

Hello Year 4! We hope you and your family are all safe and well.

Here are some daily activities to keep you busy. Try to keep up that reading too.

Do what you can but remember to relax, spend some time playing and exercising.

Keep smiling from Mrs Platek and Mrs Stewart



Hello everyone

All English/maths lessons follow on from the previous day.

Friday fun maths lesson this week will require ingredients for a cooking challenge.

Please check ingredients here (choose the one you would like to make)

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Classroom-Kitchen-Ingredients-Recipe-Cards.pdf>

Learning Objective

Multiply a 2 digit number by a 1 digit number

Steps to Success:

Example question 2 - how to work out

- 1. Multiply the ones by 4**
- 2. Write the answer underneath in the correct columns**
- 3. Multiply the tens by 4**
Remember it is tens so it is 30 x4 /4 lots of 30 or 30 lots of 4
30 +30+30+30
- 4. Write the answer underneath in correct columns**
- 5. Add up the answers as in the demonstration (slide 3) to get your final answer- write it underneath in correct columns**
- 6. Check**

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

Demonstration click on left hand side of page for demo before clicking on activity or answers lesson 1 (see next slide)

Questions

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y4-Lesson-1-Multiply-2-digits-by-1-digit-2019.pdf>

Answer sheet

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y4-Lesson-1-Answers-Multiply-2-digits-by-1-digit-2019.pdf>

Lesson 1 - Multiply 2-digit number by 1 digit number

$$4 \times 35 =$$



 **Get the Activity**

Y4 Lesson 1 Multiply 2-digits by 1-digit 2019

 **Get the Answers**

Y4 Lesson 1 Answers Multiply 2-digits by 1-digit 2019

2 Rosie works out 4×37 using a written method.

		H	T	O						
			3	7						
	x			4						
			2	8		(7	x	4)		
		1	2	0		(3	0	x	4)	
		1	4	8						

1. Multiply the ones by 4

2. **Write the answer underneath in the correct columns**

3. Multiply the tens by 4

Remember it is tens so it is 30×4 /4 lots of 30 or 30 lots of 4
 $30 + 30 + 30 + 30$

4. **Write the answer underneath in correct columns**

5. Add up the answers to get your final answer- write it underneath in correct columns

Learning Objective

To begin to plan your own story changing key character and object (continued from previous week)

Steps to Success:

1. Read instructions
2. Look at grid example
3. Invent own new character (read p 15 first)
4. Draw new character and label

5. Check

English

'The King of the Fishes'

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y4-Unit.pdf>

Click on the above link and follow all demonstrations and activities

Pages of unit 14/15

Monday

Spelling [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English ver 1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

Learning Objective- To spell words from the statutory list

Steps to success

1. Use a dictionary to find the meaning of the word
2. Which word class does the word belong to? (see word mat)
3. Complete sentences
4. How many syllables does it have?

Complete all activities on the sheet underneath the spelling list

A **syllable** is a single, unbroken sound of a spoken (or written) word. **Syllables** usually contain a vowel and accompanying consonants. The number of times you hear a vowel (a, e, i, o, u) in a word is equal to the number of **syllables** a word has.

5. Spell the word

6. Edit the words

7. Write your own sentence with the word in

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Statutory Spelling Word Activity Mat: arrive

1

Use a dictionary to define the word **arrive**.

Add the word **arrive** to these sentences.



We watched the train _____.

"Did your package _____?" asked Jo.

What time will they _____?

_____ no later than 10 o'clock.

Write the syllables of the word **arrive** inside the hands.



Which word class does the word **arrive** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **arrive**.

arr_____	_____ive
_____ve	ar_____

Now write the full word.

Trace the word **arrive**.

arrive

arrive

arrive

Which of these words means the same as **arrive**?

reject reach forget bounty

Write your own sentence containing the word **arrive**.

Edit and improve these words so that they correctly spell the word **arrive**.

arive arriveve arrighv

Monday Topic ART

Learning Objective

Use observational skills to draw in the style of a famous artist

Steps to Success:

Follow instructions from link

Please send us photos of your completed pictures we would love to see them.

Observational drawing

Learn how to draw in the style of Rob Biddulph famous author and illustrator.

