

Writing – week 2

- This week we will be following on from our settings work in week 1 to focus on creating atmospheres around them.



- Jimmy the Giant is looking for inspiration to create an atmosphere in his writing to go with his settings. He would very much like you to help him.

Day 1 Writing



Day 1: WALT: create a peaceful and calm atmosphere

- Jimmy first visits the setting on slide 2 and sits on the bench. He thinks it is a calm and peaceful setting and needs your help thinking of ideas for his writing.
- Can you use some of the words and phrases below to create some sentences for him? Use a thesaurus to help you with your own ideas.
- Tranquil
- Leaves create a dappled effect
- The sun's rays pushing through the clouds
- Warmth flooding the grass
- Gentle breeze
- Symphony of songbirds
- Hidden in the branches....
- Verdant leaves
- Relaxing



Spellings for week 6

French origin words “sh” sound spelled “ch”



- Group 1: Chef Chute Parachute Quiche Machine
- Group 2: Brochure Crochet Chalet Moustache Chandelier Chiffon Niche Parachute Chateau Chauffeur

Spelling activities for week 6

- Try and learn the words for 5 – 10 minutes each day. Break down the words into syllables and/or use the 'Look, Say, Cover, Write, Check' method to help you learn them. Complete one of the activities below during the week:
- Write 5 of the words into a sentence. Can you get 2 words into one sentence?
- Put the words into alphabetical order.
- Find the meanings of the words from a dictionary
- Write your words. Then use a coloured pencil to divide your words into syllables, e.g. **sen-tence**, **re-mem-ber**
- Use a thesaurus to find some synonyms
- X words – write 2 words with 1 letter in common so that they cross over each other, as if they were on a scrabble board
- Type out your words on the computer – try to use at least 4 different fonts
- Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.
- Ask an adult to test you at the end of the week. Good luck!

Notes for Maths

- Discovery – Children to work independently.
- Share – This page shows you different ways the discovery question could have been answered.
- Think Together – Complete and then discuss with an adult to consolidate and deepen understanding.
- Practice – children practice the skills they have learnt. Please complete 2 of the 3 slides of practice. (Pick the 2 pages you think will challenge you the most!)

Lesson 6 – WALT: Use 1000's, 100's, 10's and 1's.

Discover

How many different 4-digit numbers can you make using 7 place value counters?

	Th	H	T	O
1000	1000	100	10	1
1000	1000	100		
100		100		
10	10			
10				
1				

Aki

Can you make the number Aki has made using a place value grid?

What is the difference between numbered counters and blank ones?

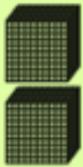
How will changing the position of our counters on our place value grid make a different 4 digit number.

- a) What number has Aki made using 7 place value counters?
Represent the number using base 10 equipment.

b) Make a different number using 7 plain counters on a place value grid.

a)

Th	H	T	O
●●	●●●	●	●



2 thousands, 3 hundreds, 1 ten and 1 one = 2,311

$$2,000 + 300 + 10 + 1 = 2,311$$

Aki has made two thousand, three hundred and eleven.

b) Here are some other numbers you can make with 7 counters.

Th	H	T	O
●	●	●	●●●●

1,114 has 1 thousand, 1 hundred, 1 ten and 4 ones.

$$1,000 + 100 + 10 + 4 = 1,114$$

This is one thousand, one hundred and fourteen.

Th	H	T	O
●●●●●		●●	

5,020 has 5 thousands and 2 tens.

$$5,000 + 20 = 5,020$$

This is five thousand and twenty.

I think there are more. I will try to write them in order.



How do the counters and place value grid help you partition the number?

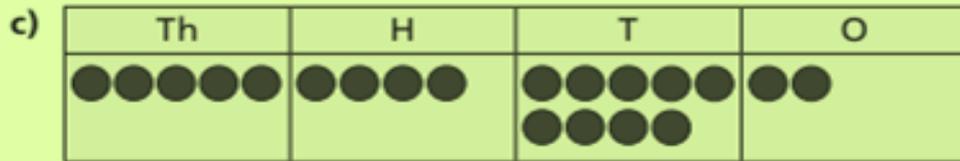
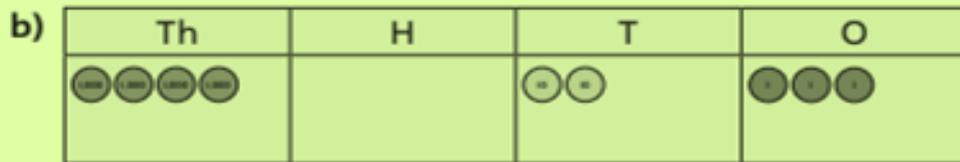
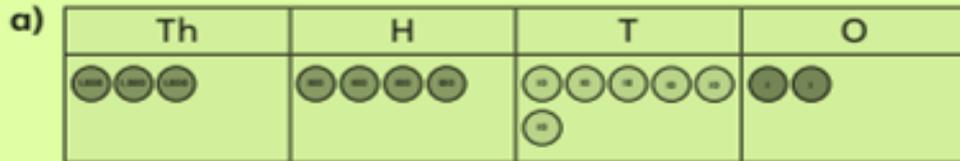
How does the place value grid allow you to see how many 1000's there are?

Why do we put the grid in this order?

How do you partition each of the numbers and how do you write it in numbers and words.

Think together

1 What is the number shown in each place value grid? Write your answer in numerals.



2 Complete the number sentences and write the numbers in numerals.

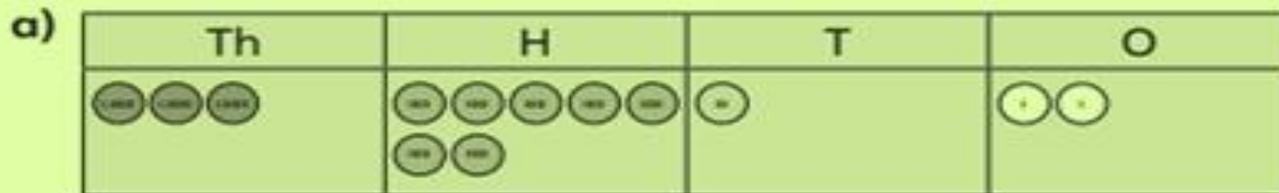


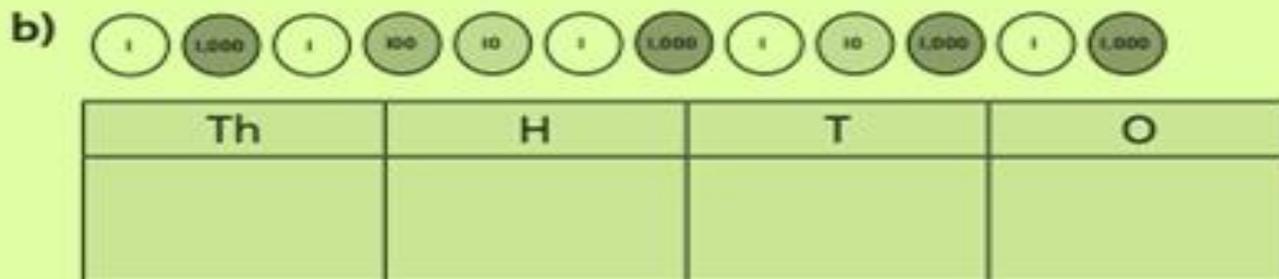
What is the difference between making a number with blank counters and making it with place value counters on the place value grid?

