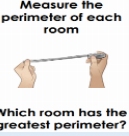




## Key Stage 2 Weekly Learning

<b>Year 4</b> Ash and Yew	<b>Theme:</b> Titanic <b>Science:</b> Living things and their habitats	<b>Week beginning:</b> 20.04.20
<b>Daily Activities</b>		
Wake up & Shake up	Exercise with Joe Wicks, go for a walk, run or dance.	
<b>Reading</b> - 20 - 30 mins	Continue to enjoy reading books from home, school or online. We have also added a reading sheet for you to work with. This work is on the book <i>Oliver and the Seawigs</i> by Philip Reeve and Sarah McIntyre. You do not need the book - all the tasks are within the sheets provided. This week focus on Tasks 1 and 2.	
<b>Maths</b> - choose when to do this during the week  20 -30 mins	 <p>Measure the perimeter of each room Which room has the greatest perimeter?</p>	Walk around the house and predict which room has the greatest perimeter. Then measure all sides of each room. Add the lengths to find the perimeter. Which unit of measurement are you using? Was their prediction correct? Choose an activity from your workbook (1 a day).
BREAK	Eat a snack, exercise or relax with some mindfulness.	
<b>Times Tables</b> - 15 - 20 mins	Log in to <a href="#">Times Table Rockstars</a> . Play <a href="#">Hit the Button</a> : focus on x table and division facts.	
<b>Spelling</b> - 15-20 mins	Practise your Common Exception Words using the different strategies (attached below)	
<b>Writing</b> - 20-30 mins	<p>Sadly, we did not get to read the final chapter of our book 'Children of the Titanic.' However, I can tell you that both John and Beth made it safely into lifeboats and survived the tragedy. Using the images attached to help you, please choose one of the following tasks for this week:</p> <p>1) Write a diary entry, or a letter home, from either Beth or John describing what happened to them that night. (How would you feel? What could you see and hear?)</p> <p>2) Write a descriptive piece describing the scene of the sinking.</p> <p>Try to include some expanded noun phrases and fronted adverbials to add interest to your writing.</p>	

These are the Key Skills that we are teaching in Year 4. They are the skills we work with across the school year. To support your understanding of home learning tasks we have highlighted the skills that we are focussing on each week. The other skills you will notice are also relevant to work your child is doing at this time and will provide support for them to succeed.

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul style="list-style-type: none"> <li>• Times tables to 12x12</li> <li>• Count in 6's, 7's, 9's, 25's and 1000's</li> <li>• Recognise place value in a 4-digit number.</li> <li>• Order numbers to 1000</li> <li>• Round a number to the nearest 10, 100 or 1000</li> <li>• Multiply multiples of 10 and 100. EG: 20 x 3, 400 x7, 20 x30,</li> <li>• Use a written method for addition, subtraction and multiplication (up to 4 digits).</li> </ul>	<ul style="list-style-type: none"> <li>• Use phonics to decode words</li> <li>• Summarise main points and discuss what has been read</li> <li>• Retrieve key facts from a text</li> <li>• Make inferences using evidence from the text. (Eg: I think she is upset or angry because she slammed the door) <a href="https://www.onceuponapicture.co.uk/the-collections/the-inference-collection/">https://www.onceuponapicture.co.uk/the-collections/the-inference-collection/</a> is excellent for practising this tricky skill.</li> <li>• Predict what might happen next using clues from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters at the start of a sentence and for proper nouns.</li> <li>• Accurately use full stops ! or ? at the end of a sentence.</li> <li>• Neat, joined handwriting</li> <li>• Use speech marks to punctuate direct speech.</li> <li>• Use the correct tense throughout a piece of writing.</li> <li>• Use 1<sup>st</sup> and 3<sup>rd</sup> person correctly.</li> <li>• Use expanded noun phrases to add more detail. EG: The big, brown dog. A soft, fluffy pillow.</li> <li>• Use fronted adverbials punctuated with a comma after them. Eg: Later that day, I</li> </ul>

