



Dear Year 4 /5

I hope that you are all well. This week, in addition to the home learning tasks shown below, I would love to see more children in Year 4/5 accessing Reading Plus/Lexia and TTRockstars. We are currently having a battle with Year 5/6 and are not doing so well, so let's have a big push this week to end up on top!

I know some of you have been joining my Google Meet sessions at 10:00 every morning, which is lovely to see. If you would like to join, please send me an email and we will get you set up.

Here's our home learning for this week. If you have any questions or queries, please just email me on [ngiles@dunnstreet.s-tyneside.sch.uk](mailto:ngiles@dunnstreet.s-tyneside.sch.uk) and I will get back to you as soon as I can.

Stay safe and have a super week.

Mrs Giles-Brewster

### Daily Home learning expectations

- Spend 15 minutes per day reading for fun.
- Spend 15 – 30 minutes a day on Reading Plus or Lexia.
- Spend 15 minutes per day on TTRockstars (if you do not have access to these online you can practice your times tables on paper or whichever resources you have available)

### School Day Activities

#### English

We are going to start a new narrative unit based around the story 'The Giant's Necklace' by a Michael Morpurgo. The opening to the story can be found on last week's post.

#### **Task 1**

If you have not finished your planning from last week, your first job is to complete your plan.

#### **Task 2**

Create a comic strip for your story ending to help familiarise yourself with your planned conclusion to the Giant's Necklace.

#### **Task 3**

Start to write your story ending following your plan. **This task will be carried over into next week.**

When writing your story, don't forget to try and include the following:

- Single clause (one fact/idea) e.g. The giant scooped Cherry out of the water.
- Compound (two facts/ideas joined using FANBOYS) e.g. The underwater cavern was cramped, but Cherry felt protected from the strong currents of the sea.

- Complex (two facts/ideas joined with a subordinate conjunctions) e.g. As the object became clearer in her vision, she realized that it was the ship wreck her brothers had been searching for.
- Fronted adverbial (start with an adverbial phrase) e.g. Terrified, she looked up at the giant and shook with fear.
- Speech e.g. "Where could she have gone?" Cherry's mum asked the room knowing that nobody had the answer.

Don't forget to use pronouns to avoid repetition of names.

## Reading

Please continue to access Lexia and Reading Plus at least three times a week to make the most of these reading programmes.

This week, I have set you some tasks relating to 'The Giant's Necklace' that you read as part of the English work last week. The retrieval questions can be found at the end of this document. The Rescue Sheet is posted as a separate document after this post.

### Task 1

To complete the rescue sheet (attached as a separate document on our webpage).

R = read – read aloud to another member of your family

E = explore – find synonyms (words with similar meanings)

S = spell – choose a way to spell out the word

C = classify – what word class is it (noun, adjective, adverb etc.)

U = understand – what is its definition? We have given this one to you.

E = explain – write the word into a sentence

### Task 2

Answer the retrieval questions about the text (found at the end of this document).

## Spelling

Using your spelling ideas sheet, found in your home learning packs, focus on learning these spellings this week.

Spelling rule: u spelt ou

Green (HFW)	Blue (rule word)	Blue (statutory)	Red (challenge)
turn	young	appearance	encouraging
while	touch	certainly	nourishment
then	double	considering	flourishing
turned	trouble	difficulty	
white	country		
there	couple		
two	cousin		
Who	enough		

**Green words** – High Frequency words you need to know

**Blue words** – Spellings which follow our rule for the week

**Blue statutory word** – taken from the Year 3/4 National Curriculum's Statutory spellings

**Red** – Challenge spellings

**Art**

Choose your favourite George Seurat painting. Choose a small part of the picture and lightly sketch your own version of it. Then, using felt tips, 'colour' it in using the pointillism technique.

You can find some of his paintings here: <https://www.nationalgallery.org.uk/artists/georges-seurat>

**Maths**

I would like to see more pupils continue to access and use TTRockstars this week. Please feel free to set me a challenge, and I will be reply with my own! Here are a few other times tables activities and websites / online games you may want to try:

Online

TTRockstars: <https://trockstars.com/>

Hit the Button: <https://www.topmarks.co.uk/maths-games/hit-the-button>

The Daily 10 Mental Maths Challenge: <https://www.topmarks.co.uk/maths-games/daily10>

Multiples Mash-Up: <https://www.bbc.co.uk/teach/superheroes/ks2-maths-multiples-mash-up-march-with-mr-p/zkdy2sg>

Connect 4 Factors: <https://www.transum.org/Software/Game/Connect4/>

Remember that BBC Bitesize Daily lessons are still available to access:

<https://www.bbc.co.uk/bitesize/dailylessons>

We can also access Whiterose Maths lessons here:

<https://whiterosemaths.com/homelearning/year-4/>

<https://whiterosemaths.com/homelearning/year-5/>

**PSHE**

In the story of 'The Giant's Necklace', Cherry gets cut off by the incoming tide because she is not aware of the storm rolling in behind her. The beach is a wonderful place to visit, but it is full of dangers that everyone should be aware of. This week, look at the 'Spot the dangers' pictures from RNLI and see if you can spot the dangers in the pictures. Discuss what you have found out with an adult/your family.