How can saying the number out loud help you write the number in words?

Practice Questions

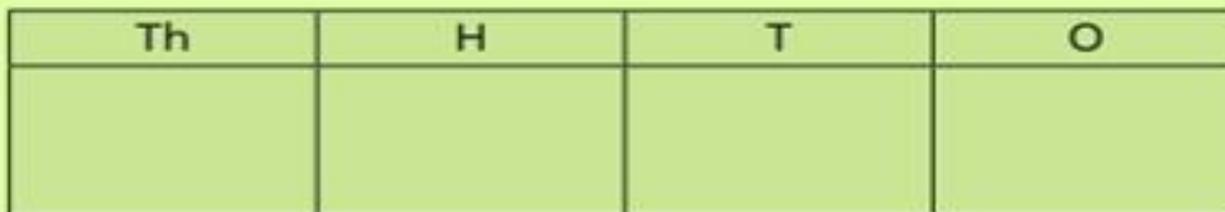
1 Write in the number that is represented.



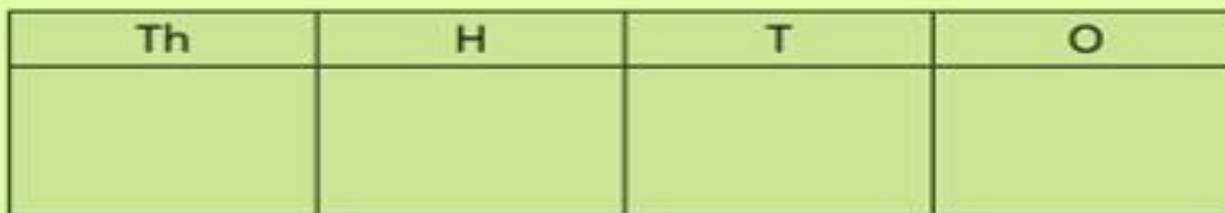


2 Draw counters on the place value grid to represent each number.

a) 2,356



b) Four thousand, eight hundred and four



3

Complete to make the number sentences correct.

$$\text{a) } 3,458 = \boxed{} + \boxed{} + \boxed{} + \boxed{}$$

$$3,458 = 3,000 + 400 + 50 + \boxed{}$$

$$3,458 = 400 + 3,000 + \boxed{}$$

$$\text{b) } 3,000 + 700 + 70 + 2 = \boxed{}$$

$$3,000 + 50 + 7 = \boxed{}$$

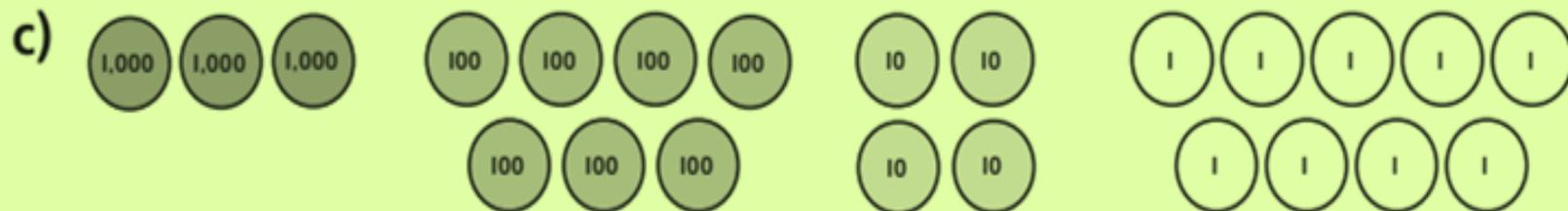
$$3,000 + 500 + 70 = \boxed{}$$

4 Which one is the odd one out? Explain why.

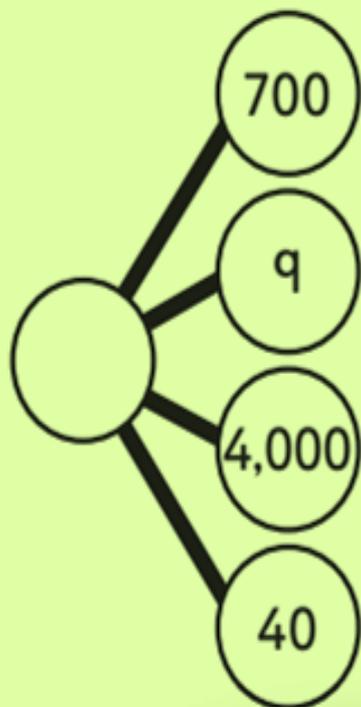


a) $3,000 + 1,700 + 40 + 9$

b) Four thousand, seven hundred and forty-nine



d)



5 Andy has made a number. He says:

- 'My number has the same number of 1,000s and 10s.'
- 'There are two more 1s than 10s.'
- 'The hundreds digit is half the thousands digit.'

What could Andy's number be?

Draw place value counters to show the possible answers.

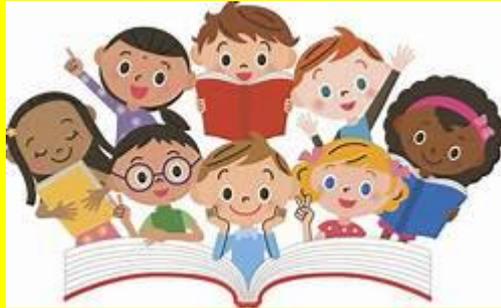


Reflect

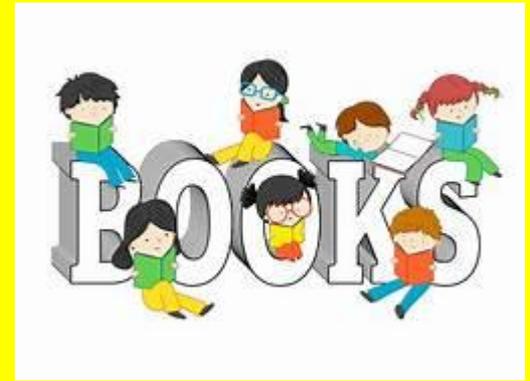
Mr Harris says, 'In this village there are 2,300 people.'

Mrs Mackintosh says, 'There are 23 streets here with 100 people in each street.'

Explain why they can both be correct.



Reading



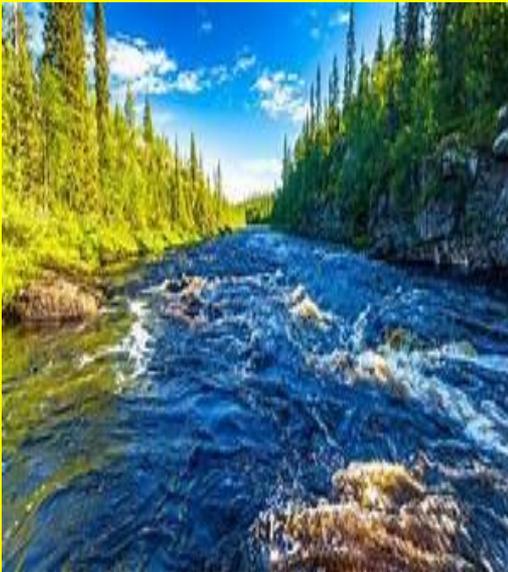
- This week we will be reading the poem, 'The River', by Valerie Bloom.
- We will be completing a variety of activities throughout the week based on the poem and its author.