		<p>went to see my friend. Slowly, she crept into the deserted house.</p>
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<p style="text-align: center;"><b>Weekly Activities</b></p>	
<p><b>History</b></p> <p>Titanic sank 2 miles to the bottom of the Atlantic Ocean. That's a long way down! Nobody knew exactly where it was, so for many years Titanic lay hidden on the seabed. However, the wreck of Titanic was eventually discovered and helped us understand more about 'the unsinkable ship'.</p> <p>When was the wreck of Titanic discovered? Who discovered it? How was it discovered? Where was it? What was found on Titanic?</p> <p>Present your findings however you choose to. Please share these with us via email or Twitter. Marvellous Me badges will be awarded!</p>	<p><b>PSHE</b></p> <p>Our new Jigsaw piece is about Relationships. Have a discussion about:</p> <ul style="list-style-type: none"> <li>• Who is in your immediate family?</li> <li>• What other relatives do you have?</li> <li>• How does your family link together?</li> <li>• How many people are in your family?</li> <li>• Have you got any photos you could look at? What stories do they tell? How are/were their lives different from yours?</li> </ul>
<p><b>Science</b></p> <p>Our new topic is Living Things and their Habitats.</p> <ul style="list-style-type: none"> <li>• How many different living things can you see from your window?</li> <li>• Make a list or draw pictures of each.</li> <li>• How many ways can you sort the living things? You could think about the different ways they move or eat, what they look like, what type of animal they are or where they can be found.</li> <li>• Make sure that you explain your decisions.</li> <li>• This activity is all about discussion and reasoning.</li> </ul> <p>Please share these with us via email or Twitter. Marvellous Me badges will be awarded!</p>	<p><b>Art/DT</b></p> <p>Create a piece of artwork entitled 'Family'. This could be a drawing, a self-portrait, a sculpture or collage. Can you copy another artist's style? Which materials have you chosen to use and why? How do you feel about your piece of artwork? What would you change or not? Look at this link for inspiration. <a href="#">Family portraits.</a></p> <p>Please share these with us via email or Twitter. Marvellous Me badges will be awarded!</p>











## Year 2 Common Exception Words

after	eye	only
again	fast	parents
any	father	pass
bath	find	past
beautiful	floor	path
because	gold	people
behind	grass	plant
both	great	pretty
break	half	prove
busy	hold	should
child	hour	steak
children	improve	sugar
Christmas	kind	sure
class	last	told
clothes	many	water
could	mind	whole
cold	most	who
door	move	wild
even	Mr	would
every	Mrs	
everybody	old	


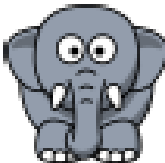




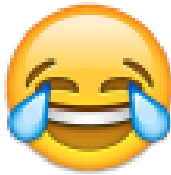

# Year 3 and 4 Common Exception Words

<b>Aa</b>	certain	<b>Ff</b>	<b>Kk</b>	<b>Pp</b>	<b>Ss</b>
accident	circle	famous	Knowledge	particular	sentence
accidentally	complete	favourite	<b>Ll</b>	peculiar	separate
actual	consider	February	learn	perhaps	special
actually	continue	forward	length	popular	straight
address	<b>Dd</b>	forwards	library	position	strange
although	decide	fruit	<b>Mm</b>	possess	strength
answer	describe	<b>Gg</b>	material	possession	suppose
appear	different	grammar	medicine	possible	surprise
arrive	difficult	group	mention	potatoes	<b>Tt</b>
<b>Bb</b>	disappear	guard	minute	pressure	therefore
believe	<b>Ee</b>	guide	<b>Nn</b>	probably	though
bicycle	early	<b>Hh</b>	natural	promise	thought
breath	earth	heard	naughty	purpose	through
build	eight	heart	notice	<b>Qq</b>	<b>Vv</b>
busy	eighth	height	<b>Oo</b>	quarter	various
business	enough	history	occasion	question	<b>Ww</b>
<b>Cc</b>	exercise	<b>Ii</b>	occasionally	<b>Rr</b>	weight
calendar	experience	imagine	often	recent	woman
caught	extreme	increase	opposite	regular	women
centre		important	ordinary	reign	
century		interest		remember	
		island			

