

## Reading (X20 mins)

**60 Second Read:** An extract from Howard Carter's Diary **RESOURCE 1**

**Picture Newspaper** **RESOURCE 2**

**Comprehension—** Carnival **RESOURCE 3**

Remember to write in FULL sentences, use the question to frame your answer.

consider  
continue  
decide  
describe  
difference

## Spellings: Year 3/4 Tricky Words

Look Say Cover Write Check, Rainbow write, Pyramid Write. Use the Twinkle weekly spelling word activity mat to focus and embed **RESOURCE 4**

<https://spellingframe.co.uk/>

**Grammar:** CPG Year 4 Grammar, Punctuation and Spelling Book

Pages 26&27



## Mental Health and Physical Well Being

(X30 mins per day):

**Make sure you have regular fresh air and exercise.**

Try out some of the fantastic activities put together by Chippenham Sports Partnership. There is something new to try everyday, as well as some lovely mindfulness activities. Please let me know if you try these and how you get on, it would be lovely to give them some feedback. **RESOURCE 5**

**Miss Reed's PE Newsletter has some fun ideas too!**

**RESOURCE 6**

NSPCC and Childline have some great calming and mindfulness suggestions too.

<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-vice-support-children-families-parents/>

<https://www.childline.org.uk/toolbox/calm-zone/>



## Home School Learning

### Hawks Class Week 4

Please record all home learning in the exercise book provided. Remember small chunks of learning with some exercise and mindfulness too. It is really important you check in with an email at least once a week so that I know you are safe and well. DO your BEST and please ask if you are unsure. Enjoy home learning week 4.

Mrs Willoughby

## Reading and Writing Tasks:

### Day 1 **RESOURCE 7**

- 1. Read a report about Lego Star Wars.** Read it twice: the first time in your head and the second time out loud. *Who do you think this report is written for?*
- 2. Remind yourself about the features of Non-Chronological Reports** Use the [Revision Card](#) to remind yourself about the features of Non-Chronological Reports. Which of these features can you find in the [Lego Star Wars Game Description](#)? Write and highlight the text to show where you find them. [Share your highlighting with a grown-up. Explain the features that you have spotted.](#)
- 3. Read some more reports.** Read the report for [Just Dance](#) and [Super Mario Kart](#). You could challenge yourself to read the report for [Zelda](#) too. Look at [Technical Language to Spot](#). Can you write an explanation of at least three of these pieces of vocabulary?

### Day 2 **RESOURCE 8**

- 1. Read another non-chronological report.** Read [Fifa 19 Review](#). Do you think the writer liked the game? Why? Use the [Revision Card](#) to remind yourself about the Features of a Non-Chronological report. Highlight and write to mark some of these features on the [Fifa 9 Review](#).
- 2. Make notes about a game** Choose one of the [CBeebies games](#). They are designed for younger children. Try playing it, ready to write a report. Make notes about it on [Game Notes](#).
- 3. Now for some writing**
  - Write a report about the game that you chose. Try to include some of the features of a Non-Chronological Report.

### Day 3 **RESOURCE 9 & RESOURCE 10**

- 1. Read a Portrait Poem** Read the poem, "[Simon, my best friend...](#)" What does Simon have in common with you? What is different about you and him?
- 2. Remind yourself about the present and past tense** Use the [PowerPoint presentation](#) or the [Revision Card](#) to remind yourself about the Present and Past Tense. Complete [Past/Present Tense practice](#).
- 3. Now for some writing** Use the [Portrait Poem template](#) to write about one of your friends. Write sentences about them in the present tense. Add a portrait of them in the middle of the template.

#### Day 4 **RESOURCE 11 & RESOURCE 12**

- 1. Read a shape poem.** Read the poem: *Rolling Down A Hill*. This is a poem written to look at on the page. Can you use your voice or actions to find a good way to read it out loud?
- 2. Learn about the progressive tense** Use the *PowerPoint* or the *Revision Card* to learn about the progressive form of verbs. Complete *Progressive Tense Practice*.
- 3. Now for some writing** Think of some *Action Poem Ideas*. Write them down on the sheet. You could use a new idea that isn't written there.  
Use some of your ideas to write a poem. Try to set it out so that the shape on the page matches the action.

#### Day 5 **RESOURCE 13 & RESOURCE 14**

- 1. Read a poem.** Read the poem: *I have had an awful day*. What things cheer you up when you are having a difficult day? Make a list of them and keep them somewhere safe to remember.
- 2. Learn about the Perfect Form** Use the *PowerPoint* or *Revision Card* to learn about the Perfect Form. Cut out the *Mixed Sentences*. Stick the Past Tense sentences onto *Chart 1*. Stick the Perfect Form sentences onto *Chart 2*. Write in the blank columns of each chart.
- 3. Now for some writing** Think of ideas for a new poem: *I have had a dreadful day*. Write out your poem carefully, setting it out with a sad and a happy face.