Click on link

<http://www.robbiddulph.com/draw-with-rob>

Scroll down to the racing car

Follow instructions on screen

Learning Objective

Multiplying 3 digit numbers by 1 digit

Follow demonstration

Steps to Success:

1. Use place value chart as in demonstration
2. If confident – multiply numbers using ones first
3. Multiply tens number
4. Multiply hundred numbers
5. Check

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

Demonstration click on left hand side of page for demo before clicking on activity or answers lesson 2

Questions

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y4-Lesson-2-Multiply-3-digits-by-1-digit-2019.pdf>

Answers

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y4-Lesson-2-Answers-Multiply-3-digits-by-1-digit-2019.pdf>

Learning Objective

To plan your own story changing key character and object

Steps to Success:

1. Read story planner
2. Change character and object
(see example p 16/17)
3. (see p 18) own story plan
6. Check

English

'The King of the Fishes'

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y4-Unit.pdf>

Click on the above link and follow all demonstrations and activities

Pages of unit 16/18

Tuesday

Spelling [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English_ver_1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English_ver_1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English_ver_1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English_ver_1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

Learning Objective- To spell words from the statutory list

Steps to success

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complete all activities on the sheet below the spelling list

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5. Spell the word

6. Edit the words

7. Write your own sentence with the word in

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breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Statutory Spelling Word Activity Mat: believe

2

Use a dictionary to define the word **believe**.

Which word class does the word **believe** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **believe**.

believe

believe

believe

Add the word **believe** to these sentences.

Will did not _____ Chetna.

 "I simply don't _____ it!"

Who do you _____?

_____ it or not, it is a true story.

Which of these words means the same as **believe**?

trust **explode** **divine** **prayer**

Write your own sentence containing the word **believe**.

Edit and improve these words so that they correctly spell the word **believe**.

beleive **bilieve** **beleeve**

Write the syllables of the word **believe** inside the hands.



Finish off the word **believe**.

bel _____	_____ eve
_____ ve	be _____

Now write the full word.

Learning Objective

To identify producers and consumers in a food chain

Steps to Success:

1. Click on link and watch the powerpoint
2. Follow instructions
3. Answer questions on the powerpoint
4. Use word mat to help you (next slide)

Click on link

Look at powerpoint first

<https://www.twinkl.co.uk/resource/t2-s-219-food-chain-powerpoint>

Food Chain



producers



consumers



predators

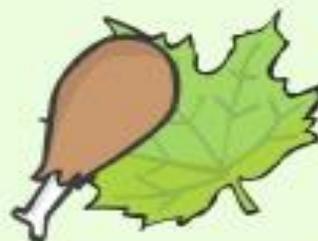
habitat



carnivores



herbivores



omnivores

food chain



prey

Learning Objective

Divide 2-digits by 1-digit

Steps to Success:

Eg $39 \div 3$

- 1. Always start with the largest place value number**
- 2. All parts need to be equal when dividing**
Use a place value chart to show workings out as on demonstration
- 3. Start with the tens**
- 4. Divide the tens by the 3**
- 5. Divide the ones by 3**
- 6. Count up the numbers in one row (see demonstration)– that is your answer**
- 7. If any left over it is recorded as a remainder -r**

Remember they have to have equal parts in all parts of the place value grid

6. Check

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

Demonstration click on left hand side of page for demo before clicking on activity or answers

Lesson 3

Questions

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y4-Lesson-3-Divide-2-digits-by-1-digit-2-2019.pdf>

Answers

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y4-Lesson-3-Answers-Divide-2-digits-by-1-digit-2-2019.pdf>

Learning Objective

- Use correct punctuation and fronted adverbials followed by a comma.
- Use noun phrases to describe

Fronted adverbials examples (click on link on next slide)

Noun phrases explanation on next slide

Complete 1st 2nd and 3rd sections/ paragraphs following examples given

Steps to Success:

1. **Read instructions and look at examples of fronted adverbials (link on next slide)**
2. **Write grammatically correct sentences with correct punctuation.**
3. **Make sure you are using fronted adverbials with a comma after them.**
4. **Check**

English

'The King of the Fishes'

