



DOG KENNEL HILL PRIMARY SCHOOL

School Closure Weekly Timetable

Year 4,

Week 8,

Half Term Week and week beginning 1st June 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>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. sometimes, join in from letters 's', 'x', and 'z' can be tricky.</p> <p>Spelling Task: We are looking at words with the 'sh' sound but are spelt with 'ch'. These words tend to be French in origin, for example chef. Can you find more words? (don't peak at tomorrow's lesson!).</p>	<p>20-30 mins Reading Continue reading your home book. Don't forget to fill in your reading journal.</p> <p>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/#</p> <p>Spelling Task: Words using ch to make the sh sound - did you get any of these yesterday? chef, chalet, machine, brochure, moustache, parachute, chic, champagne</p> <p>Check you know the meaning of them all.</p>	<p>20-30 mins Reading Did you manage to subscribe to this daily news listing?: https://theday.co.uk/subscriptions/the-day-home</p> <p>Catch up on a few articles from the week.</p> <p>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.</p> <p>Spelling Task: Words using ch to make the sh sound. Continue to work on these using: say, look, spell, write, check:</p>	<p>20-30 mins Reading Continue reading your home book</p> <p>Phonics / SPaG: https://www.thenational.academy/year-4/english/spag-focus-expanded-noun-phrases-year-4-wk1-4</p> <p>Please note – paperpack will be different.</p> <p>Comprehension Task: https://www.thenational.academy/year-4/english/poetry-reading-comprehension-word-meaning-year-4-wk1-1</p> <p>Please note – paperpack will be different.</p> <p>If you want to do the other lessons, you can.</p>	<p>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.</p> <p>Spellings: Write a silly paragraph using as many of the words using ch for the sh sound. Make sure that you use your best cursive handwriting, taking on all the practices from the week.</p> <p>When you've finished, practice your editing skills by not only checking your spellings, but by improving some of your word choices, sentences starters</p>

			<p>chef, chalet, machine, brochure, moustache, parachute, chic, champagne</p>	<p>The SPaG lesson is already timetabled.</p> <p>The spellings are not the same as ours, but feel free to try and learn them too!</p>	<p>and checking all punctuation.</p>
<p>English</p> <p>If you didn't get a chance last week, don't forget to look at The Big Cat Sanctuary in Kent's Facebook lives (you must do this with an adult's permission and preferably with the adult with you)</p> <p>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.</p>	<p>Writing Task: 'Zoo' by Anthony Browne, https://youtu.be/T07u0AaggVsg</p> <p>Project (this can be done w/c 1st June, or you can spread it out over half term and w/c 1st June) Project brief – to run a campaign to save an endangered animal.</p> <p>Over the next 1 or 2 weeks, you will be doing some research on a wild animal that is endangered. It may be the same animal that you have worked on over the past 2 weeks. Or if you aren't sure on which animal, then use the Orangutan (links to a programmes that will help are below).</p> <p>The following steps are ideas that you can do. You don't have to do them in the exact order, and you may not do everything, but do try to do the research first to inform your writing.</p> <p>Use all the facts about zoos, habitats and enclosures that you have already learnt and skills on debating and persuasive writing.</p> <p>Have fun, and maybe develop a new passion!</p> <p>1) Research words such as campaign, species, conservation, critically endangered, endangered and vulnerable https://www.worldwildlife.org/pages/what-does-endangered-species-mean</p> <p>2) Research some animals that are endangered. The WWF is a good place to start https://www.worldwildlife.org/</p> <p>3) Research in greater depth by choosing an animal to campaign on behalf. If you're not sure, why not look into the Orangutan? There is lots of information to look at, including this television programme from a couple of years ago on Channel 4 https://www.channel4.com/programmes/orangutan-jungle-school NOTE: to watch this you will need an adult to register and sign in – this is free.</p> <p>Other things that could help with your research on Orangutans: https://www.worldwildlife.org/species/orangutan</p>				

