Hi Elliot, Sienna, Shae, Jackson, Isaac, Mia, Elissa, Amelia, Kayla, Erin, Cole, Ryan, Jack, Oliver, Harvey, Isaac, Ruby, Lucas, William, Lola. Kai, Olivia, Katie, Faye, Isaac, Jessica, Emmanuel, Lucy, Kara, Harry and Mia!

I hope you’re all still doing okay. I was great seeing you on Zoom. **See you every Thursday at 5pm.** Here is the Home Learning for this week. Ideally, you should be doing learning for at least 3 hours a day, so why not do English, Maths and one other subject a day. I have tried to give you a balance of activities from all the subjects we would be doing in school. **Take photos of your work and email them to me. I want to see the learning you’re getting up to.**

As always, **LET YOUR LIGHT SHINE!** Stay safe and God bless. Mr B x

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| **English** | Run Wild***Focus Novel – Run Wild by Gill Lewis*** Resource 01  You are able to read an extract of this book at <https://www.lovereading4kids.co.uk/book/15590/Run-Wild-by-Gill-Lewis.html> (you need to become a member – but it’s free!)  Just a reminder that when you follow the links, parents/carers should monitor that children are remaining on that page only and are keeping safe online.  **Session 1:** Before reading the extract, investigate the words **cope, graffiti, forbidden, keen, glare, gritty** using Resource 02. Now read up to the bottom of page 9 in the extract. Make sure you look out for the words that you have investigated. What are your first impressions of Luke and Scott (the Skull brothers), Izzy, Connor and Asher? Write a short paragraph for each of the characters explaining your first impressions (at least two). Make sure that you use evidence from the text to support your impression. *e.g. I think that Connor is sensible. However, he is easily persuaded. I think this is because, at first, he warns the others about entering the gasworks but it only took a packet of crisps to persuade him to go along with them.* When you are deciding which adjectives to use to describe the children, talk about the words with an adult and have a look at some synonyms in a thesaurus or dictionary. <https://www.wordhippo.com/>  **Session 2:** Today you are going to write an explanation text on how to perform an ollie on a skateboard. First you need to watch this clip ‘How to ollie with Tony Hawk’ <https://www.youtube.com/watch?v=jDZhiMMxlgM&ab_channel=TheOutline> This next clip adds much more detail and technique. Watch up to 5:33 mins, although of course you can choose to watch it all! ‘How to ollie the easiest way tutorial’ <https://www.youtube.com/watch?v=VasSLuFO4wY> Take notes as you watch about the process of how to carry out an ollie. From your notes, write an explanation text on how to perform an ollie. Things to include: a title, a short introduction, write in logical steps explaining how to complete an ollie, use time adverbials to start your sentences, use causal conjunctions to explain why, e.g. because, so that, in order to, write in the present tense, some diagrams/illustrations.  Here is a link for help on explanation texts <https://www.teachingideas.co.uk/sites/default/files/theexplanationwritingpack.pdf>  **Session 3:** Continue reading Run Wild from page 9 to the end of the extract. Investigate any unfamiliar words. Think about Izzy’s emotions throughout the extract. How has she been feeling at different points? Read back through and highlight (if you have printed the story out) or note down parts in the story where her motions change *e.g. Trying to get in the gas works – determined.* Complete an emotions graph to show how Izzy’s emotions have changed throughout the extract. On the x-axis, write the significant events of the extract *e.g. breaking into the gas works, practising an ollie etc.* On the y-axis write a range of emotions *e.g. determined, anxious, etc.* Think back to Session 1 and the choice of adjectives that you used to write your first impressions of the different characters. Resource 03 is an example of a mood graph. |

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| **English**  **cont.** | **Session 4:** What do you know about wolves? Begin to create a mind map noting down everything you know. Underneath, note down any questions that you would like to know the answers to about wolves. Now have a look at the following websites <https://kids.kiddle.co/Wolf> and <https://www.coolkidfacts.com/wolf-facts/> and watch the clip <https://www.youtube.com/watch?v=YXMo5w9aMNs&ab_channel=NatGeoWILD>. What have you learnt? In a different colour pen, add on to your mind map all the new facts that you have learnt about wolves.  **Session 5:** Complete some writing in response to what you have read this week. Choose from one of the two following options. **1) What happens next**? Carry on with the next part of the story? What will the children do? Are they safe? What will the wold do? How will they escape without the wolf noticing them, or does the wolf notice them? **2) Write your own story based on Run Wild**. Try to stick closely to the plot of Run Wild, just changing one thing. You could change the characters, the setting, or change the wolf to another dangerous animal. Plan your story out briefly then write it. | |