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y4-Unit.pdf>

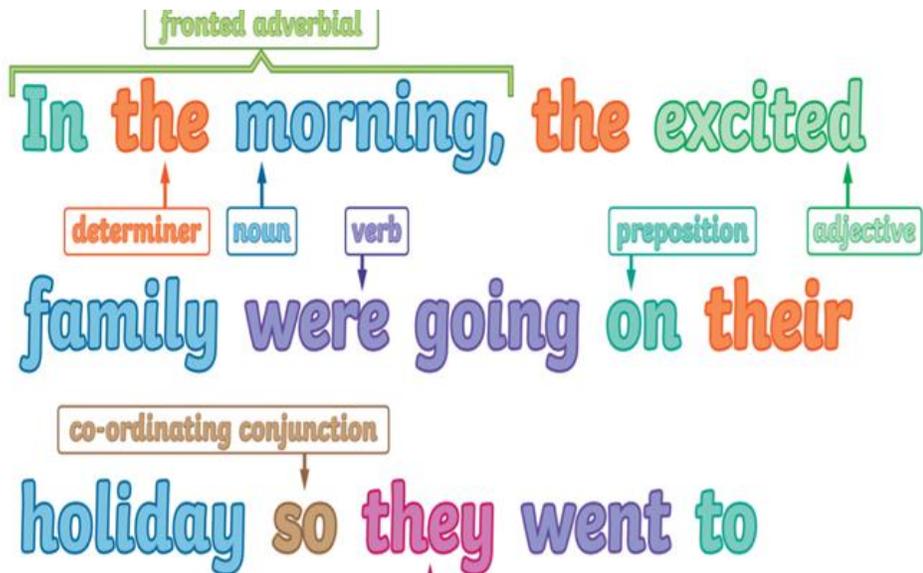
Click on the above link and follow all demonstrations and activities

Pages of unit 19/20

Wednesday English

Fronted adverbials examples – click on link

<https://content.twinkl.co.uk/resource/dd/ff/t2-e-3232-fronted-adverbials-ks2-features-of-sentences-display-posters-ver-2.pdf?token=exp=1589111536~acl=%2Fresource%2Fdd%2Fff%2Ft2-e-3232-fronted-adverbials-ks2-features-of-sentences-display-posters-ver-2.pdf%2A~hmac=3478c69001ffa5a0fa6be25f70a0c815b46c67625e06b9ce7eb155a180b66ccf>



NOUN PHRASE noun = a naming word

A noun phrase includes one noun as well as words that describe it, for example: the black **dog**. In the classroom, children might be asked to look at noun phrases and turn them into **expanded noun phrases**, for example changing 'the black dog' to 'the big, furry black dog'.

Wednesday

Spelling [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

Learning Objective- To spell words from the statutory list

Steps to success

1. Use a dictionary to find the meaning of the word
2. Which word class does the word belong to? (see word mat)
3. Complete sentences
4. How many syllables does it have?

Complete all activities on the sheet below the spelling sheet

A **syllable** is a single, unbroken sound of a spoken (or written) word. **Syllables** usually contain a vowel and accompanying consonants. The number of times you hear a vowel (a, e, i, o, u) in a word is equal to the number of **syllables** a word has.

5. Spell the word

6. Edit the words

7. Write your own sentence with the word in

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busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Statutory Spelling Word Activity Mat: bicycle

Use a dictionary to define the word **bicycle**.

Which word class does the word **bicycle** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **bicycle**.

bicycle
bicycle
bicycle

Add the word **bicycle** to these sentences.



Jerome rode on his _____.

"Is this your _____?" asked Karl.

My _____ has a flat tyre.

I had to oil the chain on my _____.



Write the syllables of the word **bicycle** inside the hands.



Finish off the word **bicycle**.

bicy_____	_____cle
_____le	bi_____

Now write the full word.

Which of these words means the same as **bicycle**?

pedal cycle steamboat blade car

Write your own sentence containing the word **bicycle**.

