



DOG KENNEL HILL PRIMARY SCHOOL

School Closure Weekly Timetable

Year 4,

Week 11, 15.06.20



	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p>20-30 mins Reading If you have Krindlekrax, read up to the end of chapter 16. If you don't, read your own book, is possible about an unlikely hero!</p> <p>Spelling Task: There is as saying 'i before e except after c' which means that when you write a word with c in it that is followed by the 'ie' phoneme it is actually written ei like in receive</p> <p>However! Some words have 'ei' without a c first! They make a different sound, and as well as 'ei' can be spelt using 'eigh' or 'ey' as well. See if you can more to go with these examples:</p> <p>weigh, neighbour, obey</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>Spellings: Here are your spellings with 'ei' 'eigh' 'ey' Did you find any of these yesterday?</p> <p>veil, vein, beige, eight, neighbour, sleigh, they, obey</p> <p>Check you know the meaning of all these words.</p> <p>Writing Task: If you have the book, read chapters 12 – 16</p>	<p>20-30 mins Reading You can continue reading your home book or if you want to try something different visit the Book Trust's website. There are online books, activities and quizzes.</p> <p>https://www.booktrust.org.uk/books-and-reading/have-some-fun/</p> <p>Phonics / SPaG: Fronted Adverbials https://classroom.thenational.academy/lessons/story-spag-focus-fronted-adverbials</p> <p>Please note – paperpack will be different.</p> <p>Comprehension Task: This week's task is around fact retrieval. https://classroom.</p>	<p>20-30 mins Reading Continue reading your home book</p> <p>Spelling Task: Practise your spellings with the 'ei' 'eigh' 'ey' using look, say, cover, write, check</p> <p>veil, vein, beige, eight, neighbour, sleigh, they, obey</p> <p>Writing Task: Use the events to retell Corky's story as a diary from Ruskin's point of view. You might start with:</p> <p>I finally <u>know</u> why the street <u>is</u> full of cracks, holes and bumps! Yesterday, Corky told me everything. Let me start at the beginning...</p> <p>As you are writing, remember:</p> <ul style="list-style-type: none"> to write in the first 	<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: See what you remember from your spellings. Write a silly paragraph trying to use all of the words. You could use the diary theme of the week. Don't forget to use your cursive handwriting.</p> <p>Writing Task: Read through your diary. Make sure that you have the following:</p> <ul style="list-style-type: none"> 1st person when speaking as Ruskin, 3rd person when