The River

by Valerie Bloom

The River's a wanderer.
A nomad, a tramp,
He doesn't choose one place
To set up his camp.



The River's a winder,
Through valley and hill
He twists and he turns,
He just cannot be still.



The River's a hoarder,
And he buries down deep
Those little treasures
That he wants to keep.

The River

by Valerie Bloom

The River's a baby,
He gurgles and hums,
And sounds like he's happily
Sucking his thumbs.



The River's a singer,
As he dances along,
The countryside echoes
The notes of his song.



The River's a monster
Hungry and vexed,
He's gobbled up trees
And he'll swallow you next.

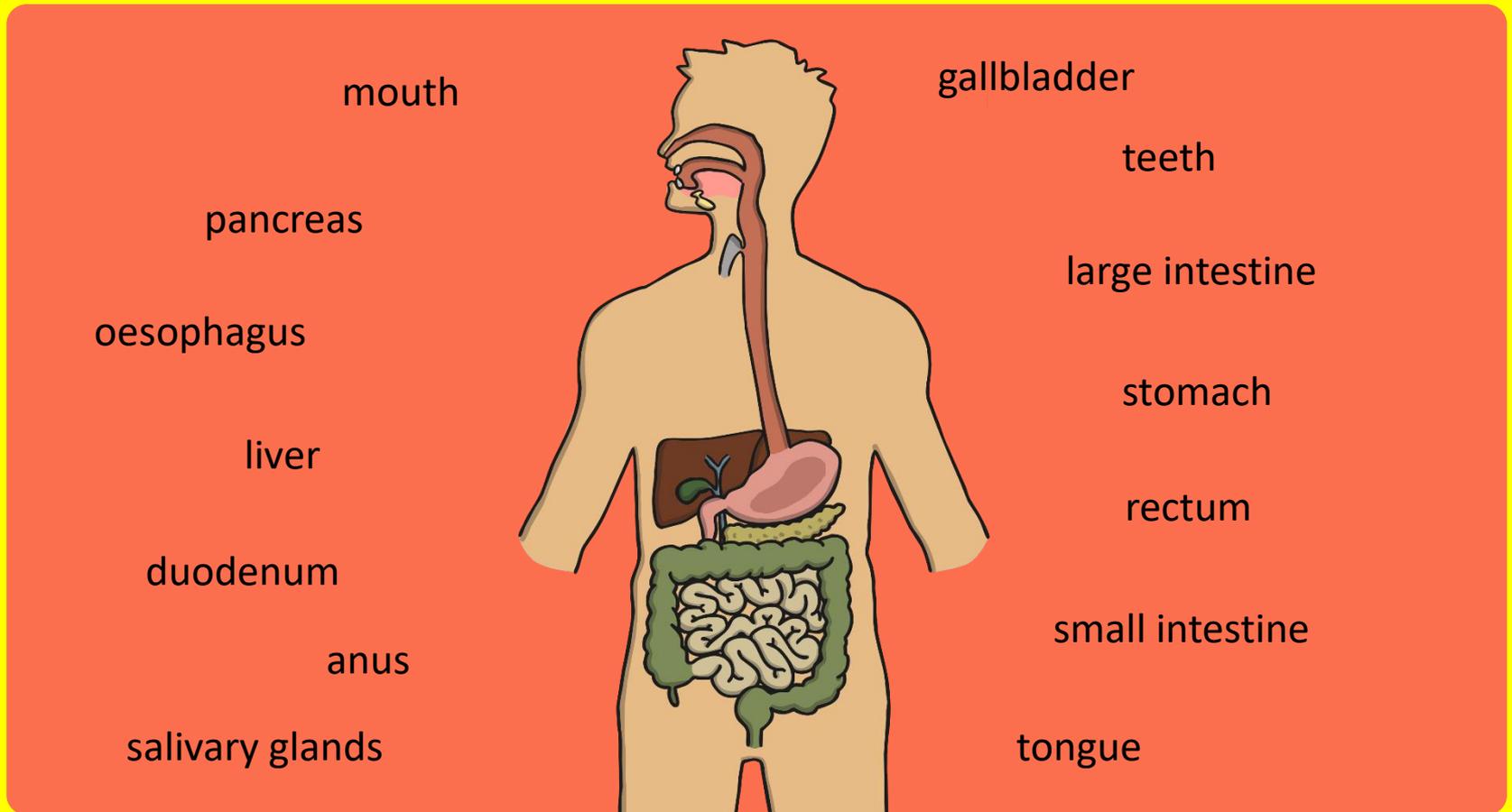
Reading Comprehension Day 1

WALT: answer questions from the poem

- Read through the poem, 'The River' by Valerie Bloom.
Answer the following questions using the text to help you:
- 1) How many verses does the poem have?
- 2) How many lines are in each verse?
- 3) What is the rhyming pattern of the poem? Write down 2 examples of where this happens.
- 4) In which 6 ways is the river described? Which one do you like best and why?
- 5) Why do you think the poet has described the river in so many different ways?

Week 2 Science - Digestive System - Parts

What do you remember?



Glands

You will come across the word glands in this lesson so we should find out what they are!

Glands are organs that release fluids to be used in the body.

Tear glands produce tears.

Sweat glands produce sweat.



Enzymes

Similarly, you will come across the term enzymes.

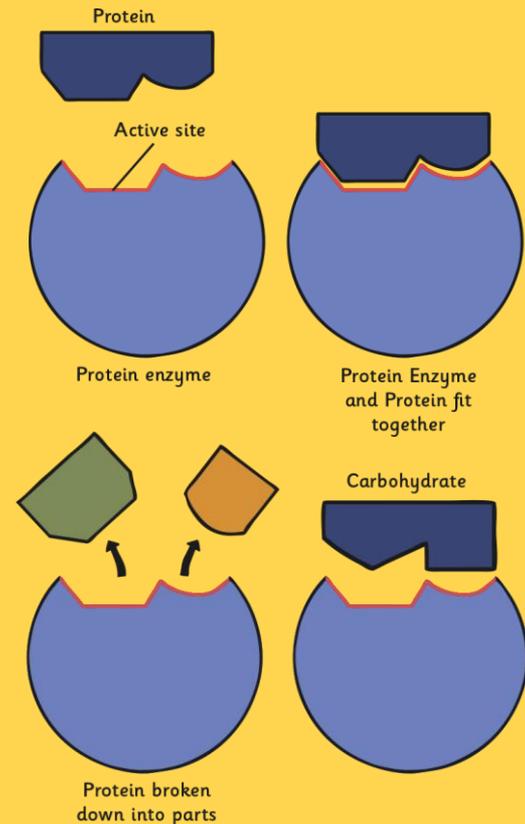
Enzymes are special molecules in the body (molecules make up cells, which make up tissue, glands, organs, etc).

They act to create a chemical reaction.

In the digestive system the reaction they produce breaks down food.

There are lots of different types of enzymes as a type of enzyme can only do one thing - so **enzymes** that break down protein can not also break down carbohydrates. You need different enzyme for that!

They are often thought of as a lock - only the right key will fit!



