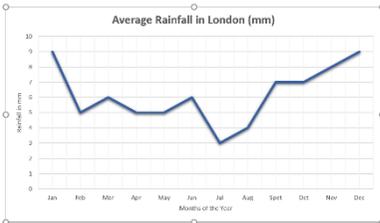
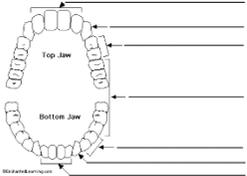
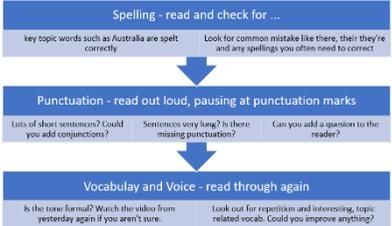


Day	Writing	Reading	Maths	Foundation subjects
Day 1	<p><u>To write similes</u></p> <p>Are all fires the same? Would they be described in the same way?</p> <p>Candle flame</p> <p>Bonfire</p> <p>Use the images/ videos/ your own knowledge to think about how to describe these types of fire.</p> <p>Create 2 similes for each fire.</p>	<p>Poems by Jackie Kay</p> <p>Bush Fire</p> <p>Read the Poem. Jackie Kay uses lots of literary techniques in her poem. Use the table on the work sheet to explore the different techniques and why the author has chosen them</p> <p>Spelling Daily Choose 6 words from the year 3 and 4 word lists and practise using one of the suggested methods.</p>	<p><u>To interpret and draw bar charts</u></p> <p>Watch this video from https://www.youtube.com/watch?v=GBIJ4UWJmAE on bar charts and work through the work sheet.</p>	<p>Science: The digestive system</p> <p><u>To identify the parts of the digestive system</u></p> <p>https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/z9wk7p3 Go through the introduction to the digestive system</p> <p>Explore the interactive digestive system: http://www.tenalpscommunicate.com/client/siemens/humanbodyOnline/#home</p> <p>Label the parts of the digestive system.</p>
Day 2	<p><u>To write notes</u></p> <p>Watch the video from newsround about the recent Australian Bush Fires</p> <p>Use the videos to write notes about the bushfires</p>	<p>Read the poem Brendon Gallacher and answer the questions.</p> <p>Read the poem Spelling Daily Choose 6 words from the year 3 and 4 word lists and practise using one of the suggested methods.</p>	<p><u>To construct bar charts</u></p> <p>Watch this video from http://mathsathome.lgfl.org.uk/y4_statistics.html on LGFL and use the suggestions to create your own bar chart.</p>	<p><u>To explain the role of the parts of the digestive system</u></p> <p>https://www.bbc.co.uk/bitesize/topics/z27kng8</p> <p>Use the user guides about the mouth, stomach and intestines to find out what each body part does.</p>

Year 4 Week 1

<p>Day 3</p>	<p><u>To plan a non-chronological report</u> Activity 1 – SPAG Activity 2 – make the plan</p>	<p>Brendon Gallacher</p> <p>Look again at the poem and identify all the character traits of Brendon Gallacher.</p> <p>Why did she like him so much?</p> <p>What does the author mean when she writes: ‘ And he died then, my Brendon Gallacher, Flat out on my bedroom floor, his spiky hair, His impish grin, his funny flapping ear.’</p> <p>Spelling Daily Choose 6 words from the year 3 and 4 word lists and practise using one of the suggested methods.</p>	<p><u>To read line graphs</u></p> <p>Watch this video from Corbett Maths introducing https://www.youtube.com/watch?v=0WkqfJBfXic</p> <p>Answer the questions on the line graphs on the worksheet.</p> 	<p><u>To identify the different teeth</u></p> <p>Use the BBC Bitesize website to find out about hum teeth and then label the diagram/ draw your own tooth diagram. https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zsp76yc</p> 
<p>Day 4</p>	<p><u>To write a report about bushfires</u></p> <p>Using the notes and planning you have already done write a non-chronological report about Bushfires.</p> <p>Watch this video about keeping the style of your report formal:</p>	<p>The moon at Knowle Hill</p> <p>Read the copy of the Poem – how does the poem make you feel? Do you like it?</p> <p>Listen to Jackie Kay read the poem and introduce it. Has this changed how you feel about the poem or not? Why?</p> <p>Spelling Daily</p>	<p><u>To interpret Line Graphs</u></p> <p>Watch this video about http://mathsathome.lgfl.org.uk/y4_statistics.html and create your own line graph. You can use your own data or the data below about plant growth over a term.</p>	<p>World of work: children complete the ‘alphabet of jobs’ worksheet using an online list of job profiles from BBC Bitesize.</p> <p>Pick your favourite job and write a paragraph about why you like that job and why you think you might be good at it.</p> <p>Super Pencil Skills Get some tips from the House of Illustration to take your drawing to the</p>

Year 4 Week 1

	https://www.bbc.co.uk/bitesize/clips/zdmw2hv	Choose 6 words from the year 3 and 4 word lists and practise using one of the suggested methods.		next level with shading and mark making ideas.
Day 5	<p><u>To edit and improve</u></p> <p>Read through your report 3 times focussing on a different element each time. Reading with a family member may help identify areas to improve.</p> 	<p>Re-read the Moon at Knowle Hill</p> <p>Watch this video about personification: https://www.youtube.com/watch?v=LHV0mvFOs9o and answers the questions about personification in the poem.</p> <p>You have read 3 poems by Jackie Kay. Which was your favourite and why?</p> <p>Spelling Daily</p> <p>Choose 6 words from the year 3 and 4 word lists and practise using one of the suggested methods.</p>	<p><u>To present data in different ways</u></p> <p>You are going to work through a problem from N Rich. N Rich have created reasoning problems to challenge pupils and get them to think creatively about Maths</p> <p>N Rich Class 5's names https://nrich.maths.org/7522?utm_source=primary-map</p>	<p><u>How Many Mes Does it Take to Reach the Ceiling?</u></p> <p>Have you though much about where you live? What types of buildings and spaces are there near your home?</p> <p>Are these exactly the way you'd like, or could you design something else which you might want to live in?</p> <p>We are going to explore some activities about you and your home with Open City and Celebrating Architecture. Follow the sheet and see what you can learn about the spaces around you!</p> <p>A World of Musical Instruments</p> <p>Use an interactive world map to start learning about musical instruments from around the world by clicking on instrument pictures. This includes an online visit to the https://www.horniman.ac.uk/explore-the-collections/musical-instrument-collection/ to explore a small number of instruments in their huge collection of over 9500!</p>

				<p>Listen and learn to recognise the sounds of different instruments using a virtual encyclopaedia and short videos.</p> <p>Record some key facts about an instrument e.g. which continent does it come from? How is it played? What is it made from?</p> <p>Record responses to new knowledge about musical instruments. Use to generate short descriptive sentences.</p> <p>A word jigsaw with key instruments from the interactive map and Horniman visit is available.</p>
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