	<p>Writing Task: This week you will be writing a diary from Ruskin's point of view (POV).</p> <p>What person (1st or 3rd) is a diary written in? What tense (past, present or a mixture) is a diary written in?</p> <p>As a quick writing task, write your own diary of what happened yesterday BUT alongside what really happened, include one of these 3 events and use your imagination!</p> <p>1) As you watch TV / play a computer game, the characters start talking to you and maybe even come out of the screen...!</p> <p>2) An alien lands in your street...</p> <p>3) The trees outside start to move positions...</p>	<p>(pages 48 – 69, but pages can vary in different editions) and make notes of the main points of Corky's story.</p> <p>Corky is the caretaker of the school that Ruskin attends and is Ruskin's friend.</p> <p>In these chapters Corky tells a little of his life story and attempts to answer these questions about Lizard:</p> <p>'Do you know what made the cracks?'</p> <p>'Do you know what made the bricks so dark?'</p> <p>'Do you know what made those bumps and holes?'</p> <p>If you don't have the book, here are the main points. Copy them out in your own words and draw quick pictures to go with them. If you have the book do the same with your own notes:</p>	<p>thenational.academy/lessons/story-reading-comprehension-fact-retrieval</p> <p>The spellings are not the same as ours, but feel free to try and learn them too!</p>	<p>person as Corky, but trickily, you will be rewriting Corky's tale, so you will also use 'he / his' a lot.</p> <ul style="list-style-type: none"> To mainly write in the past tense, though be careful – you will sometimes need present tense (see the underlined bits in our suggested opening sentence) <p>Also try to use some fronted adverbials practising your skills from the SPaG lesson yesterday. Some that you could try (listed in no particular order):</p> <ul style="list-style-type: none"> • Afterwards • Immediately • After a while • All of a sudden • In the blink of an eye • Just then • Eventually • Later • Never in my life • Under the ground • In the distance • Not too far away • Slowly • Bravely • As quick as a 	<p>retelling Corky's tale (for example: I couldn't believe it. He had been bitten by a crocodile)</p> <ul style="list-style-type: none"> • The right tenses in the correct places. • At least 3 fronted adverbials. Underline the ones you have used. <p>Read your diary to someone at home, or share with a friend in your class.</p>
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		<ul style="list-style-type: none">• Corky and Ruskin sat down with tea and biscuits.• Corky showed Ruskin his medal.• The rumbling underground isn't a train – it's Krindlekrax! With 'its gigantic tail, scorching, fiery breath and sharp claws'• Before he became a caretaker, Corky worked in the sewers where 'walls are bright green and the water makes a gentle trickling noise. There are chambers as big as cathedrals, and waterfalls so high...your voice echoes...a million times'• Corky saw a baby crocodile, eating toast.• The crocodile snapped at Corky 'Clack!'• Panicking, Corky ran from the crocodile who chased him• Corky reached the exit ladder.		<p>flash</p> <ul style="list-style-type: none">• Without warning• Rapidly• Out of breath• Positively trembling with ...• Almost unbelievably	
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		<p>Climbing it, he 'felt a sharp pain in my knee' where the crocodile was biting it.</p> <ul style="list-style-type: none"> • Corky hit the crocodile off. • The crocodile grew and he named it Krindlekrax, knowing that it comes up the largest drain in Lizard Street and searches for him. 			
<p>Maths To try throughout the weeks</p> <p>Our practical activity!</p> <p>This week is all about decimals. Create a decimal jar. On small strips of paper write down decimal numbers e.g 52.03 or 10.50 or any other decimal number you can think of. You then have to say the number correctly so for example you would say out loud the number you have picked from the jar, so for 52.03 you would say: "fifty two point zero three" or for 10.50 you</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>White Rose Task Lesson 1 (week 8): 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</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>White Rose Task Lesson 2 (week 8):: 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>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>White Rose Task Lesson 3 (week 8):: 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>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic</p> <p>Decimal maker http://www.ictgames.com/mobilePage/decimalDemonstrator/</p> <p>White Rose Task Lesson 4 (week 8):: 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>Times Table Rock Stars https://trockstars.com/</p> <p>Mental Arithmetic https://www.topmarks.co.uk/maths-games/daily10</p> <p>White Rose Task Lesson 5 (week 8): – Challenge! https://whiterosemaths.com/homelearning/year-4/</p> <p>WATCH White Rose Clip and then go on to the BBC Bite size</p>

<p>would say “ ten point five zero” NOT “10 point fifty”</p> <p>Once you have you’re your numbers out loud correctly say where they belong on the place value chart. E.g 53.03 “the 5 goes in the Tens column, the 3 goes in the Ones column, the zero goes under the Tenths column and the 3 goes under the Hundredths column. say out loud what would happen to the number if you added or subtracted 1, 0.1, 0.01 Write down the new number on another piece of paper.</p> <p>Try to use your decimal jar throughout this week as a warm up before you start your maths work.</p> <p>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 We have added a new topic on Maths with Parents. Click on the link</p>	<p>and activities.</p> <p>BBC Bite Size - https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1</p>	<p>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>to check it out!</p> <p>https://www.mathswithparents.com/KWeb?username=anonymous&menuitem=TRIAL&filter=(TrialCode,equals,QGUTCJ)</p>					
<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>Can you remember the 7 characteristics of living things? Use this acronym to help you:</p> <p>MRS GREN.</p> <p>This week we are going to be learning about our local habitats. A habitat is the natural home or environment of an animal, plant or other living thing. Take a look at some of these habitats. They include: cities, oceans, woodlands, mountains, deserts etc.</p> <p>https://www.bbc.co.uk/bitesize</p>	<p>Geography/History</p> <p>Contrasting Localities</p> <p>Last week you explored your local area – your locality.</p> <p>This week, try drawing a map of it. Follow this BBC Bitesize lesson to learn about maps, then have a go.</p> <p>https://www.bbc.co.uk/bitesize/articles/zkngjrj6</p> <p>This links really well to your science and PSHCE project, so link them up!</p>	<p>Art/DT</p> <p>Observational drawing</p> <p>Observational drawing is drawing what you see. It can be a flower, leaf, person, fruit...anything, but when you do an observational drawing you need to draw what you see as realistically as possible. This week we would like you to do an observational drawing of a flower, leaf or plant.</p>	<p>ICT</p> <p>How do we get computers to do what we want?</p> <p>In this BBC Bitesize lesson, you will learn about sequencing, programming and making computers work.</p> <p>What computer programming do you know? Have you ever used algorithms? What did you use them for?</p> <p>Computers run using computer programs. A computer program is a series of algorithms written in a</p>	

