are they different to other children in different parts of the world? What makes them similar to other children around the world?	<u>Let's Create:</u> Complete an observational drawing of what they see outside a window in their house. Then get out into the garden and find natural forms such as stones, leaves, flowers and animals. Complete sketches, showing an awareness of different viewpoints of the same object. Remember to concentrate on tone and shading. Note: this is similar to your art task, so do combine the 2 activities.	<u>Be Active:</u> Move around their home and garden taking photographs from different viewpoints. Which photos do they like? Do the people they live with like the same photos as them? Why? Why not? Recommendation at least 2 hours of exercise a week.	<u>Time to Talk:</u> Talk about keeping safe, discuss different ways to keep safe. Basic hygiene rules, road safety, internet safety, water safety, being safe around the home, stranger danger. How do different people view this?	<u>Understanding Others and Appreciating Differences:</u> Listen to different pieces of music from around the world, which styles of music do they prefer and why? Music Maybe they could learn a song by heart and perform it. <u>Reflect:</u> Design their own ideal world. Would their world contain the same things as other people? Which things are most important to them? What are they going to include?

<p>Mindfulness/ Wellbeing</p>	<p>Listen or dance to the song 'Happy' by Pharrell Williams. Make a list of things that make you happy.</p> <p>https://www.youtube.com/watch?v=ZbZSe6N_BXs</p>	<p>Last week we introduced you to Myleene Klass's music classes. Here is a link to her second class.</p> <p>https://www.youtube.com/watch?v=R_zpIGap_hG8</p>	<p>Kindness meditation for children. This short 3-minute video is an introduction to kindness meditation for children and is a good way to clear your head.</p> <p>https://www.mindmoose.co.uk/wp-content/uploads/2017/07/Mind-Moose-Kindness-Meditation-for-Children.mp3</p>	<p>Finding the positives. This activity is to encourage you to look for positive things in your life and in yourself as a person.</p> <p>http://youngminds.org.uk/media/3554/how-many-positives-360-activity.pdf</p>	<p>Chase a rainbow. To spread positivity, children across the world have been drawing rainbows to put in their windows. If you haven't done this, you could try drawing or painting one to put up. If you have done one already, think of some positive words to add to your picture.</p> <p>e.g We will beat this! We are strong. Thank you NHS.</p>
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