Edit and improve these words so that they correctly spell the word **bicycle**.

bycicle bicickle bysicle

Learning Objective

To know all living things are part of a food chain

Steps to Success:

1. Read information
2. Follow instructions
3. Answer questions
4. Use word mat to help you (next slide).

See following slides for worksheet and information

Or click on link and download

<https://www.twinkl.co.uk/resource/food-chains-ks2-t2-s-1002>

Food Chains

Use these words to complete the text below.

omnivores sun carnivores birds
vertebrates shellfish backbone plants
herbivores consumers reproduce

Animals are divided into two groups: invertebrates and _____, Vertebrates are animals that have a _____ or a spine. Vertebrates include: fish, mammals, _____, amphibians and reptiles. Invertebrates do not have a backbone; two examples of invertebrates are worms and _____.

There are four main life processes that all living things do; these are move, _____, grow and take nutrition. All living things are part of the food chain; at the bottom of the food chain are the producers: these are always _____. Plants get their energy from the _____. All other living things either eat plants or eat something that eats plants, they are called _____. Animals that only eat plants are called _____. Animals that eat other animals are called _____. Animals that eat plants and animals are called omnivores. Humans are _____.

INFORMATION

Why are food chains important?

Food chains are an essential part of life.

They are important for children to understand nature and also help to teach about the diets of animals and their roles within a food chain.

What is a food chain?

A food chain is a series of organisms each dependent on the next as a source of food.

It is also the series of processes by which food is grown or produced, sold, and eventually consumed.

A food chain shows how each living thing gets food, and how nutrients and energy are passed from creature to creature.

Food chains begin with plant-life and end with animal-life.

Food Chain



producers



consumers



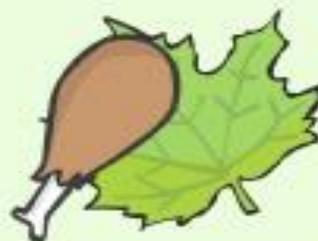
predators



carnivores



herbivores



omnivores

habitat



prey

food chain

Learning Objective

Divide 3-digits by 1-digit

Steps to Success: 848 ÷ 4

- 1. Always start with the largest place value number**
- 2. All parts need to be equal when dividing**
Use a place value chart to show workings out (see demonstration)
- 3. Start with the hundreds**
- 4. Divide the hundreds by the 4**
- 5. Divide the tens by 4**
- 6. Divide the ones by 4**
- 6. Count up the number in one row – that is your answer**
- 7. If any left over it is recorded as a remainder -r**
Remember they have to have equal parts in all parts of the place value grid

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

Demonstration click on left hand side of page for demo before clicking on activity or answers

Lesson 4

Questions

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y4-Lesson-4-Divide-3-digits-by-1-digit-2019.pdf>

Answers

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y4-Lesson-4-Answers-Divide-3-digits-by-1-digit-2019.pdf>

Learning Objective

Describe the setting using fronted adverbials and expanded noun phrases

(examples of fronted adverbials and noun phrases on previous days English slides)

Steps to Success:

Complete fourth and fifth section

1. Read instructions.
2. Follow examples to write in same format.
3. Make sure you have used fronted adverbials and expanded noun phrases.
6. Check

English

'The King of the Fishes'

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y4-Unit.pdf>

Click on the above link and follow all demonstrations and activities

Pages of unit 21 /22



Check your punctuation and spelling.
Have you remembered full stops? Are there capital letters after the full stops?
Have you remembered the comma after your fronted adverbials?

Well done!

Thursday

Spelling [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

Learning Objective- To spell words from the statutory list

Steps to success

1. Use a dictionary to find the meaning of the word.
2. Which word class does the word belong to? (see word mat)
3. Complete sentences.
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Complete all activities on the sheet below the spelling sheet.

A **syllable** is a single, unbroken sound of a spoken (or written) word. **Syllables** usually contain a vowel and accompanying consonants. The number of times you hear a vowel (a, e, i, o, u) in a word is equal to the number of **syllables** a word has.

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arrive	continue	favourite	interest	opposite	question	thought
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breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Statutory Spelling Word Activity Mat: breath

Use a dictionary to define the word **breath**.

Add the word **breath** to these sentences.



Do not hold your _____.

"I'm out of _____!" called Jim.

Take a deep _____.

I gasped for _____.

Write the syllable of the word **breath** inside the hands.



Which word class does the word **breath** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **breath**.

bre _____	_____ath
_____th	br _____

Now write the full word.

Trace the word **breath**.

breath
breath
breath

Which of these words means the same as **breath**?

wind acid tired novel

Write your own sentence containing the word **breath**.