# SPELLING MENU

<p><b>1. ABC Order</b></p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p><b>2. Word Parts</b></p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <b>jumping</b> <b>caterpillar</b></p>	<p><b>3. Other Handed</b></p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p><b>4. Vowel Spotlight</b></p> <p>Write your words using one colour for the vowels and another colour for the consonants. <b>(vowels: a, e, i, o, u)</b></p>
<p><b>5. Use Technology</b></p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p><b>6. Pyramid Words</b></p> <p>s sp spe spel spell spelli spelling spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p>	<p><b>7. "Ransom" Words</b></p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p><b>8. Rainbow Words</b></p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p><b>9. Scrambled Words</b></p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p><b>10. Silly Sentences</b></p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p><b>11. Prefixes and Suffixes</b></p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>important</u> <u>happiness</u></p>	<p><b>12. Word Search</b></p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p><b>13. Flashcards</b></p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p><b>14. Picture &amp; a Story</b></p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p><b>15. Words without Vowels</b></p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p><b>16. Train Words</b></p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <b>trainbackstop</b></p>
<p><b>17. Write a Story, Poem or Song with Words</b></p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p><b>18. Bubble Letters</b></p> <p>Write your spelling words out in bubble writing.</p> 	<p><b>19. Words Within Words</b></p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p><b>20. Picture words</b></p> <p>Draw a picture and hide your spelling words in the picture.</p>

# SPELLING MENU

<p><b>21. Question/Answers</b></p> <p>Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.</p> 	<p><b>22. Riddles</b></p> <p>Write a riddle for each of your words. Don't forget to answer them.</p> <p>e.g. I am grey. I have a trunk and big ears. Answer: elephant.</p> 	<p><b>23. Crossword Puzzle</b></p> <p>Make a crossword puzzle with your spelling. Show the answers to your puzzle.</p> 	<p><b>24. Rhyming Words</b></p> <p>Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme.</p> <p>e.g. men and again</p>
<p><b>25. Homophones</b></p> <p>Can you find any homophones which go with your spelling words? What do they mean?</p> <p>e.g. wear and where, to, too and two their, there and they're</p>	<p><b>26. Writing Race</b></p> <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p> 	<p><b>27. Code Words</b></p> <p>Come up with a code for each letter of the alphabet and then write each word in code.</p> <p>e.g. a = α b = β c = γ</p>	<p><b>28 Word Classes</b></p> <p>Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.</p>
<p><b>29. Synonyms</b></p>  <p>Find at least 2 synonyms for each of your spelling words.</p>	<p><b>30. Antonyms</b></p> <p>Find an antonym (opposite) for each of your spelling words.</p> 	<p><b>31. Joker</b></p> <p>Write jokes containing each of your spelling words.</p> 	<p><b>32. Backwards Words</b></p> <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p><b>ƆƆAƆWƆOƆB</b></p>
<p><b>33. X Words</b></p> <p>Write 2 words with one letter in common so that they cross over each other.</p> <p>e.g. b r cheese a d</p>	<p><b>34. Acrostic Poem</b></p> <p>Write an acrostic poem for your spelling words. See if you can stick to a theme when writing.</p> <p>e.g. sun</p> <p>Sun shines brightly Up in the sky Nice and warm on my face</p>	<p><b>35. Scrabble</b></p> <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?</p> 	

## Take 5: Ideas for Independent/Home Learning

### *Oliver and the Seawigs* by Philip Reeve and Sarah McIntyre (Oxford University Press)



#### 1. Explore it

Read the extract from the book below, thinking about what is happening and the characters you meet:

*The island was just as small as it had looked from the beach. Clumps of greyish grass sighed softly as the sea wind stirred them. There were snaggles of driftwood, festoons of weed, a length of old tarred rope. There was a ramshackle heap of twigs balanced on the pile of boulders which were the highest place on the island. That was all. It took Oliver less than a minute to walk right across the island to the far shore, where he stood looking out to sea. All his hopes of finding clues faded, like the foam which kept washing around his toes and melting into the wet sand.*

*'Mum!' he shouted. 'Dad!'*

*The echoes came back at him from the cliffs around the bay. Echoes, but no reply.*

*'Mum!' he shouted, louder still. 'Dad!'*

*'Oh, put a sock in it, won't you?' grumbled a creaky voice behind him. 'Some of us are trying to sleep!'*