<https://www.wwf.org.uk/learn/fascinating-facts/orangutans>
<https://www.orangutan.org.uk/>
 And for fun, and may help later with your campaign:
https://www.wwf.org.uk/sites/default/files/2019-03/WWF_Orang-utan_Craft_Activity_Sheet.pdf

4) Now start your campaign. Find an organisation that needs to change their ways to help protect your animal. For example, if it's the orangutan, then you might write to a company that is using illegal palm oil, or illegally sourced wood. Write a letter or an email to them to persuade them to do something to ensure your animal is no longer threatened. If you get a reply – let us know!

5) Continue your campaign. This can be done in one or more of the following ways:

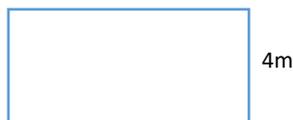
- Make a poster
- Write a script for a radio or TV / YouTube advert (see the WWF website again for ideas)
- Record or film your advert! You could do this with someone else by sharing recordings / videos by messaging them to each other, or acting out through a video app.
- Create something that could go online – use publisher or PowerPoint to design what could be a webpage.
- Use Scratch to create a campaign using the sprites as your animal.
- Use your stopframe / camera skills to film your campaign / advert.
- Write a campaign song. Use some of the skills from your poetry comprehension and SPaG lessons to help with this.
- Record your song – include music if you can!

If this is an area of interest to you, see what else you might like to do here: <https://www.worldwildlife.org/teaching-resources/>

<p>Maths To try throughout the weeks</p> <p>Our practical activity!</p> <p>Over the next two weeks your task is to create/ design a new stage for our assembly hall at DKH. This is an exciting task where you can really explore your ideas. You must use your knowledge about perimeters and Area to create your stage. Remember this is going to be life size so make sure any calculations you do are in metres (m)/meters squared (m²). For example your stage</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic</p> <p>Four operations https://www.topmarks.co.uk/maths-games/mental-maths-train</p> <p>Half term holiday maths- optional</p> <p>Lesson 1 – revisiting</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic</p> <p>Multiplication Archery https://mathsframe.co.uk/en/resources/resource/399/Archery-Arithmetic-Multiplication</p> <p>Half term holiday maths - optional</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic</p> <p>Daily 10 https://www.topmarks.co.uk/maths-games/daily10</p> <p>Half term holiday maths - optional</p> <p>Lesson 5</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic</p> <p>Hit the button https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Half term holiday maths - optional</p> <p>Lesson 7</p> <p>https://www.thenational.academy/year-</p>	<p>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic https://www.topmarks.co.uk/maths-games/daily10</p> <p>Half term holiday maths - optional</p> <p>Lesson 9</p> <p>https://www.thenational.academy/year-</p>
---	---	---	---	---	---

might have a total area of **28m²** made by doing the multiplication 7 x 4

7m



Instructions:

- Use ruler and a sharp pencil.
- Draw out your design on a Squared/plain piece of paper.
- Annotate your design showing all your calculations for the perimeter and area of the stage, props, frames and other items you will have on your stage.

<https://www.mathsontoast.org.uk/fun-maths-at-home/>
Try here for creative fun maths ideas. Check the blog for updates too!

New Resource

We have added a new topic on Maths with Parents. Click on the link to check it out!

area and perimeter.

<https://www.thenational.academy/year-4/maths/area-and-perimeter-year-4-wk1-1>

lesson 2-

<https://www.thenational.academy/year-4/maths/area-and-perimeter-year-4-wk1-2>

w/c 1st of June

White Rose Task

Lesson 1 (week 6):

<https://whiterosemaths.com/homelearning/year-4/>

WATCH White Rose Clip and then go on to the BBC Bite size website where you'll find videos and activities.