Edit and improve these words so that they correctly spell the word **breath**.

breth breathe breaff

Learning Objective

To know all living things are part of a food chain

Steps to Success:

1. Read words
2. Complete food chain
3. Match the animal with its characteristics.

Extension – make your own food chain cards as below. Remember the food chain starts with a plant and ends with an animal.

Complete the food chain.

cabbage → caterpillar → bird → _____

See following slide for worksheet

Or click on link and download it

<https://www.twinkl.co.uk/resource/food-chains-ks2-t2-s-1002>

Helpful words

Food Chains

Key words - try and learn the spelling of these words.

prey habitat predator vertebrates
backbone nutrition herbivores
reproduction reproduce omnivore

Match up the animal to its characteristic.

Whale

Is an amphibian; lays eggs in shallow pools of water.

Cat

Lives in the sea and uses gills to breathe in water. It lays eggs.

Frog

Is a predator: eats other small animals like mice and birds.

Fish

Lives in the sea, but comes to the surface to breathe. It gives birth to live young.

Food Chain



producers



consumers



predators

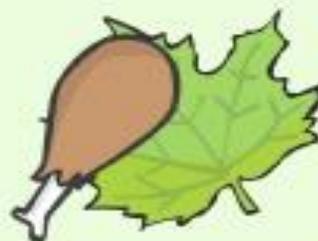
habitat



carnivores



herbivores



omnivores

food chain



prey

Friday fun Maths

Learning Objective

To recognise fractions

Steps to Success:

Follow the steps to one of the recipes

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

Demonstration click on left hand side of page for demo before clicking on activity or answers

Lesson 5

Questions

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Clue-Dough-Cake-Activities-Worksheet.pdf>

Ingredients

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Classroom-Kitchen-Ingredients-Recipe-Cards.pdf>

Learning Objective

Make your story into a book

Steps to Success:

Follow instruction on page 23/24

*Mrs Platek and Mrs Stewart hope
that you enjoy making your story into
a book.*

Please send photos of them to us.

English

'The King of the Fishes'

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y4-Unit.pdf>

Click on the above link and follow all demonstrations and activities

Pages of unit 23/24

Friday

Spelling [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

Learning Objective- To spell words from the statutory list

Steps to success

1. Use a dictionary to find the meaning of the word
2. Which word class does the word belong to? (see word mat)
3. Complete sentences
4. How many syllables does it have?

Complete all activities on the sheet.

A **syllable** is a single, unbroken sound of a spoken (or written) word. **Syllables** usually contain a vowel and accompanying consonants. The number of times you hear a vowel (a, e, i, o, u) in a word is equal to the number of **syllables** a word has.

5. Spell the word

6. Edit the words

7. Write your own sentence with the word in

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Statutory Spelling Word Activity Mat: breathe

5

Use a dictionary to define the word **breathe**.

Which word class does the word **breathe** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **breathe**.

breathe

breathe

breathe

Add the word **breathe** to these sentences.

They would never _____ a word.

" _____!" demanded the paramedic.

I felt her _____ down my neck.

_____ in and hold it for five seconds.

Which of these words means the same as **breathe**?

consume inhale reduce virus

Write your own sentence containing the word **breathe**.

Edit and improve these words so that they correctly spell the word **breathe**.

brethe breath breave

Write the syllable of the word **breathe** inside the hands.



Finish off the word **breathe**.

brea_____	_____the
_____he	br_____

Now write the full word.

Learning Objective

To know all living things are part of a food chain

Steps to Success:

- **Play the quiz**

Extension – make your own food chain cards. Remember the food chain starts with a plant and ends with an animal.

click on link and download the powerpoint quiz
SCIENCE FOOD CHAINS

<https://www.twinkl.co.uk/resource/food-chains-ks2-t2-s-1002>

Food Chain



producers



consumers



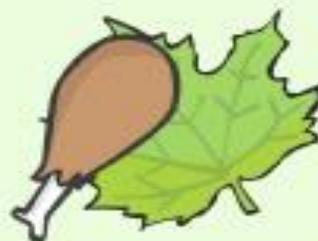
predators



carnivores



herbivores



omnivores

habitat



prey

food chain