Just for fun: draw your own 'Spot the dangers' picture for the beach. Share with a friend/family member/or me!

**DT**

Evaluation

This week we will be playing our board games and evaluating the completed product. You will need to consider not only your own views, but the views of other people who have played with you. Here are some questions which you can consider to best evaluate your game:

What age range do you think this game is suitable for (circle one):

3 – 6      6 – 9      9 – 12      12 – adult      adult

How many minutes did it take you to finish the game?

Under 10      10-20      21-40      41-60      61-90      Over 90 minutes.

Rate these on the scale; circle one number in each area:

**Complexity:**

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10  
 very simple                      average                      very complex

**Game Instructions/Rules:**

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10  
 very simple                      average                      very complex

**Luck vs. Skill:**

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10  
 pure luck                      half luck, half skill                      all skill

**Playing time** (Was the game too short, too long or just right?):

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10  
 Too short                      Just right                      Too long

**Appearance** (How much did you like the graphics/illustrations?):

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10  
 Did not like                      –                      Loved

**Materials** (How much did you like the materials and/or game pieces):

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10  
 Did not like                      Average                      Loved

**Game Idea (Concept) or Theme:**

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10  
 Boring or weak                      OK                      Terrific

**Interest** (How much did you like this game?):

0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  
Hated it                      It was OK                      Loved it

**Repeat Play** (How often will you play this game?):

0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  
never again                      now & then                      a lot

**Game board size:** Was the game board too small, too big, or just the right size?

0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  
too small                      just right                      too big

**Game pieces (size):** Were the pieces too small, too big, or just the right size?

0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  
too small                      just right                      too big

**Text size:** Was the text on the board, cards or instructions too small or just right?

0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  
too small                      just right                      too big

Final thought

Using the feedback above, if you were to make this game again, is there anything that you would change? Think about the responses of your players. It may be that you would make the board size larger; or consider how to make the game simpler to help younger players.

**In the News this week...**

In exciting news this week, Premier Football has returned! It is time for the league to recommence, in order to help finish this season. It may be a little strange for the fans and the players, especially as the stadiums are empty of players, but it is exciting nonetheless! If you want to catch up with all the latest scores, check out the Newsround website with this article of the '7 things to look out for' now the Premier League has returned:

<https://www.bbc.co.uk/newsround/53055491>

**Topic**

There are 7 different types of sea turtles – Leatherback, Green, Loggerhead, Flatback, Hawksbill, Kemp's Ridley and Olive Ridley.

**Task 1**

Choose one type of sea turtle and research it. Find out about the turtles' size, lifespan, food, nests, eggs, preferred habitat and where in the world it is found. Create a poster/PowerPoint presentation about your chosen sea turtle.

**Task 2**

Think about why sea turtles travel to the Sunshine coast. Think about the climate and how that might be an influence on the turtles.

Sea turtles spend most of their lives in the open waters of the world's oceans.

They only come to land to nest and lay eggs when conditions are perfect. They go to sub-tropical and tropical areas. These are very warm or hot in summer and the hot sand keeps their eggs warm. This helps to incubate the eggs and encourage eggs to hatch quickly. The warm, shallow seas close to the beaches mean young turtle hatchlings can spend time growing stronger before venturing out into open oceans.

Watch this clip about sea turtle migration: <https://www.seeturtles.org/sea-turtle-migration>  
Create your own quiz based on sea turtles and test a friend/family member or send me an email!

### Free Useful Links:

Twinkl: [www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer)

Twinkl, a website which provides free teaching resources, have provided new members of the site with a free trial for a month. Use the code UKTWINKLHELPS on the link above.

TTRockstars: <https://play.ttrockstars.com/>

BBC DanceMat Touch Typing: <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>

BBC Super Movers: <https://www.bbc.co.uk/teach/supermovers>

Times Tables Speed Tests: <https://www.timestables.co.uk/speed-test/>

Scratch: <https://scratch.mit.edu/projects/editor/?tutorial=getStarted>

BBC: <https://www.bbc.co.uk/teach>

Audible: <https://stories.audible.com/start-listen>

Go Noodle: <https://www.gonoodle.com/>

David Walliams – daily audio stories: <https://www.worldofdavidwalliams.com/elevenses/>

### Family Based Activities:

#### Some ideas for this week:

- **Host a Four-Square Tournament**

This outdoor family activity gets everyone moving! You'll need four players and a large rubber ball. Draw a 12" x 12" square on your driveway. Divide into four squares—A, B, C, and D—and have one player stand in each square. The player in A starts by bouncing the ball in his square, then batting it with open hands into another square. That player must hit the ball into another square. When one player misses or hits the ball out of bounds, he moves to D, the players behind him advance, and you begin again.

- **Build a garden labyrinth**
- **Learn a magic trick each and share with the rest of the family**

## Reading – Task 1

The questions below are based around the text 'The Giant's Necklace' which was sent home with your English task last week.

### The Giant's Necklace – Lesson 2 Retrieval

- 1) Why does Cherry's mother tell her to call it a day?
- 2) What is D'you short for?
- 3) Where does Cherry want her necklace to reach?
- 4) How do Cherry's brothers mock the necklace? Give three ways.
- 5) What does Cherry do to irritate her brothers?