Salivary Glands

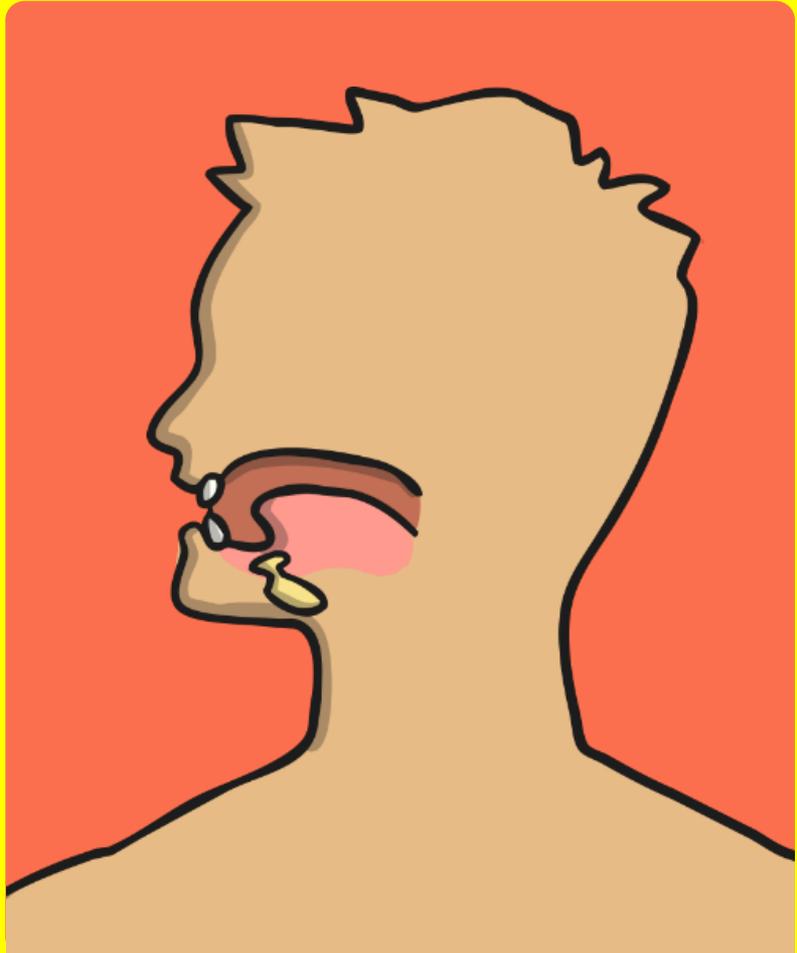
Function:

First part of the digestion process starts without you even eating!

The smell of food triggers the salivary glands to produce saliva (some call it your mouth watering).

The amount of saliva increases as you taste the food.

Saliva is mostly made of water and it helps you to chew, taste and swallow food.



Mouth

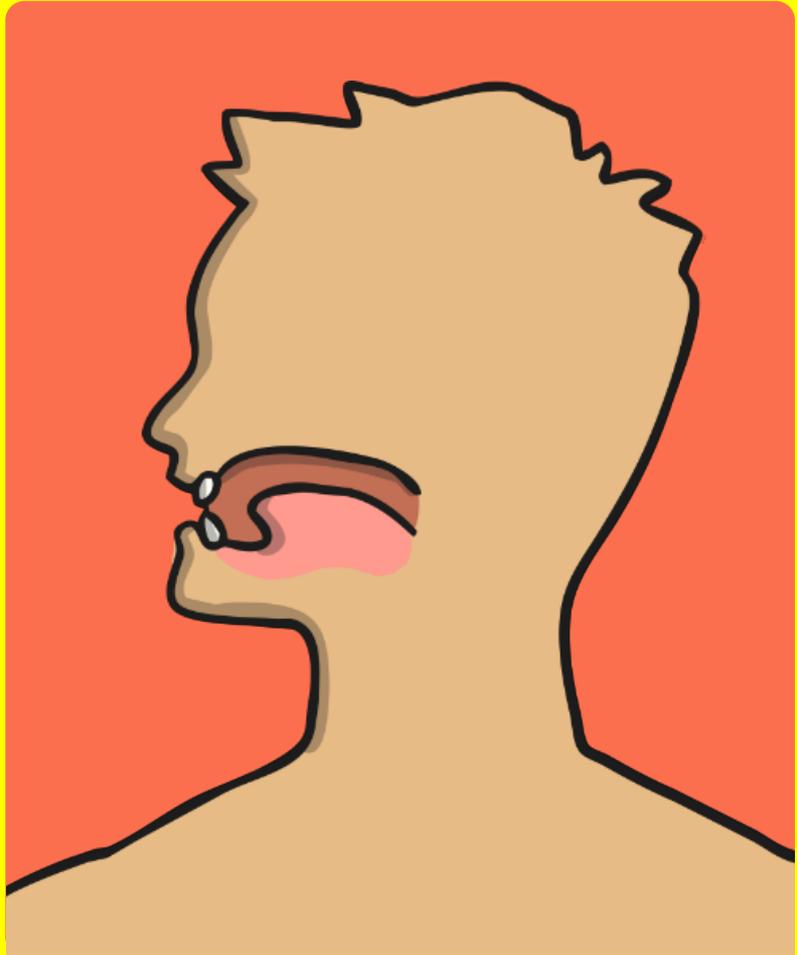
Function:

Entry point for food.

Where saliva mixes with food.

Location of tongue and teeth.

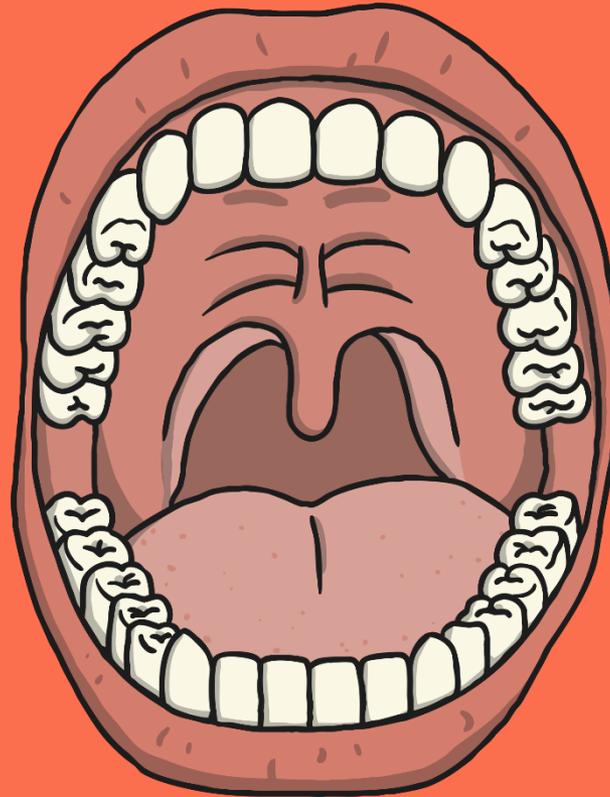
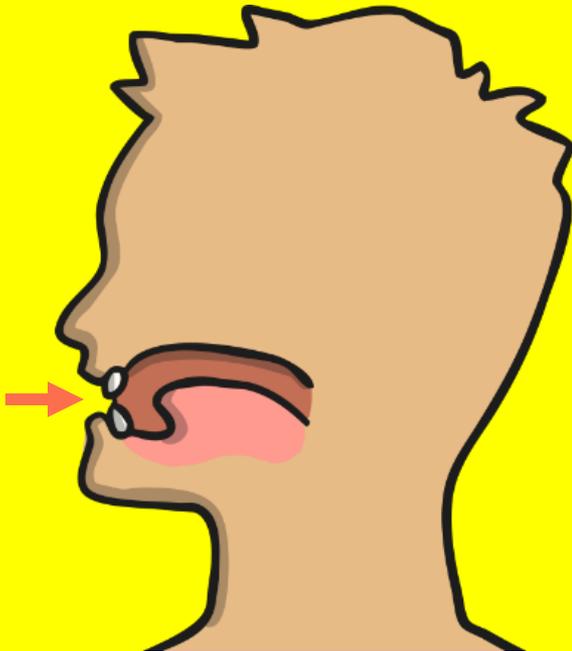
Top part of the mouth (soft palate) helps move food along to the oesophagus.



