



Monday

Maths

One of 36

Can you find my number?

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1. The number is odd.
2. It is a multiple of three.
3. It is smaller than 7×4 .
4. Its tens digit is even.
5. It is the greater of the two possibilities.

Extras

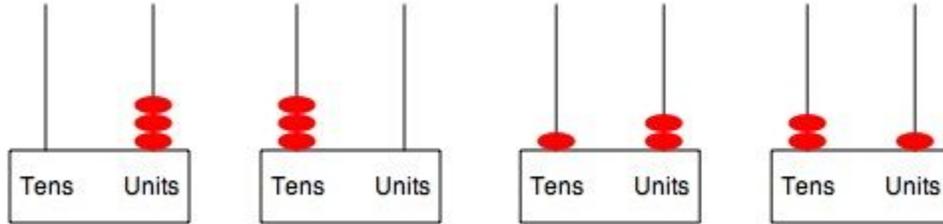
- Fifteen minutes on Mathletics
- Ten minutes on Times Table Rockstars
- Practise your times tables on Mathsframe - <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

<p>English</p>	<p>Grammar, Punctuation and Spelling activity Book Ages 8-9 (new CGP book) pp. 28 - 29 Direct speech Direct speech is the reporting of speech by repeating the actual words of a speaker, for example 'I'm going,' she said.</p> <p>pp. 30 - 31 Prefixes Prefixes are letters which we add to the beginning of a word to make a new word with a different meaning.</p> <p><i>Challenge -</i> Use a dictionary and see how many words you can find with the following prefixes.... auto, bi, tele, sub</p> <div style="text-align: center;">  </div>
<p>Guided Reading</p>	<p>Comprehension - Obon Directly quote from the text to answer a question using evidence. (e.g. the answer is this because the text says....)</p> <p>PDF Guided Reading Week Seven document</p>
<p>Humanities</p>	<p>Week 7: Comparing Geographical Places</p> <p>Younger Children: Have you ever been on holiday to a place you really liked or visited a relative or a friend somewhere outside of Ealing? What was it like there? Draw a picture of the place you went to. Label some of the geographical features you have drawn on the picture e.g. beach, cliff, hill, mountain, sea, river, church How was the place you visited different from where you live? How was it the same? Talk about the similarities and differences with an adult.</p> <p>Older Children: It is nearly the summer holidays! If you could go anywhere in the world on holiday where would you go and why? Choose a place you would like to go on holiday (it could be somewhere you have been before and want to visit again) Find out how far away it is from where you live, how you would travel there, and what you would see when you get there. Think about both human geographical features (e.g. landmarks like the Statue of Liberty in New York) or physical geographical features (e.g. the River Nile in Egypt) Imagine you have arrived in your dream holiday destination. Write a travel blog entry describing where you are, explain how you got there, how far away it is from London, what the climate is like there and what you can see. Explain how the place is similar to where you live, and how it is different.</p>

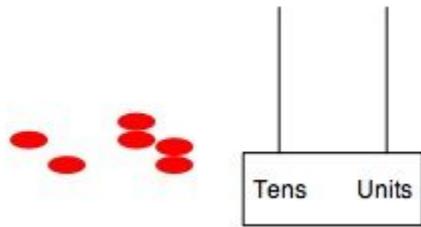
Maths

6 Beads

If you put three beads onto a tens/units abacus you could make the numbers 3, 30, 12 or 21.



Explore the numbers you can make using six beads.



Can you find all the ways of using six beads? How do you know you have found them all?

Extras

Practise your times tables on Mathsframe

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

Guided Reading

Comprehension - Ear Wax

Directly quote from the text to answer a question using evidence. (e.g. the answer is this because the text says....)

PDF Guided Reading Week Seven document

Bedrock - 15 minutes on Bedrock

English	<p>Book Review Please write a book review for the book you have read personally in Year Four which you have enjoyed the most. It could be from home, the school library or Ealing library. You will be advocates for this book to next year's Year Four.</p> <p>Include: Title, Author, why you like it, who else might like (i.e. is it for people who like adventure / humour / facts)</p> <p>Bedrock - 15 minutes on Bedrock</p>
Science	<p>See the Bottom of this document -</p> <p>Science Week 7: Skill Focus - Observing</p>
Wednesday	
Maths	<p>Times Tables Wednesdays - Superfingers</p> <p>This is a game for two players. The game is basically a version of rock, paper, scissors but with numbers. Two players count to 3 and then make a number using their fingers.</p> <div style="text-align: center;"> <p>player 1 player 2</p>  </div> <p>Both players then have to multiply both numbers together and the quickest wins.</p>
English	<p>Book Report / Pupil Voice These are the books we have studied in English this year. Choose one book and write your response to whether it was a good choice to use in class or not.</p> <p>Did you find the book enjoyable or inspiring? Did you enjoy the activities we did in class based on the book? Do you think you learnt something from it? Do you have ideas for other activities we could have done based on the book?</p> <ul style="list-style-type: none"> ● The Great Kapok Tree ● Most Magnificent Mosque ● Akimbo and the Elephants

- Greek Myths
- Escape from Pompeii
- Journey
- Fly Eagle Fly
- True Story of Three Little Pigs

Guided Reading

Comprehension - Summer Time

Directly quote from the text to answer a question using evidence. (e.g. the answer is this because the text says....)