| ***Writing***   * You need to be writing every day to maintain the standard and keep the muscles in your hand working. This could take a variety of ways: * the home learning you’re doing; * specific handwriting practice; or * writing a letter to me. * Write your own story * Include the grammar foci: fronted adverbials, speech, ed openers, similes * Write in paragraphs and include chapters | ***Reading***   * At least 10 minutes reading EVERY DAY is a must.   I have created an account on [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk). It is a free resource that gives a range of reading books that follow the school reading bands.  **Username: leaendowedclass4**  **Password: homereading**   * When you have finished a book, complete a book review (you can find these easily with a Google search). Try to include: your favourite part of the story, your opinion about the story, how you could make it better, a quiz about the book, a drawing of the main character and label them. |
| **Maths** | C:\Users\batemand\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4007CECE.tmp***White Rose Maths***  I am including video links to the White Rose Maths teaching videos. These should helpfully guide the children through the learning process for each unit covered. The corresponding worksheets are available on the school website on our Home Learning class page.  I will always tell you which videos to access as they week they refer to might not match up with the week we are currently in. This is simply due to referencing a different Scheme of Work.  TTRS New Logo - Tagtiv8Depending on how confident you are feeling, you can move between the two sets of learning. If you are Year 4 and feeling confident as you progress through the week, have a go with the Year 5 learning. Likewise, if you are Year 5 and finding the work difficult, try the Year 4 leaning first. These would usually correspond to ‘Tricky’, ‘Trickier’ and ‘Trickiest’ in class.  **Fractions**  <https://whiterosemaths.com/homelearning/summer-archive/year-4/> (Week 5 – 18th May) Resource 04-11 (One worksheet per day)  I have attached some fun colouring activities based on this week’s Fractions learning. Resource 12  As always, keep smashing it on Times Tables Rock Star. I’m going to be awarding weekly certificates for the winners. | |
| **RE** | Hannah Dunnett Trust in God A3 Poster**Jesus, Son of God**  This half term, we are thinking about events in Jesus’ life that prove he is the Son of God with authority and power.  This week, the event is known in the Bible as ‘Jesus Calming the Storm’.  You can read the story online here: <https://www.biblegateway.com/passage/?search=Matthew+8%3A23-27&version=ICB> Resource 13  ***Complete at least two of the following tasks.***  1) Create an emotion graph for this event from the perspective of the disciples. Use Resource 14 as an example.  2) Rewrite the story using more adventurous vocabulary. Watch <https://www.youtube.com/watch?v=tHAVs1GEUzc&ab_channel=SharefaithKids> for an example that using vocabulary that mirrors the event itself.  3) Draw a picture retelling this event.  4) Create a piece of artwork in the style of Hannah Dunnett retelling this event.  5) Look at the words ‘Praise You in the Storm’ by Casting Crowns <https://www.youtube.com/watch?v=MgpaULjZOl8&ab_channel=CastingCrowns> (Lyrics: <https://castingcrowns.com/music/praise-you-in-this-storm/>). Write down what this song tells us about life as a Christian. | |
| **Science** | **Our unit is Light**  Use the ASE (Association for Science Education) Home Learning Powerpoint. I am putting two on each week – the first one is the learning we are focussing on, the second will be what we will cover next week.  **Powerpoint 2 – Exploring sources of light** **things** Resource 15  **Powerpoint 3 – Exploring reflective surfaces** Resource 16  Here is how the slides are arranged:  ***Before the session:***  Please read slide 2 so you know what your child learning and what you need to get ready.  As an alternative to lined paper, slide 5 may be printed for your child to record on.  ***During the session:***  Share the learning intentions on slide 2.  Support your child with the main activities on slides 3 & 4, as needed.  Slide 6 is a further, optional activity.  Slide 7 has a glossary of key terms.  ***Reviewing with your child:***  Slide 8 gives an idea of what your child may produce.  I have also attached an investigation the children can do at home. Resource 17 | |