Teeth

Function:

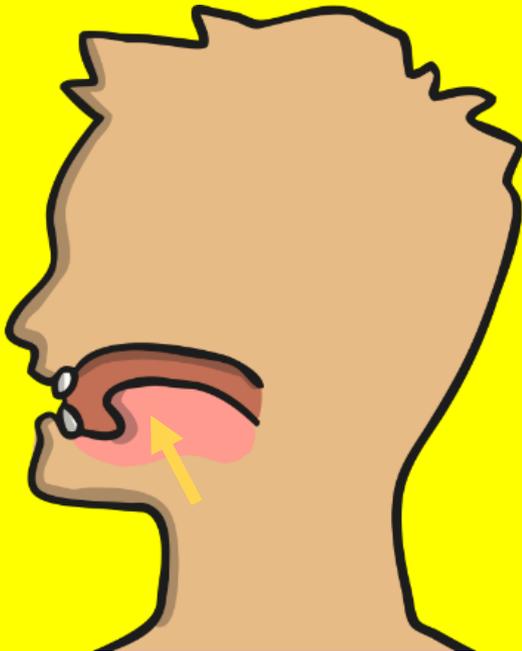
Tear, cut and grind food into smaller pieces.



Tongue

Function:

Helps mix the food and saliva.



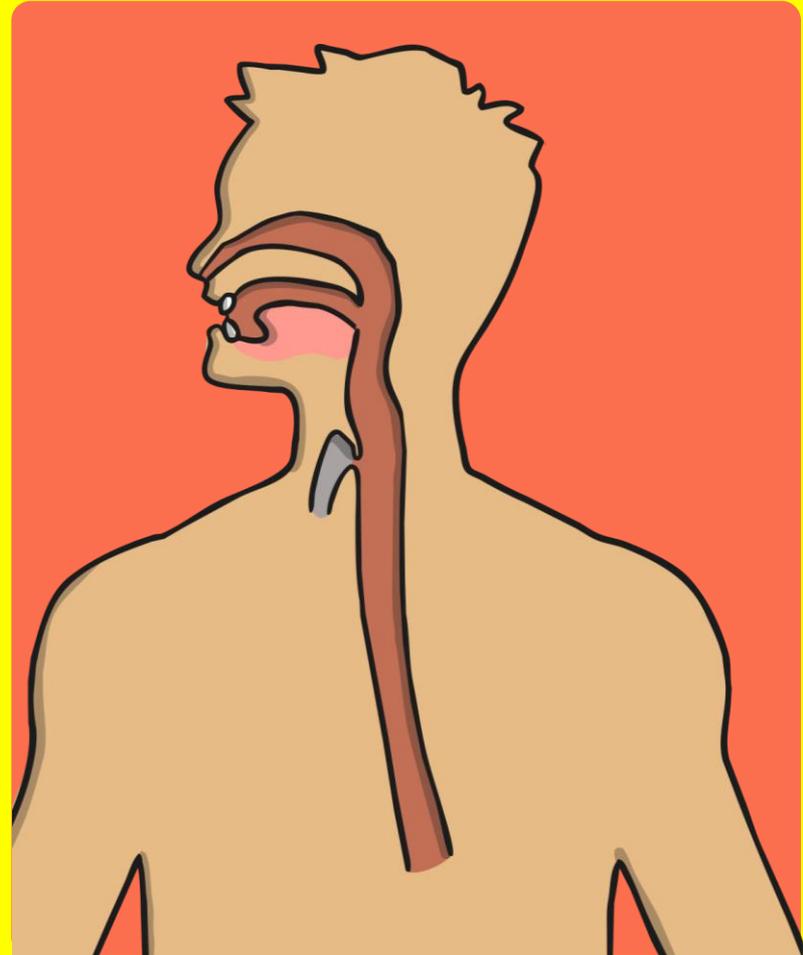
Think about this
process next time
you eat!

Oesophagus

Function:

A muscular tube which forms the path from the mouth to the stomach.

Muscles contract and relax to move food down the oesophagus to the stomach.

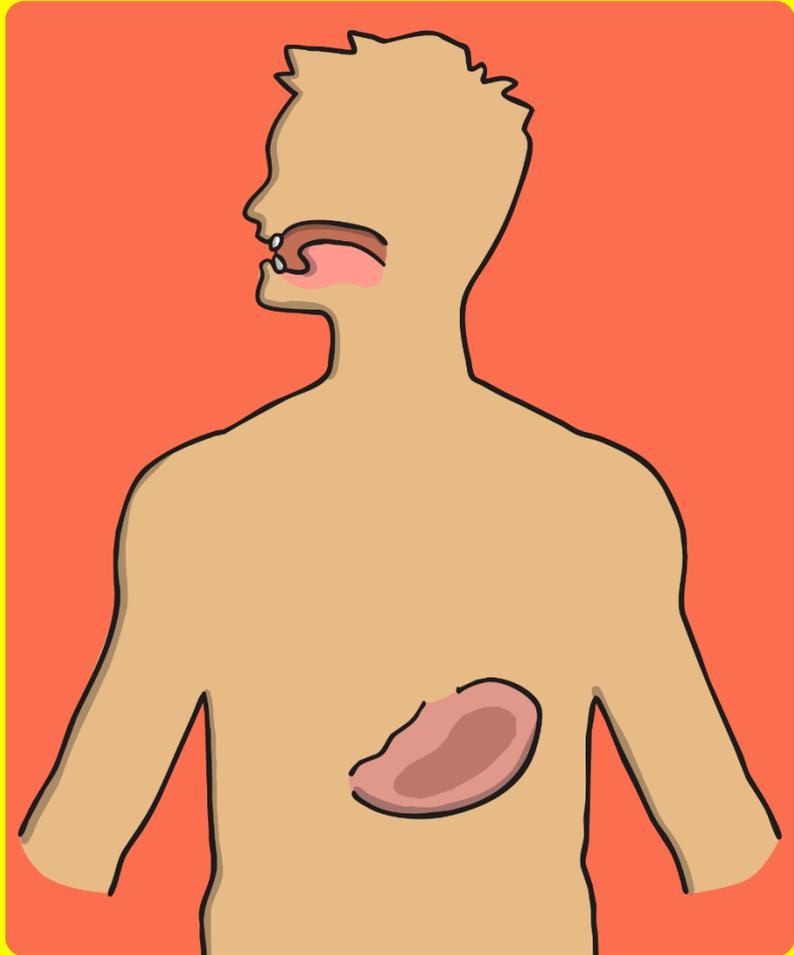


Stomach

Function:

Glands line the stomach produce acid and **enzymes** which breaks the food down further.

Muscles in the stomach mix the food.

