## The Avenue Primary School

## Work from home - Year 4, sheet 5.

Our topic for this new term would have been:
Scermoliddlyumptious!

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

|  | Morning <br> Start your morning with a workout(Joe Wicks https://www.youtube.com/user/thebodycoach1, Just Dance, BBC movers) |  | Afternoon <br> Begin your afternoon session with some handwriting. Keep those writing fingers moving! |
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| Mon | English <br> This week's main reading activity is a child-friendly information text about Co-vid-19. It explains in very simple terms | Maths <br> ALL WEEK 15 min warm up... <br> There are new Purple Mash activities or use an alternative maths website for mental maths. | PE <br> Plan yourself a weekly exercise routine for the rest of this week and encourage an adult or sibling to do it with |
|  | what it is and why things have changed for everybody and could be a really good way of helping your child to understand in these confusing times. <br> https://nosycrow.com/wp- <br> content/uploads/2020/04/Coronavirus- <br> A-Book-for-Children.pdf <br> Because it is quite long, take turns reading with your child and discuss the difficulties different groups of people are facing. <br> Make a list about the positives and negatives of lockdown. | Lesson 9: Analogue and digital time conversions (12 hour) <br> It would be useful to have a phone handy, as well as an analogue clock, to use for examples. Alternatively, use this website: <br> http://www.scootle.edu.au/ec/viewing/L9643/index.htm\|\# <br> Ask children - where might we see a digital clock? phone, car, watch... $\qquad$ am/pm <br> Use the above format for recording digital times, leaving space or using a box at the end for am or pm. E.g. 9:20 am. <br> Sometimes an extra zero is present before the 9, i.e. 09:20am, though this isn't essential. <br> Explain that colon separates the hours from the minutes linking this to the short and long hands on the analogue clock. <br> On the analogue clock, remind children of the process of beginning on the hour and counting round on the minute hand in jumps of five. They should now know that on 60, a new hour begins. Children often prefer digital time because the trickier 'to' the hour times aren't needed. It's important though, that when you test them on converting between digital and analogue, you express (for example) 'nine forty' as 'twenty to ten' as well, so this language becomes embedded. <br> Set children analogue times to record digitally (stating whether it is morning, afternoon, evening or night time so they can decide on am or | Think carefully about the layout of the plan: <br> - Which parts of the body are you working on with each exercise? <br> - Quantities - how many times do you repeat each exercise? <br> - You could use diagrams as well as words to show your routine. <br> - Make it a colourful and fun design! |


|  |  | pm) AND give them digital times to read aloud and then record on a blank clockface. There are a few examples beneath this table to get you started. <br> Finish with a game (works best on Internet Explorer)... <br> https://www.teachingtime.co.uk/draggames/sthec4.htm |  |
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| Tues | English <br> Look again at the illustrations in the text from yesterday to identify a worker that is important / inspirational / heroic, e.g. doctor or nurse, delivery driver, paramedic, scientist. <br> Discuss or research in full the role they have played during the pandemic. <br> Write an acrostic poem (see example below) to show your appreciation for them. The reader should be informed, inspired and impressed with your language choices! $\begin{aligned} & \text { E.g. } N \\ & U \\ & R \\ & S \\ & S \\ & E \end{aligned}$ | Lesson 10: Analogue and digital time conversions (24 hour) Starter activity - copy and complete the diagram below, keeping it as a guide to 24 hour time throughout the lesson. Can children spot the link between top number and the one below it? +12 (or -12 from bottom to top) with the exception of midday and midnight on the end. <br> Recap - how many hours in a day? Make the link again to the hour hand visiting each number on the clock twice, moving from am to pm in 12 hour time. <br> Watch this short video, paying close attention to how the analogue clock and the digital clock mirror each other in the second half. https://www.bbc.co.uk/bitesize/topics/zkfycdm/articles/zcrmaty <br> In 24 hour time, $1 \mathrm{pm}=13: 00$. Point out that there is no need for ' pm ' because any number above 12 must be the afternoon! Move round to 2 pm - what would this be in 24 hour time $? 1+12=13$ and $2+12=14$. Refer back to the starter activity to show how we can do a quick mental addition (add 10 and then 2 if children aren't confident) to work out the conversion. <br> Show children some times on an analogue clock, stating whether they are morning, afternoon etc. Children should record two digital times - one 12 hour, one 24 hour, e.g. 7:45pm, 19:45. Try to trick them up with some morning times that will only differ, in that the 24 hour time should not have 'am' on the end, e.g. 11:04am, 11:04. <br> Note - midnight and noon may cause confusion initially. <br> Increasing the challenge... <br> Once confident, show children a 24 hour digital time and ask them to record it in 12 hour digital time (by subtracting 12 for hours 13 and above), in words, and get them to show you it on an analogue clock. Note - Only children who are 100\% confident in all aspects of time covered so far will get these consistently right. | Topic (Art) <br> Observe and draw different fruits and vegetables, looking carefully at detail, such as colour, pattern and form. <br> Watch the YouTube tutorial below to give guidance on how to use your colouring pencils to draw and shade: <br> https://www.youtube.com/watch?v=s3UJwb-k21Y <br> Don't forget to complete your exercise routine! |