BBC Bite Size - <https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

Lesson 3-

<https://www.thenational.academy/year-4/maths/area-and-perimeter-year-4-wk1-3>

lesson 4

<https://www.thenational.academy/year-4/maths/area-and-perimeter-year-4-wk1-4>

w/c 1st of June

White Rose Task

Lesson 2 (week 6)::

<https://whiterosemaths.com/homelearning/year-4/>

WATCH White Rose Clip and then go on to the BBC Bite size website where you'll find videos and activities.

BBC Bite Size - <https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

<https://www.thenational.academy/year-4/maths/area-and-perimeter-year-4-wk1-5>

Lesson 6

<https://www.thenational.academy/year-4/maths/area-part-1-estimating-year-4-wk2-1>

w/c 1st of June

White Rose Task

Lesson 3 (week 6)::

<https://whiterosemaths.com/homelearning/year-4/>

WATCH White Rose Clip and then go on to the BBC Bite size website where you'll find videos and activities.

BBC Bite Size - <https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

[academy/year-4/maths/area-part-2-calculating-year-4-wk2-4](https://www.thenational.academy/year-4/maths/area-part-2-calculating-year-4-wk2-4)

Lesson 8

<https://www.thenational.academy/year-4/maths/area-part-3-cm2-year-4-wk2-3>

w/c 1st of June

White Rose Task

Lesson 4 (week 6)::

<https://whiterosemaths.com/homelearning/year-4/>

WATCH White Rose Clip and then go on to the BBC Bite size website where you'll find videos and activities.

BBC Bite Size - <https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

[4/maths/area-part-4-m2-year-4-wk2-4](https://www.thenational.academy/year-4/maths/area-part-4-m2-year-4-wk2-4)

Lesson 10

<https://www.thenational.academy/year-4/maths/area-part-5-application-year-4-wk2-5>

w/c 1st of June

White Rose Task

Lesson 5 (week 6): - Challenge!

<https://whiterosemaths.com/homelearning/year-4/>

WATCH White Rose Clip and then go on to the BBC Bite size website where you'll find videos and activities.

BBC Bite Size - <https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

https://www.mathswithparents.com/KWeb?username=anonymouse&menuitem=TRIAL&filter=(TrialCode,equals,QGUTCJ)					
<p>Indoor Exercise</p> <p>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</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTI</p> <p>Go Noodle: https://www.gonoodle.com/</p>	<p>Just Dance Kids 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>Cosmic Kids Yoga 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>Just Dance Kids 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>Cosmic Kids Yoeckga 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>Foundation Subjects</p>	<p>Science</p> <p>The energy that all animals get from food begins with the sun's energy and once it reaches Earth, it is transferred through food webs and food chains.</p> <p>Food chains begin with the producers, then the primary and secondary consumers, predator and prey.</p>	<p>Geography/History</p> <p>Anglo-Saxon artefacts</p>  <p>An artefact is an object made by a human that has a historical interest. Archaeology is the study of the lives of people from the past. An archaeologist's job is to look at evidence, such as artefacts and</p>	<p>Art/DT</p> <p>The Anglo-Saxon's were great craft makers and designed lots of ornate jewellery. We would like you to design your own Anglo-Saxon piece of jewellery. It could be a belt buckle, a brooch for a cape, a necklace, bracelet etc.</p> 	<p>ICT</p> <p>Internet Safety: https://www.thinkuknow.co.uk/parents/</p> <p>Recap the half term and use your skills!</p> <p>Your writing task culminates in a campaign. Use what you have written and bring it to life using your ICT skills. This could be:</p> <ul style="list-style-type: none"> • Voice recordings • Video • Stop Frame animation • Using programme to create a poster or fictional webpage (eg publisher or powerpoint) • Scratch • Or any other creative 	

Food Chains



Producers are living organisms that can make their own food from sunlight and are usually green plants.

Consumers are animals in the food chain that consume or eat other plants or animals.

Predators are animals in the food chain that eat other animals.