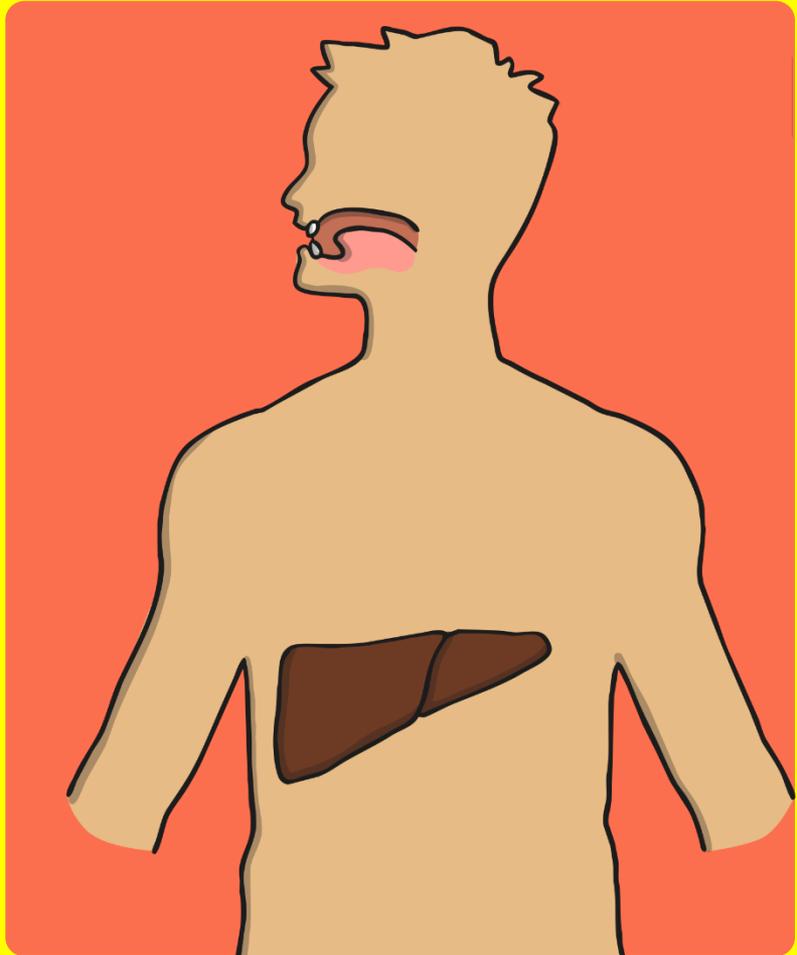


Liver

Function:

Produces bile which helps to absorb fats.

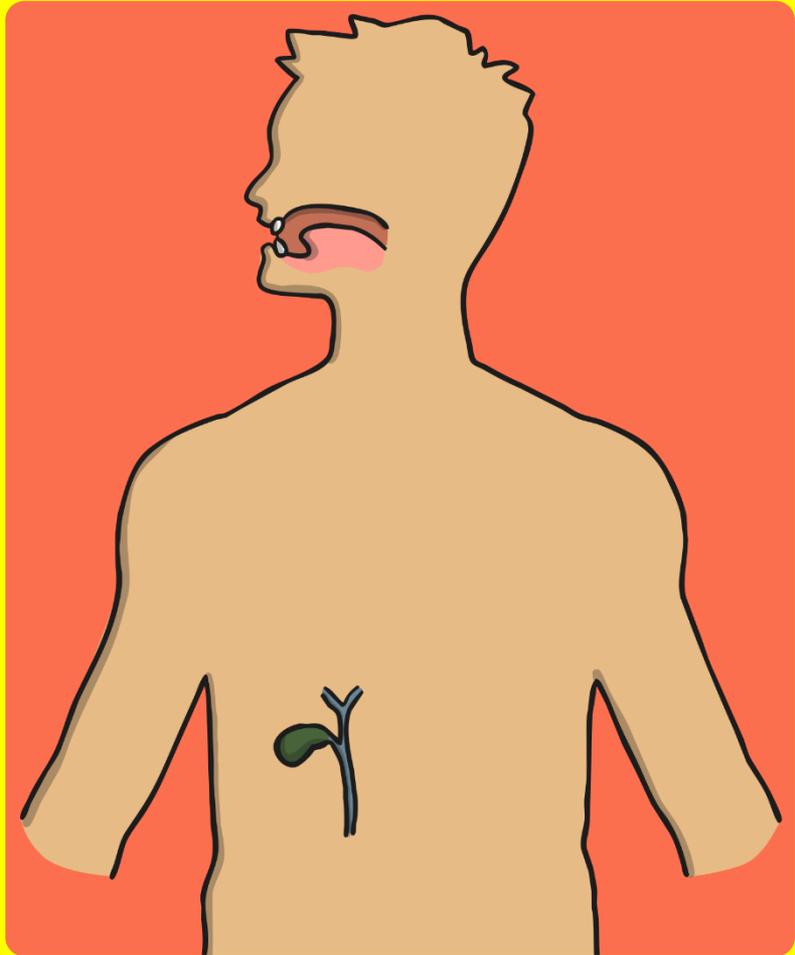
Bile is sent to the gallbladder to be stored.



Gallbladder

Function:

Releases bile into the duodenum when needed.

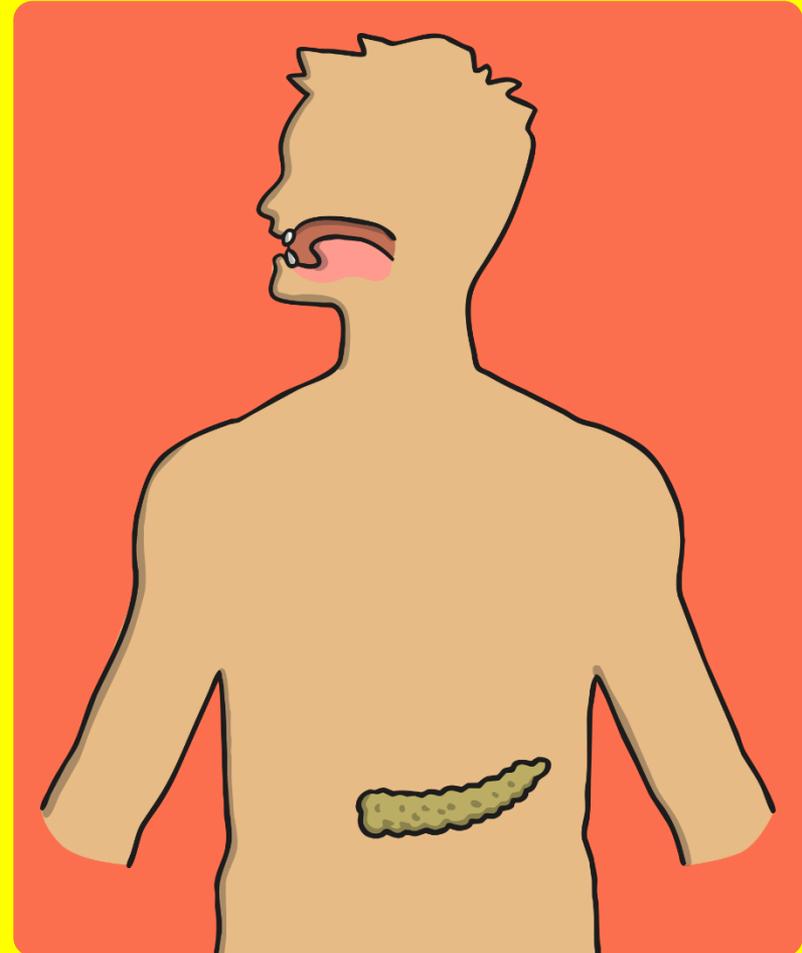


Pancreas

Function:

Produces enzymes to break down fats, proteins and carbohydrates.