| **Geography** | F:\Lea Endowed\2020-21 (Cycle A)\Planning\Geography\UK Scandinavia\Scandinavia Outline Map.gif***Mapping Skills – Scandinavia***  I have included an ‘outline map’ of Scandinavia Resource 18. Using a digital map such as Google Maps or an atlas, label your blank map (using a key) with the following:   * names of countries * the main bordering country * capital cities for each country * four major cities from each country  * label the rivers already on the map * nearby seas and oceans * mountain ranges * the tallest mountain in each country   **Extra Mile:** Here are the three flags for the main countries of Scandinavia. Create a flag that unites them all.  **Extra Mile:** Is Iceland part of Scandinavia? Create a persuasive poster convincing me either way  **Extra Mile:** Create a 10 question quiz about Scandinavia (research first then make it a multiple choice quiz) | |
| **Computing**  *(from Miss Courtney)* | **Remember to stay safe online!**  ***7 Email Trends That Should Die In 2016Email Safety***  This week you may need to carry out research to answer the following 4 questions.   * What is e-mail short for? * Which came first – e-mail or the Internet? * How long ago were e-mails first used? * What is the word used when messages are sent to more than one person?   Email your answers to Miss Courtney [h.courtney@leacofe.lancs.sch.uk](mailto:h.courtney@leacofe.lancs.sch.uk) (you can use a family email account if you do not have your own)  Do you know how e-mails work? Watch this video to find out.  <https://www.bbc.co.uk/bitesize/clips/zwp3r82>  You could access Google’s ‘Be Internet Legends’. Email Mr B your certificates when you complete a land. | |
| **Art**  *(from Miss Wilson)* | Have a go at Mrs Edmonds’ ‘Doodles for the Day’ (new ones get added each week)  Create a piece of silhouette piece of art.  Create a ‘wash’ for a background. Think about shading and blending (whatever medium you use). Then use black paper or card to create the silhouetted foreground image. Can you link it to what we’ve been seeing in RE and make it about Jesus and a miraculous event in his life? Or could you link it to some of the English we’ve looked at in the last two weeks – by creating a train or a wolf? Can you create a happy and sad one? | |
| **French**  *(from Miss Courtney)* | French Lesson 17 - NUMBERS 1-10 - Learn French - The French Minute - YouTubeWrite down the words in French for each of the numbers from 1-20 on a individual cards.  Find a partner (parent/sibling) and play Bingo. Draw a 3x3 grid and write the digits of 9 numbers from 1-20.  Now turn over one of the word cards. If you have that number then cross it off. Repeat but change your numbers in your grid. | |
| **PE** | ***Move***  Lancashire School GamesComplete some of the Change4Life – 10 minute moves  Complete a Just Dance video each day (trying to imitate the video) <https://www.youtube.com/user/justdancegame/videos>  ***Learn***  Skill to learn and master – Outdoor Adventurous Activity <https://lancashireschoolgames.co.uk/skill-3-outdoor-adventurous-activity-oaa-communication/> Resource 19  Here is the demonstration video <https://www.youtube.com/watch?v=u72M1tkBdfk&feature=youtu.be&ab_channel=ActiveLancashire> | |
| **PSHE** | ***‘How dare you!’***  1) Look at the scenarios from Resource 20 and work out which of them you was say is a ‘dare’.  2) Based on these scenarios, come up with a definition for a ‘dare’. What would you call the other scenarios? Why?  3) Go back through scenario 1 from Resource 20. Write down your answers to the following questions:   * Why do you think the friend would be asking you to go into the classroom? * Why aren’t they going themselves? * How would you feel if you didn’t go and they started telling people that you were a chicken? * What might be the possible consequence of going in to the classroom and getting the ball?   4) What would the best way of dealing with your friend in this situation? Write down some strategies. | |
| **Picture News** | \\06038-2k12mis01\Staff$\batemand\Downloads\Picture_News_Poster_-_18th_January.jpgThe celebration for NHS staff, formally known as ‘Clap for Carers’, returned under the new name of ‘Clap for Heroes’ on the 7th of January, announced by the initiative's founder, Annemarie Plas. The weekly applause for front-line NHS staff and other key workers ran for 10 weeks during the UK's first coronavirus lockdown last spring. This time the initiative is celebrating not just NHS and key workers but also extends to home-schooling parents, those who are shielding and all who are pushing through this period.  ***Task***  Think about somebody who has been your hero this year.   * Who is your hero? A key worker, a parent, a friend? * What do they look like? Think about physical appearance. * What are they like? Describe their personality e.g. bubbly, hardworking, courageous. * Why are they your hero? Have they helped others? Have they made sacrifices?   Record ambitious adjectives that you could use before creating a description of your hero. You could organise your ideas into paragraphs or as a fact file include a picture/drawing! | |