




The Avenue Primary School

Work from home - Year 4

Scrumdiddlyumptious!

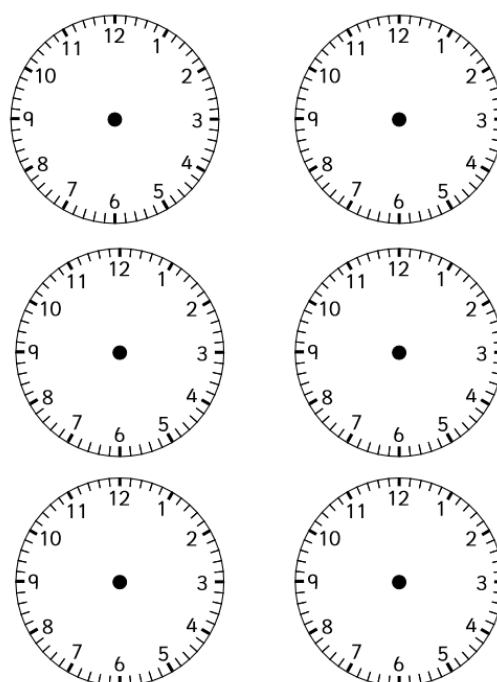
Our topic for this new term would have been:


Therefore, there will be lots of activities related to food!

	Morning Start your morning with a workout (Joe Wicks https://www.youtube.com/user/thebodycoach1 , Just Dance, BBC movers)		Afternoon Begin your afternoon session with some handwriting. Keep those writing fingers moving!
Mon	English Twenty minutes reading every day. <i>(Can you find a book to read that is food-related? For example, Charlie and the Chocolate Factory by Roald Dahl.)</i> Record the new list of words on Spelling Shed ('dis' and 'mis' prefix). For each group: <ul style="list-style-type: none"> List the words in the correct alphabetical order. Find the definition of each word. Use each word in a sentence. Draw a picture to represent each word. 	Maths ALL WEEK 15 min warm up... Use Purple Mash or an alternative maths website for mental maths. <i>For maths this week, we will focus on telling the time. This unit always provides a challenge for teachers as some children will not yet be able to tell the time, while others may be very confident. Starting at the appropriate level for your child and building up their skills is key. Having them at home for an extended period and working one to one is a really good chance to make fast progress on this essential life skill. Over the next four days (and continuing next week) we will outline a suggested sequence of lessons that you could follow. Only move on when your child gains confidence.</i> Lesson 1 – Hours, minutes and seconds Starter: Can children correctly estimate when a minute has passed? List as many things as you can that take... 1 second, 1 minute, 1 hour. Which would you use (H, M, S) to measure... e.g. time spent in the bath? Time spent at school? Time spent picking your nose?! Establish 60 seconds in a minute, 60 minutes in an hour, 24 hours in a day. Use these basic facts to quiz children... e.g. How many seconds in half a minute? How many hours in three days? How many minutes in five hours? (Children may wish to use written methods to calculate answers). Challenge: Extend the above, e.g. 4 hours and 59 mins = ____mins. Get children to compare time periods, e.g. What is longer: 234 seconds or 3mins and 54 seconds?	Food Science / PSHE Where does the journey of chocolate begin? 1. Watch the video 'My Fairtrade Adventure' using the link below: https://schools.fairtrade.org.uk/resource/adventure/ (you should be taken to a screen like this)  2. Download the 'Home learning challenges' or look at the grid below this table which shows the home learning challenges. 3. Choose an activity from the home learning challenges grid to complete.
Tues	English Twenty minutes reading every day. 10am Live 'Hive' game on Spelling Shed. You can compete against your classmates in spelling games linked to the spellings that have been available for the last 2 weeks. If you don't want to join in the game, log in and have a practise on Spelling Shed.	Maths Lesson 2 – Years, months, weeks and days... Ask children to write a list for shortest to longest of secs, mins, hours, plus the above. Draw arrows and note down the links between them, e.g. 12 months – 1 year. Show on a calendar how we map out longer periods of time. Which would we use to measure... the length of summer? Time spent in year three? Using basic facts noted down on the list above. Quiz children... e.g. How many months in half a year? How many days in 12 weeks? How many months would this be? Challenge: Extend the above, e.g. True or false – 132 months = 12 years? How many days in 3 years? What is longer: half a year or 25 weeks?	Food Science / PSHE Recap the video link from yesterday (if necessary). Choose another activity to complete from the home learning challenges grid.