Releases them into the duodenum.

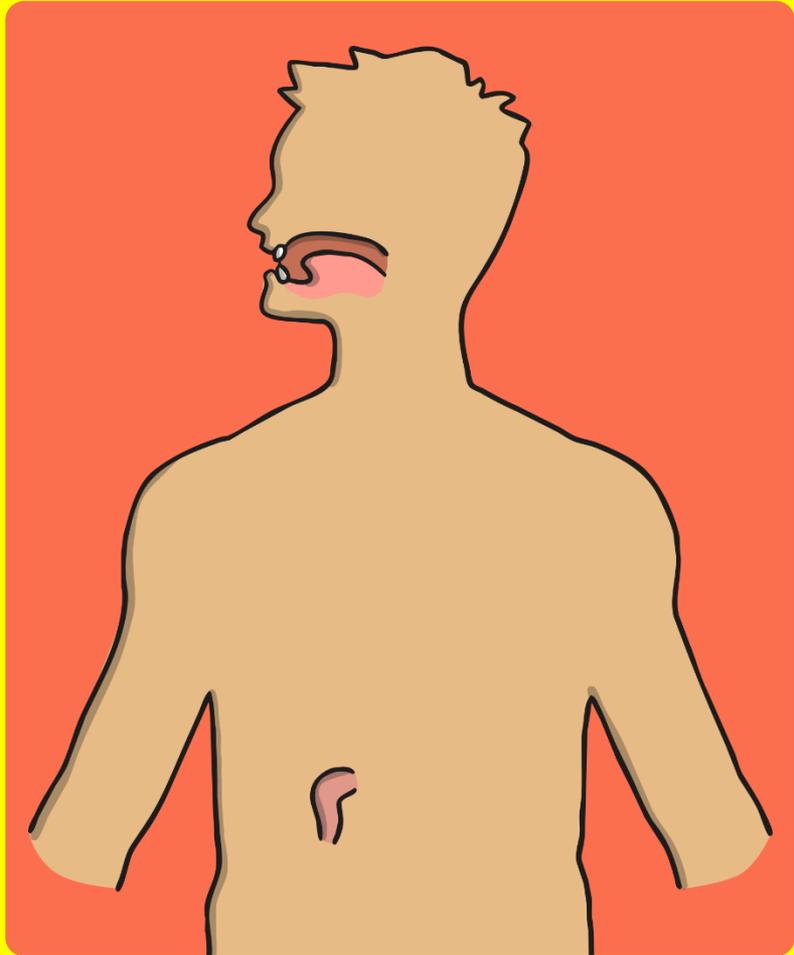


Duodenum

Function:

First part of the small intestine

Food is broken down by bile from the gallbladder and enzymes from the pancreas.

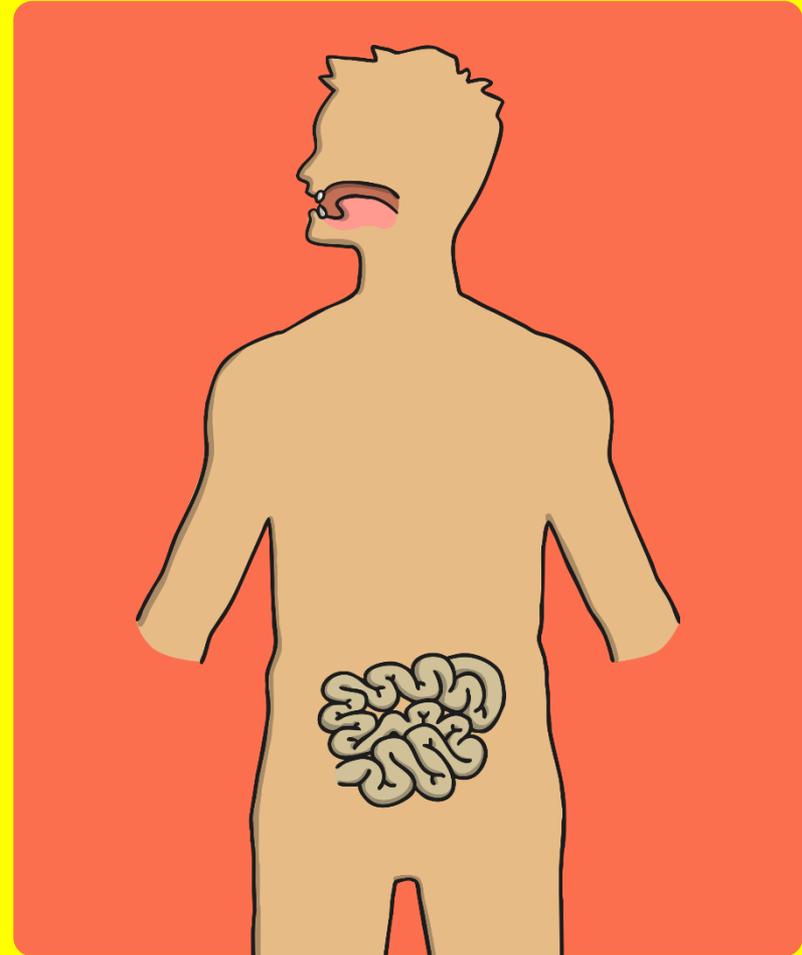


Small Intestine

Function:

The other parts of the small intestine - (jejunum and ileum) absorb nutrients from the food.

Pass any leftover broken down food to the large intestine.



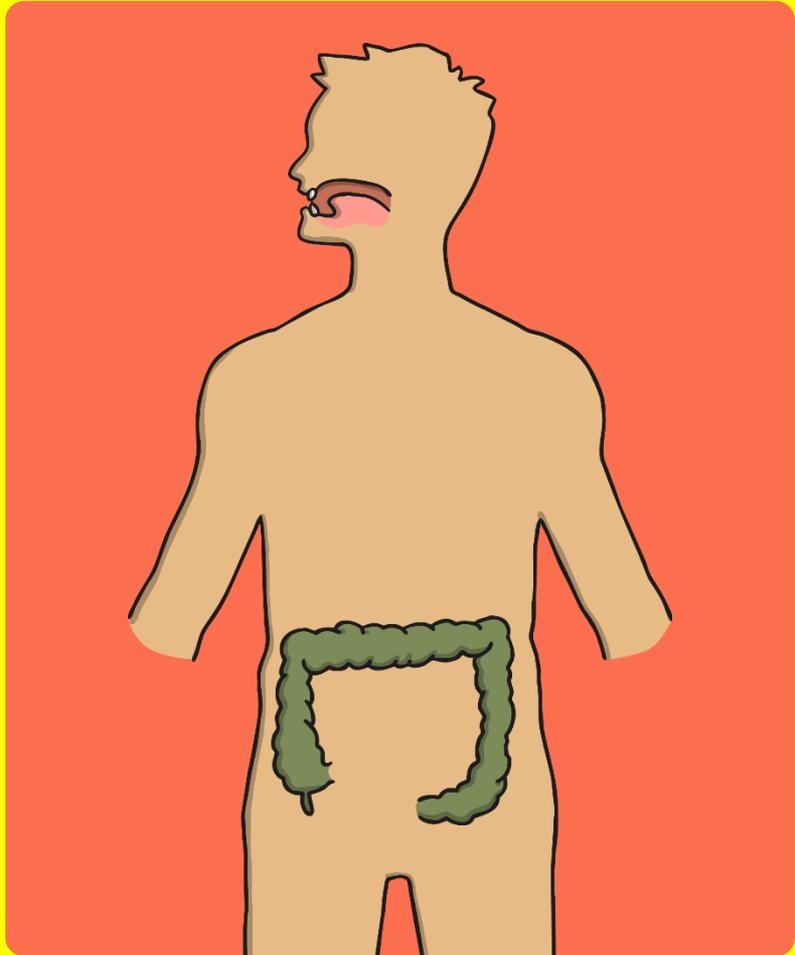
Large Intestine

Function:

Connects the small intestine to the rectum.

