



DOG KENNEL HILL PRIMARY SCHOOL

School Closure Weekly Timetable

Year 4,
Week 7, 18.05.20



	Monday	Tuesday	Wednesday	Thursday	Friday
English An amazing example of enclosures created with the animal's well-being in mind is at The Big Cat Sanctuary in Kent. To help with this week's writing task, you might like to watch one of their Facebook lives (you must do this with an adult's permission and preferably with the adult with you) Every Friday at about 11am, they introduce one of their cats. You may be able to see lives from previous weeks on their Facebook page too.	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! Handwriting practise https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-4.html What letters do you struggle with? Practice words with these in. E.g. often, we see handwriting where the r is joined at the bottom, instead of the top, which makes it look like a c. Check yours. Spelling Task: We are looking at words with the endings / suffix -ous . The root word is changed by adding this suffix. For example danger becomes dangerous .	20-30 mins Reading Continue reading your home book. Don't forget to fill in your reading journal. Phonics / SPaG: You can continue to play any of the games you think will help on Phonics Play at anytime: https://www.phonicsplay.co.uk/# https://www.thenational.academy/year-4/english/persuasion-spag-focus-imperative-and-modal-verbs-year-4-wk4-4 Do the lesson up to the task where you identify the imperative and modal verbs in the text. Pause to answer the questions tomorrow.	20-30 mins Reading Did you manage to subscribe to this daily news listing?: https://theday.co.uk/subscriptions/the-day-home Catch up on a few articles from the week. Phonics / SPaG: https://www.thenational.academy/year-4/english/persuasion-spag-focus-imperative-and-modal-verbs-year-4-wk4-4 Continue from where you left off yesterday, to answer the 5 questions.	20-30 mins Reading Continue reading your home book Phonics / SPaG https://www.bbc.co.uk/bitesize/articles/zh4thbk Pick up from Wednesday's work and complete Activity 3 . Writing Task: You know what a bad enclosure looks like, and you have planned what a suitable enclosure should look like. Now you are going to write a presentation to persuade the owners of the bad enclosures to improve them.	20-30 mins Reading Make sure you have read all the information around your topics for the week and if anything sparks your interest, maybe read further into a subject. Handwriting practise https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-4.html Choose some imperative and modal verbs and write them out in the cursive font three times. Spellings: Write a silly paragraph using as many of the words ending in -ous . Can you also include some imperative and modal verbs? Make sure that you use your best cursive