[e/clips/z2bygk7](https://www.bbc.co.uk/bitesize/clips/z2bygk7)

<https://www.bbc.co.uk/bitesize/clips/zytxpv4>

We would like you to observe living things in their habitats in your local area. This could be your patio, garden, local park, local pavements etc. Use the table in the link or make your own up with these headings.
What living thing is it?
Where did you find it?
What does it look like?

https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/LKS2_Science_Y4_Spring_2_Name_living_thing_Session2_Resource.pdf

You will need to carefully observe, ask questions and record your findings.

Remember:

- Search carefully; don't disturb the surroundings.
- Look but try not to touch.
- If you turn over logs or stones, replace them.
- Draw and describe, or take photographs, of what you see.

If you want some help



You could pick some leaves up on your next walk or use flowers or plants that you have at home. If you do not have any, use a fruit or vegetable instead.



All you need for this activity is a piece of paper, a pencil and a rubber.

First you must look at your object very closely. Observe its shape, texture, patterns and areas of light and shade. Next softly draw the outline of your object. You don't want to press too hard as

language that tells a computer what to do.

Here is a video with useful information and some activities to try:

<https://www.bbc.co.uk/bitesize/articles/zht4kmn>

	<p>identifying the things you have found, check out the Woodland Trust's fun identification guide: http://www.treetoolsforschools.org.uk/activitymenu/?cat=animal_id</p> <p>Have a go at sorting these larger animals into their correct habitats.</p> <p>https://central.espresso.co.uk/espresso/primary_uk/standalone/activity_html/item542554/index.html?referrer=https%3A%2F%2Fcentral.espresso.co.uk%2Fespresso%2Fmodules%2Fs2_habitats%2Factivities%2Findex.html&bgcolor=9245</p> <p>password for Espresso</p> <p>user name: student21515 pass word: dkh846</p>		<p>it'll be harder to rub out should you want to. Once you are happy with this, you can begin to add detail in, such as any patterns, lines, dots, shading, etc. Try to make it look as realistic as you can.</p> <p>If you would like some ideas and more practical activities for observational drawing of plants click on the link below. It has lots of useful tips.</p> <p>https://www.edenproject.com/learn/schools/lesson-plans/how-drawings-could-save-your-life</p>		
<p><u>PSHE Project /RE</u></p> <p>This week we will be looking at the topic of 'healthy living' which is all about how you can live a healthy life and why it is important to try and make good choices when it comes to healthy living. This week we will be</p>	<p><u>RE:</u></p> <p>This week we'll be looking at places of worship.</p> <p>Research a place of worship that you know of (church, mosque, synagogue, gurdwara, mandir.. or any other place)</p>	<p><u>PSHE</u></p> <p>Road safety</p> <p>On a plane piece of paper roughly draw out your route to school including all the roads that you cross. As you do this think about the mode of travel for example</p>	<p><u>PSHE</u></p> <p>Road safety</p> <p>Now that we know the important terms to do with roads and crossings. Today we'll be looking at safety when crossing roads.</p> <p>Write down notes in</p>	<p><u>PSHE</u></p> <p>Make a poster/ leaflet aimed at children your age promoting road safety. You can include all the research you've done throughout the last couple of days and use this in your poster.</p> <p>Suggestions for what to</p>	<p><u>PSHE</u></p> <p>Use this day to finish off any tasks that you haven't completed.</p> <p>We would love to see your posters/leaflets on road safety so please do email us pictures of your work.</p>