Absorbs water from waste food.

Forms stool from waste food.

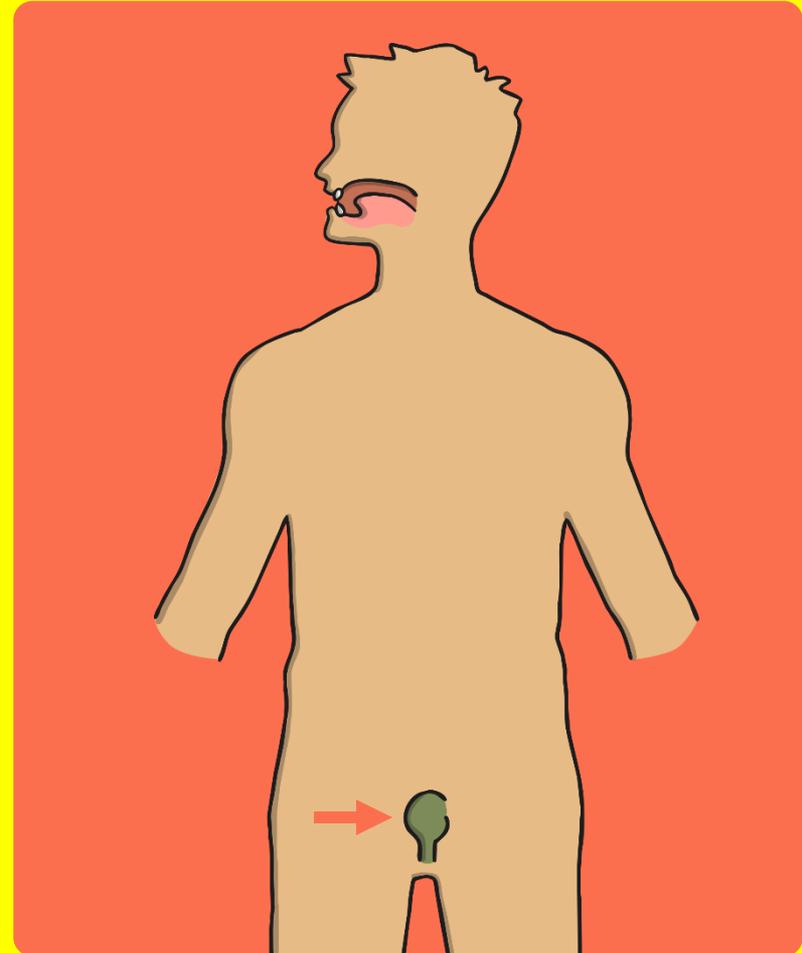


Rectum

Function:

Stores stool passed to it from the large intestine.

Makes brain aware of need to go to the toilet.

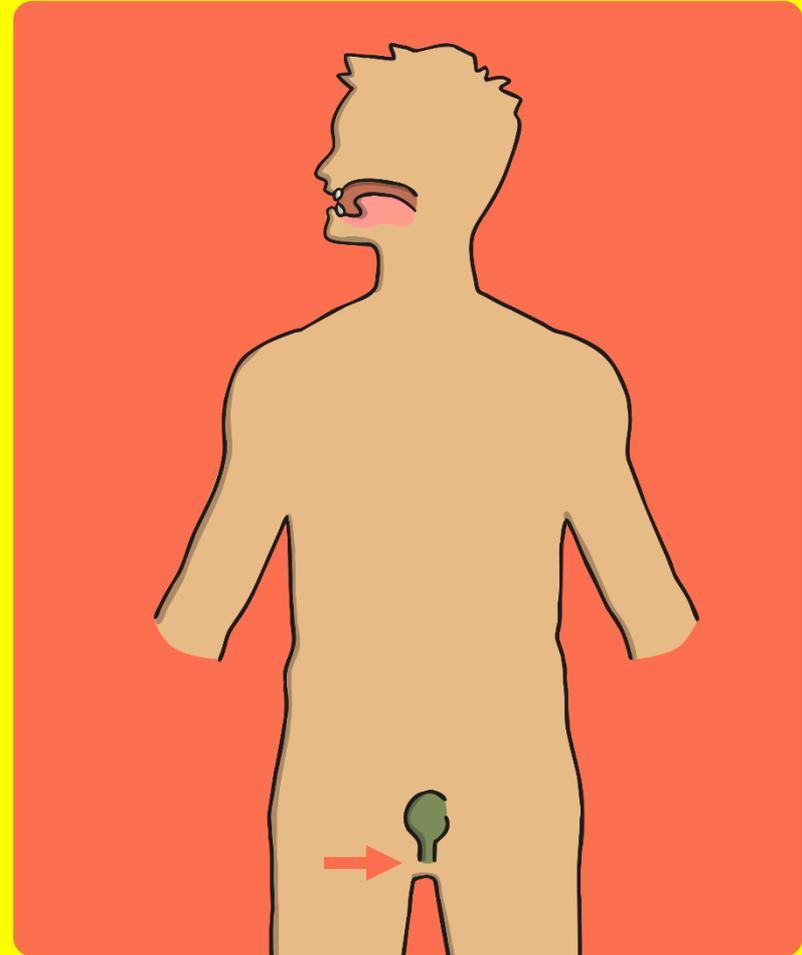


Anus

Function:

Releases the stool.

End of the digestive process.



Digestive System - Functions

How do the different parts of the digestive system work? How do they help humans to digest food? Watch the link below:

<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-digestion-how-breakfast-affects-your-day/zk7rkmn>

Either print out the activity sheet "Digestive System Functions" and use to explain your understanding (stick it in your book or) or look at the set a use to explain your ideas.



Digestive System Function Ideas

The diagram shows a human torso with the digestive system highlighted in green and red. Lines connect 15 boxes to various parts of the system. Each box is divided into two sections: 'Name of digestive system part:' and 'Function:'. The parts include the mouth, salivary glands, esophagus, stomach, liver, gallbladder, pancreas, small intestine, and large intestine. At the bottom of the diagram, there are logos for 'twinkl' and 'planit', and a small text line: 'Science | Year 4 | 44 slides | Including Markers | Digestive System Functions | Lesson 2 | twinkl.co.uk'.

Tip: Use the powerpoint to help you explain, you don't need to remember all the information!

Physical activity
– minimum 30 minutes
each day

Link to resource

5 a day

User Name: FPS53 / Password:
JFz4XqG7

<https://player.5-a-day.tv/>

Joe Wicks - PE
sessions

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

Cosmic Kids Yoga

<https://www.youtube.com/user/CosmicKidsYoga>

PE Hub Parents
Portal

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

Go Noodle

<https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/>