*A pair of beady blue eyes were glaring at Oliver over the brim of that twig-heap on the island's crown. The heap was a nest, and the eyes belonged to the bird who owned it. But birds don't talk. protested Oliver.*

*'Parrots do,' the bird said.*

*'Not really, not properly,' Oliver protested. 'And anyway, you're not a parrot.'*

*'Indeed I'm not,' the bird sniffed. It stood up in its nest and spread its enormous, dirty-white wings. 'I am a Wandering Albatross. Diomedea exulans. Though you may call me Mr Culpeper. And now you had best get back to shore, or you will be a wanderer too.'*

*'What does that mean?' wondered Oliver.*

*'Tsk,' the bird said, 'don't they teach you youngsters anything these days? Not all islands stay where you put them. Some move about. Here one minute, gone the next. This is one of them. That's why I nested on it, of course. I'm not stupid. Why go flapping about the world when I can just roost here and let the island do the wandering?'*

*Oliver looked down at the island. Between his feet he saw rock, sand, grit, dune-grass and ground-down seashells. It didn't look as if it were going anywhere.*

*'How do they move?' he asked.*

*'Who cares?' said Mr Culpeper, shrugging his wings.*

*'Where are they going?'*

*'Who knows?' said Mr Culpeper. 'But all the others have gone already, so this One won't stay much longer.'*

What is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences?

If there are words you don't know or understand, like 'festoon', 'ramshackle' or 'albatross' you could look them up in a dictionary or online, e.g., <https://www.oxfordlearnersdictionaries.com/>.

Now, think about how this extract makes you feel and what you like or dislike about it. Does it remind you of anything you know in stories or real life? How? Think about how it is written. Do any parts of the extract really stick in your mind? Which words and phrases do you like best? What do you like about them? Do they look or sound interesting? Do they help you make a picture in your mind?

Think about Oliver, talking to a bird on what he finds is a moving island. What do you think you know about him, his parents, the situation he finds himself in? What kind of personality do you think he might have?



How would you describe him? What clues do you get to the time and place the story might be set? Are there things that suggest the way the story might develop?

## 2. Illustrate it

Re-read the passage, or ask someone to read it to you, or maybe record it for you so you can play it over again. After you have read the extract a few times, take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand. Draw what you see in your imagination. It can be shapes or shading — anything that captures what you hear. It might be interesting to share the passage with a friend or family member and see what they draw, then compare it with what you have drawn: did you draw the island, Oliver, Mr Culpeper, or maybe the two talking to each other? Remember, everyone has their own ideas and imagines things their own way. This is a good thing!

## 3. Talk about it

Re-read the extract again, or have someone read it aloud to you. Think more about what you heard and read:

- Why do you think Oliver is on this island? What in the text tells you this?
- What words best describe what the island was like? Make a list of these as you find them in the text.
- Do you think this is an island that is visited often? What sort of people might want to go there? Why might they want to visit?
- Do you think an island can really move? What does this detail tell you about the kind of story this might be?

## 4. Imagine it

Think about Mr Culpeper's warning to Oliver:

*'And now you had best get back to shore, or you will be a wanderer too...*

*...Not all islands stay where you put them. Some move about. Here one minute, gone the next. This is one of them.'*

Imagine you are Oliver, with the rucksack of Useful Things you have packed, and Mr Culpeper for company and the island does start to wander. What do you think will happen next? Where do you think the island might be going? What do you think it might be like to travel on a moving island? Do you think you have any control over where you are heading? Write about what happens next, for someone else to read. You may choose to do this in drawing and writing, or on the computer if you have access to one.

## 5. Create it

In this extract and in the book, Oliver is looking for his missing parents. They are explorers. Just before the passage above, we are told *Oliver 'ran back to the explorer mobile and packed a rucksack with Useful Things'*. What do you think might be in this rucksack?

Think about what you might pack if you were about to set off on an expedition, especially at short notice. You could look around your own room now and see what stands out that might be useful or comforting to have with you, but remember: you'll have to carry it! Write a list with reasons for taking each item, or you could sketch the bag and its contents and write notes next to each item.