Wed	<p>English</p> <p>Twenty minutes reading every day. Discuss what you have been reading this week with a family member.</p> <p>How many words (containing 3 letters or more) can you make from the word 'Scrumdiddlyumptious'?</p> <p>Can you sort your words alphabetically?</p>	<p>Maths</p> <p>If your child is ready...</p> <p>Lesson 3 – Telling the time (clock work) An analogue clock is needed for this lesson. Below this table is a learning aid, like we'd use in school.</p> <p>Ask children to show you some o'clock times, then half past times, reiterating the short hours hand and long minutes hand. Focus on 'past' times today, explaining that the right hand side of the clock shows this. Point out that the large numbers on the clock relate to hours, when the long hand lands on them they count as 5 (link this to five times table up to 30). Notice how the short hand starts to move away from the hour as you move round in jumps of five mins, until it's exactly half way between the number it started on and the next one. Test your child on past times by showing them some yourself and by asking them to show you some. Initially call quarter past '15 mins past' but then explain it's more common name and link it to fractions – the long hand has completed a quarter of its journey (children might understand if you compare it to a quarter of a pizza). Consolidate by asking your child to draw some clocks (see if they can remember how to set it out) by outlining something circular then adding numbers etc. Ask them to draw on some 'past' times, making sure there is a clear long and short hand, and the short hand isn't always exactly on the hour number.</p> <p>Challenge: Extend beyond five minute intervals e.g. ask for '13 mins past 10' etc. Ask children to draw clocks with Roman Numerals - can they remember numbers to 12?</p> <p><i>Note: In my experience, I have found the children struggle most with times that are 'to' the hour, rather than 'past'. For example, they can tell you it is '35 minutes past 3' by counting round in jumps of five mins but find it harder to understand that this means '25 mins to four'.</i></p>	<p>Music</p> <p>Listen to and sing along to the song 'Food, Glorious Food.' https://www.youtube.com/watch?v=J0qSDxxtCGM</p> <p>Now watch the YouTube clip showing the musical, 'Oliver', which this song is from: https://www.youtube.com/watch?v=ly7PONiKGUs</p> <p>Read back over the lyrics and have a think / talk about what they mean. You may need to use a dictionary or ask an adult about some of the key vocabulary to help you understand the meaning.</p>
Thurs	<p>English</p> <p>Twenty minutes reading every day.</p> <p>On Twinkl, search for Fairtrade comprehension. You will find a reading comprehension task suitable for a range of abilities. Record written answers in full sentences.</p>	<p>Maths</p> <p>Lesson 4 – Telling the time (clock work)</p> <p>Quick recap of yesterday's learning, asking children to explain all key facts/points. Then, if you didn't get this far, extend to telling times 'past' the hour to the nearest minute, pointing out each little mark is 1 min.</p> <p>Once confident... Show half past 10 (30mins past 10). What happens when we go round another 5mins? For now call this 35mins past 10 and point out that the short/hour hand has actually moved closer to 11 because it's now closer to 11 o'clock. Continue practising up to 55mins past, then show 11 o'clock and ask what the time is. Link to Monday's learning – 60mins = 1 hour. Show children some times that don't land on 5min intervals, e.g. 52 mins past 10 – can they apply their knowledge from yesterday/earlier? Practise drawing some times on clock templates (see below this table) or continue to draw their own.</p> <p>Unless your child is very confident, don't yet refer to times as 'to' the hour, i.e. stick with 40mins past 10, rather than 20 to 11. We will build this in next week.</p> <p>Challenge/extension: Play some online games focusing on analogue clocks. This website is excellent: https://www.ictgames.com/mobilePage/hickoryDickory/</p>	<p>Art / DT</p> <p>Design your own chocolate bar! Imagine you are Willy Wonka and you are working on your next invention. Think about name, description, ingredients, a slogan to sell your chocolate bar (persuasive language!)</p> <p>Twinkl has a great template to support this activity! Sign up / login to the website Twinkl as free user. In the search bar type... Chocolate bar design task</p>
Fri	<p>English</p> <p>Twenty minutes reading every day.</p>	<p>Maths</p> <p>Times tables focus. Test your child on the Year 4 Multiplication Check online</p>	<p>Topic / Science</p> <p>If you have any leftover Easter eggs / chocolates,</p>

<p>Write a short diary entry about your week. Remember to include details of what's been happening, thoughts and feelings, fronted adverbials.</p>	<p>and allow them to access online games, with a focus on related division facts as these are what children find most difficult.</p> <p>Continue to ask your child what time it is throughout the day and over the weekend!</p>	<p>carry out a blind taste test. (You can use any foods if you have eaten all your Easter treats!)</p> <p>Ask an adult, or member of your family, to pick 3 different food items and cover them over. You must shut your eyes (or wear a blindfold) and use your other senses (smell and taste) to identify what they are.</p> <p>Record your results in a table, describing the smell and taste. Did you identify them correctly?</p>
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<p>There is a farmer behind every product that you eat.</p> <p>Ask a grown up if it is ok to look in the kitchen cupboard. Where did each food item come from?</p> <p>Can you find the countries on a world map?</p>	<p>Write a poem titled 'Where does the chocolate journey begin?'</p> <p>Submit your poem to the Divine & Christian Aid Poetry Competition!</p> <p>The deadline is the 5th of June 2020.</p>	<p>Design your own chocolate bar label.</p> <p>What flavour is the chocolate?</p> <p>Remember to include the FAIRTRADE Mark in the design.</p>
<p>The cocoa pod is a type of fruit that grows on a tree. Many things can grow on trees, such as fruit, nuts or flowers.</p> <p>On your walk outside today, see if you can spot anything growing on a tree.</p>	<p>My Fairtrade Adventure</p>  <p>FAIRTRADE</p> <p>AGES 7-11</p>	<p>The Fairtrade minimum price helps farmers plan for the future.</p> <p>What would you like to do in the future?</p> <p>Create a talk, presentation or drawing about what you would like to do when you grow up.</p>
<p>A cooperative is where lots of farmers join together to help each other out.</p> <p>Help someone in your family today with a job.</p>	<p>There are many wild animals found in the forests where the cocoa plants grow.</p> <p>Use a computer or nonfiction book to learn which animals live in the Dominican Republic.</p> <p>Choose two to draw in a forest!</p>	<p>When Tayna journeys to the Dominican Republic, she met a cocoa farmer's daughter, Mariela.</p> <p>Pretend you are Tayna and write a letter to Mariela after you have returned home to the UK about your adventures visiting her country.</p>