<p>looking at SAFETY.</p>	<p>Find out what the rules and etiquettes (manners or rules) are for entering the place of worship and what must people do when they are in the place of worship.</p> <p>Once you have done some research. Create a leaflet about the place of worship and all the different things they do in there as well as all their rules that you need to follow in order to show respect.</p> <p>Would love to see these leaflets so please do email us and share!</p> <p>Here are some links that can help you with your research.</p> <p>https://www.reonline.org.uk/specials/places-of-worship/videos.htm</p>	<p>some of you may walk, cycle or even use public transport to get to school.</p> <p>Here are some terms you might want to know and jot down on your travel route.</p> <p><u>Pedestrian</u>- someone who is walking to where they want to get to.</p> <p><u>vehicle</u>- is a form of transport that carries people and things from one place to another e.g. cars, lorries, bikes, buses. There are motor Vehicles which means they have engines for example cars and non-motor vehicles that do not have engines like bicycles and scooters.</p>	<p>the form of a spider diagram/ thought shower/brainstorm about what you have learnt today about road safety.</p> <p>Here are some questions you need to think about, you can use the internet as well as other resources you may have to answer these:</p> <p>Have you ever crossed the road by yourself?</p> <p>What age can a young person cross a road unaided (without an adult)?</p> <p>What is the first thing you should do before crossing the road at a crossing?</p> <p>How do you know when to cross the road? Are there any signals or signs that tell you to cross?</p> <p>Have a look at these clip: what do you notice the children did in order to cross safely?</p>	<p>include:</p> <ul style="list-style-type: none"> - Explain how a child can cross the safely using the "Look, Listen and Think" instructions. - Use pictures or you can draw these your self to demonstrate your points. - Use key terms learnt in Monday's session. - Have headings and subheadings and underline them to make it clear for your readerE.g. <p><u>How to cross safely</u></p> <p>Or</p> <p><u>What to do before you cross a road</u></p> <p>We would love to see your posters/leaflets on road safety so please do email us pictures of your work.</p>	
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zebra crossing- a type of crossing that has black and white marks on the ground (resembling a zebra). They also have amber flashing poles on either side of the crossing. You may cross at a zebra crossing safely when you notice there are no vehicles coming. If a vehicle does approach a zebra



crossing, they **MUST** stop so that you can cross over safely.

pelican crossing- is a type of [pedestrian crossing](#), which features a pair of poles each with a standard set of [traffic lights](#) facing oncoming traffic, a push button and two illuminated, coloured pictograms facing the pedestrian from across the road. These are a red, stationary

What are the three things they need to remember before crossing a road?

Staying safe is your responsibility!

<https://www.youtube.com/watch?v=5NkRt0gw05I>

<https://www.youtube.com/watch?v=3z04ZcQe0Ho>

Crossing safely song-
<https://www.youtube.com/watch?v=uAgxZ-I5pY8>

		<p>person to indicate that it is not safe to cross, and a green, walking person to indicate that it is safe to do so.</p> 			
Mindfulness/ Wellbeing	<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>	<p>Practise Star Breathing</p> <p>Start at a point on a star, follow your way around with your finger breathing <i>slowly</i> and holding your breaths at the points.</p> 	<p>One Minute Mindful Smelling</p> <p>Take a minute to focus on smells around you. It might be when there is cooking going on or when you are going for a walk. Focus on how many different smells you can identify. How did they make you feel? Did you have a favourite smell?</p>	<p>Teddy Bear Belly Breathing</p> <p>Lie with your back on the floor and put a soft toy on your belly. Breathe in and out slowly. Try and concentrate on the way your toy rises and falls with your breathing.</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> 
Spanish	<p>Oak Academy Spanish</p> <p>Learn how to explain where you live.</p>				

	https://classroom.the-national.academy/lessons/saying-where-you-live-in-spanish-449828/				
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