Prey refers to an animal that is hunted and eaten by another animal.

Here is a useful video.

<https://www.bbc.co.uk/teach/class-clips-video/food-chains-and-food-webs-in-animals/zn7g92p>

An example of a food chain might be:

Lettuce – slug – hedgehog – fox.

buildings, from the past and to try to understand them and explain what life was like then.

Rot or not?

Below is a list of materials. Which ones do you think would survive being buried in the ground for 1000 years? Make a list of ones you think would rot and ones that would not.

Wood, food, pottery, metal, glass, fabric, bones, leather.

This video explores the discovery of some Anglo-Saxon artefacts. Watch carefully to see how archaeologists work and what they find.

https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1196168/grade2/module1190561/index.html

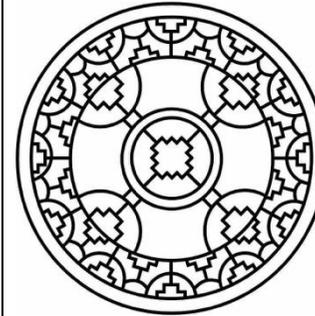
<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zwiq2hv>

Here are images of Anglo-Saxon artefacts found. They include tools, bronze brooches and belt buckles.

Revisit the links from History to see examples or see some more from the discovery at Sutton Hoo.

<http://suttonhoo.org/images>

You can draw your design or make a 3D model of it using materials you have around the house.



First decide what you want to design. Next find some example pictures of that object to get ideas. See above link. Decide on the shape of your piece and what patterns you might want to include. Have a go at sketching it out. Remember to use the pencil softly so that you can easily erase any marks you don't want.

methods you know of!

The lettuce uses the sun's energy to grow. The lettuce is then eaten by the slug, who is later eaten by the hedgehog, who is then eaten by the fox.

Have a go at putting these food chains in the correct order with these fun games:

<https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zsphrwx>

https://central.espresso.co.uk/espresso/modules/s2_habits/activities/act_food_chain.html?source=search-all-all-all&source-keywords=food%20chain

Now choose 1 complete food chain and draw a diagram with labels to show which is the producer, primary and secondary consumer and predator. If you do not have internet try putting the following in order:

1. Red deer, oak tree, wolf.
2. Seagull, seaweed, crab

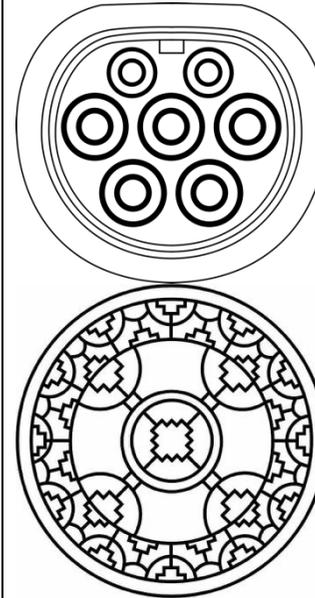
https://central.espresso.co.uk/espresso/primary_uk/subject/module/photo_gallery/item1200034/grade2/module1190561/index.html

Imagine that you are an archaeologist who has dug up a box of Anglo Saxon artefacts. What could be inside? Describe in a diary entry, using adjectives and similes what you found. Here are some question prompts to help you get started.

What might it be?
What material is it made from?
What does it look like?
What does it feel like?
Who might have used it?
How could it have arrived at the excavation site?

When you are happy with the design, colour it in. You could try labelling what materials you have used in your jewellery design.

Alternatively, here is a template you can copy and enlarge.