	<p>Can you find more words that end in -ous? (don't peak at tomorrow's lesson!). See if the word has a root word, and if you can work out what it is.</p> <p>Writing Task: 'Zoo' by Anthony Browne,</p> <p>https://youtu.be/T07u0AggVsg</p> <p>We will be starting this properly tomorrow.</p> <p>You will be using what you have learnt about your animal to inform how they should be kept in a zoo, in the most appropriate way.</p> <p>Not all animals are kept in the correct conditions, so you will be writing a persuasive presentation to convince a zoo keeper that they should keep animals in safe and suitable conditions.</p> <p>But before we get started, do the following reading comprehension to help get you started:</p>	<p>Words ending in -ous, did you get any of these yesterday? poisonous, dangerous, various, tremendous, enormous, courageous, outrageous, obvious, curious, hideous.</p> <p>Writing Task: Check you know the meaning of them all.</p> <p>Writing Task: You researched a wild animal last week.</p> <p>These animals are often kept in zoos, and, a little bit like in 'Zoo' by Anthony Browne, not always in the best conditions.</p> <p>At the end of the timetable there are 4 photos of animals kept in bad conditions.</p> <p>Warning: You might find this photos a bit upsetting, so maybe look at them with an adult, or have something nice planned for after.</p> <p>Look at the pictures and write around them or on another</p>	<p>enormous, courageous, outrageous, obvious, curious, hideous.</p> <p>Writing Task: What should the animals have had in their enclosures?</p> <p>Using the animal you researched last week, think about what would make the enclosures you looked at yesterday better.</p> <p>Enclosure – this means an area that has a fence or wall around it – often necessary for wild animals as it would be dangerous for them to escape.</p> <p>Write a checklist of what an enclosure for your animal should have. Think about:</p> <ul style="list-style-type: none"> Their natural habitat: do they like jungle or desert? Do they like big spaces or small? Etc How do they get their food? What they need in terms of company - do they live in 	<p>features this week to explain why the bad enclosures are not acceptable:</p> <ul style="list-style-type: none"> Use emotive language: appalling, disgraceful, degrading, unethical And emotive sentences: I was sickened by... The sight of ... horrified me. I was repulsed by... Without a doubt, ... Use rhetorical questions: How much room did the animals have? How do you think the animals feel? How close is this to their natural habitat? Would you like to live like this? <p>Part two You will now persuade the zoo owner that your ideas are far better:</p> <ul style="list-style-type: none"> Use facts (the facts that you learnt in your research) to back up your points: In the wild, a tiger lives in large spaces. When it gets its food, an elephant will sometimes need to 	<p>handwriting, taking on all the practices from the week.</p> <p>Writing Task: Finish off and edit your presentation so that it is ready to present!</p> <p>Make sure you have included at least 3 side headings.</p> <p>Now ask someone in your family to pretend to be the zoo owner. It could be all your family as the zoo's directors.</p> <p>Bring your model and read your presentation to them. Hopefully by the end, you will have persuaded them to build a good zoo!</p>
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	<p>Comprehension Task: https://www.thenational.academy/year-4/english/persuasion-identifying-the-features-of-a-text-year-4-wk4-3</p> <p>Use the clip to learn about persuasive features.</p> <p>If you want to do the previous lessons, you can. The next lesson is your SPaG lesson tomorrow.</p> <p>The spellings are not the same as ours, but feel free to try and learn them too!</p> <p>We will not be writing a rap, but do think about how the features can be used to write your presentation on a good zoo enclosure.</p>	<p>piece of paper:</p> <ul style="list-style-type: none"> • What you see that is wrong • Adjectives to describe what you are seeing • Emotive words that explain how you feel <p>It might also be able to describe what you see and feel to the person who is with you.</p>	<p>packs or solitary?</p> <p>For your Art / DT project this week, you will be making your enclosure, so this checklist will be very helpful for that, as well as the presentation you will write tomorrow!</p>	<p>reach high with its trunk.</p> <ul style="list-style-type: none"> • Use imperative verbs: Change; Build; Include; Incorporate; Feed • Use modal verbs: must; should; might; could <p>As you write your presentation, you can include sentences where you point to the enclosure you have built in Art / DT and describe them. This is powerful as you have an example to back up your points.</p>	
<p>Maths To try throughout the week:</p> <p>Our practical activity! This week your Task is to create a step-by-step guide for a year 4 child explaining to them how to use the four Operations (addition,</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic</p> <p>Four operations https://www.topmarks.co.uk/mathsgames/daily10</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic</p> <p>Multiplication Archery https://mathsframe.co.uk/en/resources/resource</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic</p> <p>Daily 10 https://www.topmarks.co.uk/mathsgames/daily10</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic</p> <p>Hit the button https://www.topmarks.co.uk/mathsgames/hit-the-button</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic</p> <p>https://www.topmarks.co.uk/mathsgames/daily10</p>