PDF Guided Reading Week Seven document

Spelling

Please test the pupil on their spellings group - All spellings found on the school website. Group A+, A, B and C

http://ctsprimary.org.uk/index.php/learning/spelling_lists/year_4_spelling_lists/

Art/DT

Week 7 - Surreal drawing

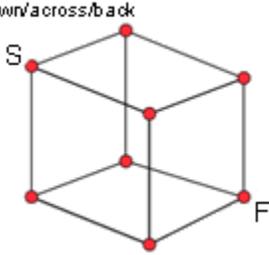


You will need:
Paper

	<p>A pencil Colouring pencils or pens Pick 3 or 4 different animals, birds or insects Combine the animals together to create a fun surreal creature. Add colour, texture and pattern thinking about animals fur, skin, scales etc. Think of a creative name for your creature.</p>
Thursday	
Maths	<p>Five Coins</p>  <p>Ben has five coins in his pocket. How much money might he have? How do you know when you have found all the possibilities?</p> <p>Extras Fifteen minutes on Mathletics Ten minutes on Times Table Rockstars</p> <p>Practise your times tables on Mathsframe https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</p>
English	<p>Letter to Year Five teacher - first draft Please write a first draft of a letter to a Year Five teacher telling them everything they need to know about you. What do you like and dislike? What are you hoping to learn in Year Five?</p> <p>Bedrock - 15 minutes on Bedrock</p>
Guided Reading	<p>Book Survey Yesterday you told us your thoughts in detail about one of the books we used. Today is your chance to rank all of them.</p> <p>For each book we studied this year (listed in yesterday's English), let your teacher know: What score would you give it out of 5 (0 is terrible, 5 is fantastic)? Why you feel that way? What books would you suggest instead?</p>

R.E	<p><u>Week 6: Thankfulness</u></p> <p>Read the story of 'The Ten Lepers' from the Bible - (Luke 17 vs 11-19) or listen to the story: https://www.youtube.com/watch?v=LzZUDRrKgl8&t=8s</p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> ● Draw a picture of all the things that you are thankful for ● Write down what you are thankful for and who you are thankful for - how can you show you thankful? ● Plan a celebration to say 'thank you' to someone special for something they have done for you <p>Reflection - <i>Why do you think nine of the lepers didn't say thank you? What makes us forget to say thank you?</i></p>
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Friday

Maths	<p>Maths investigation - Construct-o-straws</p> <p>Make a skeletal cube with straws and blue tack or sellotape. How many ways are there from one vertex, S to another, F?</p> <p>down/across/back</p>  <p>Experiment with different ways of recording the journeys made.</p> <p>Extras:</p> <ul style="list-style-type: none"> ● Fifteen minutes on Mathletics ● Ten minutes on Times Table Rockstars ● Practise your times tables on Mathsframe - https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check
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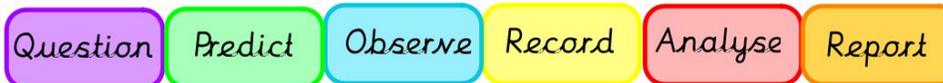
English/ Big Write	<p>Letter to Year Five teacher - final</p> <p>Reread your draft letter and make any improvements necessary. Write out a beautifully formatted copy and include a picture if you would like. Make it something to be really proud of before you give it to your teacher.</p> <p>Remember to include: letter features (Dear... Yours sincerely...), your likes / dislikes, your strengths / weaknesses. something memorable about you.</p>
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Guided Reading	<p>Comprehension - Nelson Mandela Day Directly quote from the text to answer a question using evidence. (e.g. the answer is this because the text says....) PDF Guided Reading Week Seven document</p>
PSHE	<p>Week 7: To express likes and dislikes God made each of us unique. That means we don't all like and dislike the same things. You might like playing football but your friend might like playing tennis! Being unique is what makes us special.</p> <p>Younger Children: Create a drawing of all the things that you like and the things that you like to do. Make it really bright and colourful. Show it to someone else and see if they like any of the same things you do.</p> <p>Older Children: Turn your page so it is horizontal and split it in half. On one side write and draw lots of things that you like and that you like doing, on the other side write and draw some things that you don't like. Show your image to someone else and see if they share any of the same likes and dislikes.</p> <p>Challenge: Even though you may not share the same likes or dislikes with someone it is still important to respect their opinion. Think of a time when you have disagreed with someone. How did you solve this conflict? Write a paragraph explaining what happened and how you solved the conflict and why it is important to solve conflicts.</p>

Science Week 7: Skill Focus - Observing

Can you separate colours?

Cut kitchen paper into long thin strips.
 Wrap one end around a pencil and hang over a cup
 2 cm from the bottom of the paper draw a line.
 Place a dot from a colouring pen on the line.
 OR wet a smartie and make a dot
 Place water in the cup so that it covers 1 cm of the paper (not the dot).
 Wait and observe what happens.



Younger Children	Older Children
Record your observations on a labelled diagram of your experiment. What equipment did you use? Which colours appeared?	Take accurate measurements of the distance travelled by each colour. Record your results and compare. Write a list of questions that you could ask about what is happening and why? Have a go at answering some of them.

Challenge	About this type of Science
Which colours split into the most colours? Is this the same for every type of coloured pen? Eg. Does a black biro split the same amount as a black felt-tip? Can you separate the colours of skittles? https://www.youtube.com/watch?v=TI VhYSLscul&list=PLIBVu TSjOrcn93J-lfhR8WSRclD6CJ6Rx&index=8	<i>This method of separating colours is called Chromatography. Scientists use chromatography to investigate what a substance is made from or to identify what a mystery substance is - just like how police use fingerprints. The inventor of chromatography, Mikhail Tsvet, used it to find out why leaves are green.</i>