	<p>3. Polar bear, seal, plankton, fish</p> <p>Go back to the first example.</p> <p>Lettuce – slug – hedgehog – fox.</p> <p>Now consider this. Slug pellets have been put down to kill the slugs to prevent them from eating the lettuce. What will this mean for the food chain?</p>				
<p>PSHE Project /RE</p> <p>This week we will be looking at the topic of '<i>making choices and resolving conflicts</i>'. You will have a series of tasks that need completing each day.</p>	<p>RE:</p> <p>Think about a celebration which you and your family take part in every year, this could be: Christmas, Eid, Divali, Hanukkah, any other religious/ non festival.</p> <p>Interview a few people in your house hold and find out what this festival really means to them and why they celebrate it?</p> <p>-what is 'festival' about? - why do we celebrate it? - what does this festival</p>	<p>PSHE</p> <p>Go through the slides: -<i>managing conflicts</i> -<i>resolving conflicts</i>.</p> <p>https://www.primaryresources.co.uk/pshe/pshe2.htm#top</p> <p>Once you have done this click on resolving conflicts doc to gain access to the work sheet.</p> <p>If you are having problems accessing the links try to answer these questions instead.</p> <p>Think of a conflict you</p>	<p>PSHE</p> <p>Go onto this site and click on the document '<i>moral dilemmas</i>' and complete the work sheet on there.</p> <p>https://www.primaryresources.co.uk/pshe/pshe2.htm#changes</p> <p>We face moral dilemmas every day. A moral dilemma means that we are not quite sure about what to do in situations where somethings may seem equally important.</p>	<p>PSHE</p> <p>Create a 3 or 4 page guide book about how children can make the right choices and resolve conflicts in the play ground.</p> <p>Think about scenarios to include in your guide, you may even draw on your own experiences.</p> <p>What is the scenario? How should you react in this situation? Why is this a good way to deal with the conflict?</p>	<p>PSHE</p> <p>Use this day to finish off the projects you have chosen.</p> <p>You could make a file and collect all the bits of paper you have used for you projects.</p>

	<p>mean to you? - What is the story/ history/ origins of the celebrations.</p> <p>W/c 1st of June</p> <p>Looking at last weeks RE. Go over your notes and crate a card/ leaflet/ poster about this celebration and try to include information/ pictures that represents and explains what the celebration is and why it is celebrated.</p> <p>Please mail me your work, I would love to see it. If you've done this on paper, just take a picture and email this to me (ask parent/carers for help)</p>	<p>might have experienced recently. What was the conflict ? How did it make you feel? How do you think the other person involved might have felt?</p> <p>How did you deal with it? Was is a good/ bad choice you made? Why? Could there been any other way you might have resolved this?</p> <p>Write your answers down on a piece of paper.</p>	<p>For example,</p> <p>Is it more important to give money to charity or to individuals on streets who ask for it?</p> <p>If there was only one hospital bed left and you were a doctor would you offer it to someone young or someone who is elderly?</p> <p>Would you buy something that was stolen from someone else?</p> <p>Is it okay for scientists to carryout testing on animals for a cure?</p> <p>Write down what you think about these moral dilemmas and why you think this.</p>		
Mindfulness/ Wellbeing	<p>Happiness List</p> <p>Make a list of all the things are happy or grateful about.</p>	<p>Hot Chocolate Breathing</p> <p>Practise holding your imaginary cup of hot chocolate, breath in deeply and blow the steam away. Do this for 30 seconds. How do you feel?</p>	<p>Helping Others</p> <p>Help someone at home without them asking you. How does this make you feel?</p>	<p>Mindful Feely Bag</p> <p>Choose some items you have at home and put them in a bag. Without looking, feel each item carefully. Can you tell what it is? Can you describe it to someone else?</p>	<p>Mindful Drawing</p> <p>Draw a picture of something that makes you feel happy.</p>

Spanish	Oak Academy Spanish Introducing yourself in Spanish https://www.thenational.academy/year-4/foundation/introducing-yourself-in-spanish-year-4-wk2-2	Oak Academy Spanish Learning how to say when your birthday is. https://www.thenational.academy/year-4/foundation/saying-your-birthday-in-spanish-year-4-wk3-2			
----------------	--	---	--	--	--