<p>subtraction, multiplication, and division). Your guide must include how to calculate:</p> <p>Addition sums</p> <p>125+ 321 328 + 292 532 + 483 2867+ 3562</p> <p>Subtraction sums</p> <p>764-342 589-471 578-493</p> <p>Multiplication</p> <p>23 x 2 57x 9 243 x3 321 x2</p> <p>Divison</p> <p>86/2 39/3 45/5</p> <p>[remember you can use any method you feel comfortable with to show your calculations. Here are some suggestions: Multiplication- short hand method Division- part-whole method or bus stop. Addition -column method Subtraction- column]</p>	<p>games/mental-maths-train</p> <p>White Rose Task Lesson 1 (week 5): Recognising tenths and hundredths</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>WATCH White Rose Clip and then go on to the BBC Bite size website where you'll find videos and activities.</p> <p>BBC Bite Size - https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1</p> <p>Having trouble accessing White Rose? To access White rose maths if having problems with the link:</p> <p>type 'white rose maths' into your browser and click on the following: home learning> year 4> Summer term-week 5 (w/c 18th of May)</p>	<p>ce/399/Archery-Arithmetic-Multiplication</p> <p>White Rose Task Lesson 2 (week 5):: Equivalent Fractions (1)</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>WATCH White Rose Clip and then go on to the BBC Bite size website where you'll find videos and activities.</p> <p>BBC Bite Size - https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1</p>	<p>games/daily10</p> <p>White Rose Task Lesson 3 (week 5):: Equivalent Fractions (2)</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>WATCH White Rose Clip and then go on to the BBC Bite size website where you'll find videos and activities.</p> <p>BBC Bite Size - https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1</p>	<p>White Rose Task Lesson 4 (week 5):: Fractions Greater than 1</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>WATCH White Rose Clip and then go on to the BBC Bite size website where you'll find videos and activities.</p> <p>BBC Bite Size - https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1</p>	<p>White Rose Task Lesson 5 (week 5): – Challenge!</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>WATCH White Rose Clip and then go on to the BBC Bite size website where you'll find videos and activities.</p> <p>BBC Bite Size - https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1</p>
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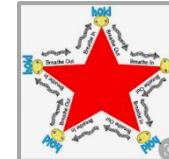
<p>Click the links below to get an Idea of how you can explain the steps for your calculations:</p> <p>Subtraction- https://www.youtube.com/watch?v=Y6M89-6106I</p> <p>addition https://www.youtube.com/watch?v=7ujcg3HAyNY</p> <p>division https://www.youtube.com/watch?v=trjepeOy2rc</p> <p>multiplications https://www.youtube.com/watch?v=k68CPfcehTE</p> <p> https://www.mathsontostart.org.uk/fun-maths-at-home/</p> <p>Try here for creative fun maths ideas. Check the blog for updates too!</p> <p>New Resource We have added a new topic on Maths with Parents. Click on the link to check it out!</p> <p> equals,QGUTCJ)2">https://www.mathswithparents.com/KWeb?username=anonymous&menuitem=TRIAL&filter=(TrialCode>equals,QGUTCJ)2</p>	<p>Now that WhiteRose have teamed up with BBC Bitesize daily, the maths worksheets they had provided before are no longer available. There are activities on BBC bitesie, but if you prefer paper copies to work on, you should be able to collect these at the office, or find them attached to the email sent to you on Friday 15th May.</p>				
<p>Indoor Exercise</p> <p>Try a mix of each</p>	<p>Cosmic Kids Yoga</p>	<p>Just Dance Kids</p>	<p>Cosmic Kids Yoga</p>	<p>Just Dance Kids</p>	<p>Cosmic Kids Yoeckga</p>

<p>throughout the week, or if you need to move a lot, all 3 each day!</p>	<p>https://www.youtube.com/user/CosmicKidsYoga</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p> <p>Go Noodle: https://www.gonoodle.com/</p>	<p>https://www.youtube.com/watch?v=zilHZeKbMUo</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p> <p>Go Noodle: https://www.gonoodle.com/</p>	<p>https://www.youtube.com/user/CosmicKidsYoga</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p> <p>Go Noodle: https://www.gonoodle.com/</p>	<p>https://www.youtube.com/watch?v=zilHZeKbMUo</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p> <p>Go Noodle: https://www.gonoodle.com/</p>	<p>https://www.youtube.com/user/CosmicKidsYoga</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p> <p>Go Noodle: https://www.gonoodle.com/</p>
Foundation Subjects		<p>Science</p> <p>This week we're looking at what happens in the different parts of the body when it digests food.</p> <p>Before we do, we'd like you to try an experiment. You will need: orange juice, some crackers or a piece of toast, a little water and a sealable bag.</p> <p>Break the crackers and put them in the bag (representing teeth and mouth). Next add in 2 spoonfuls of water (representing the saliva). Now add in 4 spoonfuls of orange juice (representing the stomach acid).</p> <p>Make a prediction. What do you think will happen?</p>	<p>Geography/History</p> <p>What did the Anglo-Saxons believe?</p> <p>The Anglo-Saxons were pagans, believing in many gods and goddesses, and they brought their beliefs to Britain when they settled. They had deities for different things, such as Thor, god of thunder, and Frigg, goddess of love.</p>	<p>Art/DT</p> <p>This week we are linking DT to our Literacy work. We would like you to design and create a 3D enclosure for a zoo animal using junk modelling.</p> <p>For some inspiration, check out Chester zoo's live camera showing some of their animals and their enclosures. Scroll down for some video examples. https://www.chesterzoo.org/virtual-zoo-2/</p> <p>First choose an animal you'd like to plan for. Next you will need to think about: space, shelter, a place for water and food,</p> <p>ICT</p> <p>Internet Safety: https://www.thinkuknow.co.uk/parents/</p> <p>Presenting Task: Last week, in English, you collected together information about your animal in the wild. For ICT this week, can you present your non-chronological report in a format on the computer? Some of you may have already done this – so try a different format.</p> <p>For this you could use:</p> <ul style="list-style-type: none"> - Powerpoint to create a powerpoint presentation of your facts thinking of each slide as a different side heading. Don't forget an intro page - Word to create a poster – use different sized fonts and text boxes. - Publisher to create a poster 	