## Maths:

**Rapid Reasoning** - use these as your starters this week **RESOURCE 15**

**White Rose Maths** (***YOU MUST CLICK ON WEEK 1***) <https://whiterosemaths.com/homelearning/year-4/>

Recognising tenths and hundredths - I'd like you to do one lesson a day. each lesson, they are about 10 minutes long. This is NEW learning so you

There is a short video clip to go with  
**MUST** watch the video clips.

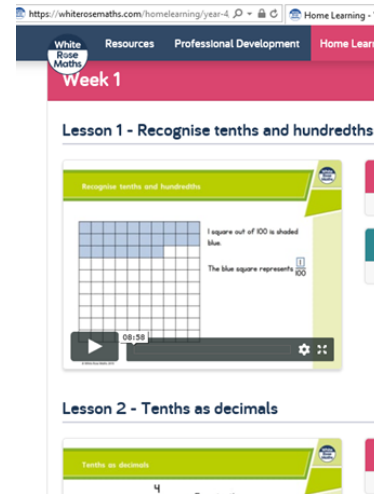
Lesson 1 **RESOURCE 16+17**

Lesson 2 **RESOURCE 18+19**

Lesson 3 **RESOURCE 20+21**

Lesson 4 **RESOURCE 22+23**

Lesson 5 **RESOURCE 24+25**



## **My Maths**

Go to **www.mymaths.co.uk** and login at the top of the page with the school's username and password. On the next page you should enter their personal username and password in the My Portal box. MyMaths will then remember who they are and automatically log them in to the tasks.

### **Login Details**

The **school username** is:

The **school password** is:

Your **personal username** is:

Your **personal password** is:



**PSHE: (X2 weeks)**

My 2020 COVID-19 Time Capsule—complete the booklet. **RESOURCE 26**

Spend sometime talking this through and drafting your responses. You are living in a time that will one day looked upon by your children and grandchildren. You are living in a world wide pandemic, these events of 2020 will be recorded in History.

The booklet will be something you can look at one day, and you will see how much you have achieved and what you came through, the challenges you faced and conquered.

As part of your PSHE and mental health and wellbeing discuss these synonyms and think of a time during recent weeks in “lockdown” when you might have felt any of these feelings and emotions.

<b>sad</b>	<b>angry</b>	<b>happy</b>	<b>confused</b>	<b>excited</b>	<b>worried</b>	<b>shocked</b>	<b>afraid</b>
<b>despondent</b> <b>disconsolate</b> <b>dismal</b> <b>doleful</b> <b>downhearted</b> <b>forlorn</b> <b>gloomy</b> <b>melancholic</b> <b>miserable</b> <b>woeful</b> <b>wretched</b>	<b>aggrieved</b> <b>annoyed</b> <b>discontented</b> <b>disgruntled</b> <b>distressed</b> <b>exasperated</b> <b>frustrated</b> <b>indignant</b> <b>offended</b> <b>outraged</b> <b>resentful</b> <b>vexed</b>	<b>beaming</b> <b>buoyant</b> <b>cheery</b> <b>contented</b> <b>delighted</b> <b>enraptured</b> <b>gleeful</b> <b>glowing</b> <b>joyful</b>	<b>addled</b> <b>baffled</b> <b>bemused</b> <b>bewildered</b> <b>disorientated</b> <b>indistinct</b> <b>muddled</b> <b>mystified</b> <b>perplexed</b> <b>puzzled</b>	<b>animated</b> <b>elevated</b> <b>enlivened</b> <b>enthusiastic</b> <b>exhilarated</b> <b>exuberant</b> <b>thrilled</b>	<b>agitated</b> <b>anxious</b> <b>apprehensive</b> <b>concerned</b> <b>disquieted</b> <b>distraught</b> <b>distressed</b> <b>disturbed</b> <b>fretful</b> <b>perturbed</b> <b>troubled</b> <b>uneasy</b>	<b>astonished</b> <b>astounded</b> <b>disconcerted</b> <b>distressed</b> <b>dumbfounded</b> <b>horrified</b> <b>staggered</b> <b>startled</b> <b>startled</b> <b>stunned</b> <b>surprised</b>	<b>alarmed</b> <b>apprehensive</b> <b>daunted</b> <b>fearful</b> <b>frantic</b> <b>horrified</b> <b>petrified</b> <b>terrified</b>

**DT: (TWO weeks)**

**Design and make a junk model of a mode of transport e.g. car, train, aeroplane or bike. If you prefer, you could imagine what a vehicle in the future might look like and create that! You might like to think how you could power your vehicle.**

<https://www.tts-group.co.uk/blog/2016/11/02/pulley-motorised-vehicle.html>