| Wed | English <br> Twenty minutes reading. <br> Focus on the Year 3 / 4 Spelling List on Spelling Shed. There are over 100 words on this list, that can also be found at the back your child's school planner. <br> At 10am there will be a live 'Hive' game on Spelling Shed on these. You can compete against your classmates in spelling games linked to the spellings that have been available for the last couple of weeks. <br> If you don't want to join in the game, log in and have a practise on Spelling Shed. | Maths <br> Lesson 11: Consolidation <br> Consolidate learning from the previous two days. A lot is crammed in to these lessons and it is likely that your child will need further practice on one or more aspects of digital / 24 hour time. <br> Follow the links below to find some online games that can be used to develop understanding, in conjunction with some discussion around the concepts involved, linked to prior learning. If children are confident, they could be left to play independently. <br> https://www.helpfulgames.com/subjects/mathematics/tell-time.html\# good for extra practice on specific areas that your child is struggling on. http://www.scootle.edu.au/ec/viewing/L9643/index.html\# - there is a great matching pairs game on this one, click on 'time match'. https://www.teachingtime.co.uk/draggames/sthec4.html https://www.oxfordowl.co.uk/api/interactives/24454.html https://www.ictgames.com/mobilePage/hickoryDickory/ <br> Also - explore PURPLE MASH. Check your 'To do' tray that will contain useful activities linked to time. | Topic (Art / D\&T) <br> Sculpt a real or imaginary fruit using clay/coloured modelling dough or papier mache. Paint the fruit sculpture with colourful, interesting patterns to make it look weird and wonderful. Make up a bizarre or funny name for the fantastical fruit and describe how it would taste. <br> If you don't have the resources to sculpt, or if you want to learn how more about how sketch with pencil, use the link below. We recommend you do some shading practice (from the beginning of the video), watch the short section about how light and shadow work and then have a go at the apple! https://www.youtube.com/watch?v=-WR-FyUQc6I <br> Don't forget to complete your exercise routine! |
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| Thurs | English <br> Twenty minutes reading. <br> Make an alphabetic list of foods from A to Z . Is it possible? <br> Research: some countries call the same ingredients/foods by different names e.g. (UK) Crisps \& (USA) Potato Chips. How many more can you list? | Maths <br> Lesson 12: Time Intervals <br> Watch this video for a clear example on how to use a number line to calculate time intervals / elapsed time. https://www.youtube.com/watch?v=Orta5xU6DBo <br> When teaching this in class, we often use a TV listings magazines (example beneath table) and ask children to use the number line method to work out how long particular programmes last. Simple example... <br> 'Pointless begins at $5: 15 \mathrm{pm}$ and ends at $06: 00 \mathrm{pm}$. How long does it last?' <br> First jump -15 mins , second jump $=30 \mathrm{mins}, 15+30=45 \mathrm{mins}$. <br> Challenge <br> - Calculate the total time it would take to watch 2 or 3 named programmes. <br> - Give children a start time and tell them how long something lasts - can they work out the end time? <br> - Give children an end time and tell them how long it lasts - can they work backwards to find the start time? | History / Topic. <br> Tomorrow marks the $75^{\text {th }}$ anniversary of VE Day. Follow the link below: <br> https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr <br> 1. Watch the video at the top of the page to learn about VE day. <br> 2. Scroll down and watch the video entitled 'Rationing in the UK'. <br> ACTIVITY: On Twinkl, type ration book shopping list into the search bar and complete the worksheet. Answers are on page 2 of the worksheet. <br> CHALLENGE: The videos mention propaganda posters produced by the government to help with food rationing. Design your own poster to support the campaign to ration food in WW2. <br> Don't forget to complete your exercise routine! |


| Fri | English | Maths |  |
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|  | Today is VE Day $75^{\text {th }}$ year anniversary! <br> VE Day reading comprehension. <br> On Twinkl, type ks2 ve day comprehension into the search bar. <br> There are three texts and three sets of questions which are of varying levels of difficulty. Select the one most suitable for your child. Answers are at the end of each set of questions. Children should read the text and answer the questions that follow. | That is time finished but it is something that will need constant reinforcement, which can be done at any time around the house. <br> For maths today, focus on times tables including related division facts using the web links previously issued or good, old-fashioned methods!. Alternatively practice written methods for addition, subtraction, multiplication and division, using Friday's lesson on last week's home learning sheet (4) to know how to pitch questions at an appropriate level of difficulty. | Today is VE Day $75^{\text {th }}$ year anniversary! <br> Design your own poster to celebrate this event. <br> and / or <br> On Twinkl, type wartime recipe booklet into the search bar. Try to recreate one of the wartime recipes for your VE Day celebrations. <br> Please note: ensure adult supervision/assistance with this activity! |