	<p>Gently rub the contents in the bag and observe what happens.</p> <p>What can you see? Draw a picture and describe it?</p> <p>What changes can you see? Why do you think this has happened?</p> <p>This experiment it to help you understand what happens to food in the digestive system.</p> <p>What happens in your mouth? https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/z2rxb82</p> <p>What happens in your stomach? https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zg2q7p3</p> <p>What happens in your intestines? https://www.bbc.co.uk/bitesize/topics/zv9qhyc/articles/zdkfvk7</p> <p>Watch this funny movie about the digestive system. https://kidshealth.org/en/kids/dsmovie.html</p> <p>Challenge: Can you write a comic strip story about a slice of pizza's journey through the</p>	<table border="1"> <thead> <tr> <th>GOD</th><th>GOD OF WHAT?</th></tr> </thead> <tbody> <tr> <td>Balder</td><td>God of Immortality</td></tr> <tr> <td>Eostre</td><td>Goddess of Birth</td></tr> <tr> <td>Frigg</td><td>Goddess of Love</td></tr> <tr> <td>Hel</td><td>Goddess of Death</td></tr> <tr> <td>Loki</td><td>God of Cunning</td></tr> <tr> <td>Saxnot</td><td>God of the Family</td></tr> <tr> <td>Thunor</td><td>God of Thunder</td></tr> <tr> <td>Tiw</td><td>God of War</td></tr> <tr> <td>Wade</td><td>God of the Sea</td></tr> <tr> <td>Wayland</td><td>God of Metalworking</td></tr> <tr> <td>Woden</td><td>Chief God</td></tr> </tbody> </table> <p>Find out more here: https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zs3gcdm</p> <p>Have a look at the list of gods and goddesses above. Can you create your own imaginary god or goddess for the Anglo-Saxon times and write a description for that god? E.g Feer, goddess of fire.</p> <p>Try to include: A picture of your god/goddess. Their name. Their qualities. When people might want or need to pray to them. Why they are important.</p> <p>Over time, the Anglo-</p>	GOD	GOD OF WHAT?	Balder	God of Immortality	Eostre	Goddess of Birth	Frigg	Goddess of Love	Hel	Goddess of Death	Loki	God of Cunning	Saxnot	God of the Family	Thunor	God of Thunder	Tiw	God of War	Wade	God of the Sea	Wayland	God of Metalworking	Woden	Chief God	<p>entertainment, exercise and other things that will help your animal feel happy and safe. Then draw a plan for your enclosure and include materials you might like to use. Eg, grass, wooden logs, a metal barrier. Afterwards look around the house for any recyclable materials you could use. Eg, shoe boxes, egg cartons, bottles, bottle tops, paper, string, etc. You could also pick up twigs, leaves or grass the next time you are outdoors.</p> <p>Have a go at using the materials you have collected to make a 3D model of your zoo enclosure.</p> <p>If you can and would like to, take a photo and email it to us! We would love to see your creations.</p>	<p>or a leaflet. Don't forget pictures are really important.</p>
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	<p>body?</p> 	<p>Saxons beliefs changed, and many Anglo-Saxons were converted to Christianity.</p> <p>Challenge: What could you tell the Anglo-Saxon's about Christianity? Write down some facts to share.</p>		
PSHE Project /RE ALL ABOUT US <i>This week's project is all about community and the people who make up our community. We live in a vibrant, multicultural society which means we all come from many different backgrounds/ cultures. Have a look at this week's topics choose 1 or 2 projects to do for the week. Take your time and don't rush through them.</i>	<p>RE: This month, Millions of Muslims around the world are observing the holy month of Ramadhan – click the links below to find out what its all about and why Muslims fast during Ramadan.</p> <p>What is Islam? https://www.bbc.co.uk/bitesize/topics/zpdtsbk/articles/zrxgwx</p> <p>What is Ramadan? https://www.bbc.co.uk/bitesize/topics/zpdtsbk/articles/zjc2bdm</p> <p>TASK: once you've had a look at the links, and found out some information about Ramadan. Create a mind map/ though shower / brainstorm/ spider</p>	<p>PSHE</p> <p>Community – interview a parent</p> <p>Your task today is to find out about the community that your parent/s lived in when they were younger. Either record this interview or write their answers/comments down on paper.</p> <p>Use the following questions (you can add some of your own):</p> <ul style="list-style-type: none"> -What does community mean to you? -When you were younger, what was your community like? -How would you compare the 	<p>PSHE</p> <p>Community cake –</p> <p>Using some paper, design and annotate (label) a cake for a community gathering.</p> <p>Your cake design must include:</p> <ul style="list-style-type: none"> -a logo/ symbol that represents your community. -people who make up your local community and the different jobs they do. -a well-known landmark/ statue/ building that everyone in your community can recognise. <p>Colour and annotate your cake. Then write a paragraph about</p>	<p>PSHE</p> <p>Community – How to look after the environment.</p> <p>List all the possible ways you/ your family/ community look after the environment.</p> <p>Once you have listed these:</p> <ol style="list-style-type: none"> 1) Write a paragraph about how /why it is important you do this/these things. What would happen if you didn't do this? How/who would this impact on in your community. 2) Think about how you can include all your points in a poem about

	<p>diagram about all the things you've learnt about Ramadan- you can draw pictures to illustrate your point.</p>	<p>community you live in now to the community you lived in before?</p> <ul style="list-style-type: none"> -Were there any positive/negative experiences you had growing up in your community? -Who in made the biggest difference in your life in your community, how and why? -What sorts of foods were available in your community growing up then that isn't around now? -What hasn't changed in your community, why do you think they've not changed? <p>Tips for an interview:</p> <ul style="list-style-type: none"> -sit opposite the person you are interviewing (interviewee) -have eye contact with them. -if your recording have the camera facing your interviewee. - let your interviewee finish speaking before asking them another 	<p>why you have made you design choices.</p> <p>Tips:</p> <p>Be as creative as you can with your designs- use colouring pencils/pens , scrunched up paper, pipe cleaners, sequins etc....</p> <p>I would love to see you finished decorated cake designs – please email over if you would like!</p>	<p>your community.</p> <p>Tips for creating a poem:</p> <ul style="list-style-type: none"> -rhyming -similes -metaphors -personification -onomatopoeia <p>Use this to help help you write your poem</p> <p>Rhyming-</p> <p>https://www.youtube.com/watch?v=S0yZ-Rc51z4</p> <p>https://www.youtube.com/watch?v=RytwY1pFjo</p>	
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		question.			
Mindfulness/ Wellbeing	<p>5 Senses</p> <p>Can you name: 5 things you can see? 4 things you can feel? 3 things you can hear? 2 things you can smell? 1 thing you can taste?</p>	<p>Happiness Flower</p> <p>Can you draw a simple flower and fill the petals with things that make you feel happy?</p>	<p>Practise 'Take 5' Breathing</p> <p>Hold your hands out and spread your fingers. With the finger of the other hand, trace the outline of a finger breathing in through your nose as you trace up. Breathing out through your mouth as you trace down. Keep going at a steady pace.</p>	<p>Practise Star Breathing</p> <p>Start at a point on a star, follow your way around with your finger breathing slowly and holding your breaths at the points.</p> 	<p>One Minute Mindful Seeing</p> <p>Find a place where there are lots of things to see. For e.g. out of a window. For one minute, observe all the things you can see and make a list. Is there anything new that you've noticed that you haven't seen before?</p>
Spanish	<p>Rooms in the house</p> <p>https://www.dropbox.com/sh/jrzvcmq7xcpxai2/AAAWKtPjoYSayQDHN7nk0fc4a?dl=0</p>	<p>Transport</p> <p>https://www.dropbox.com/sh/jrzvcmq7cpxai2/AAAWKtPjoYSayQDHN7nk0fc4a?dl=0</p>	<p>Oak Academy Spanish</p> <p>Alphabet and numbers</p> <p>https://www.thenational.academy/year-4/foundation/el-alfabeto-y-los-numeros-year-4-wk1-2</p>		



