



Gainsborough Primary School

Excellence in learning, always striving.

Name _____

Subject Spring Term Home Learning Booklet

Year and Class Year 4 Bullfinches

To do my best I must:

- Follow the suggested timetable as best as I can
- Try my best as my work will be marked at the end of lockdown
- Make the most of the time I am able to use devices to access TT Rockstars, Mathletics, Reading Plus or Bug Club
- Not worry if I cannot do my learning, and ask my teacher for help at the end of my writing zoom lesson
- Check my Carrot Point log in for Carrot Points
- Remember this is for a short time and even though learning at home is hard it gives us other new skills

'The onus is on us through hard work, honesty and integrity, to reach for the stars.' Nelson Mandela





Tuesday 5th January 2021

Zoom link Each day 10am	Join Zoom Meeting https://zoom.us/j/94547223522?pwd=MXZyYjB5M3U4K2ZqcjJiMjh2RGZWZz09 Meeting ID: 945 4722 3522 Passcode: 8qFn5w
Literacy shed video link if you can't join the zoom	

Information:

Lesson 1:

Something Fishy

<https://www.literacyshed.com/something-fishy.html>

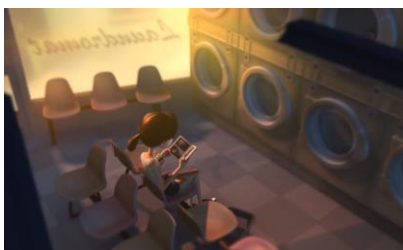
Watch the clip of Something Fishy, where a little girl uses a washing machine as a trigger, by putting her head in the machine and then swims a short distance into the underwater world.

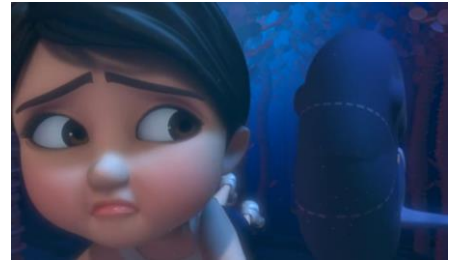
LI: to build ideas and plan a narrative using everyday objects as triggers	Assessment		
	Pupil	Parent	Teacher
SC: I can identify the setting and atmosphere in the story			
SC: I can identify the trigger in the story.			
SC: I can use a range of description in narrative.			
SC: I can use a different object as a trigger.			



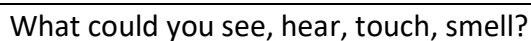
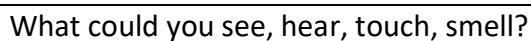
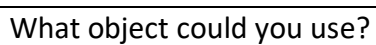
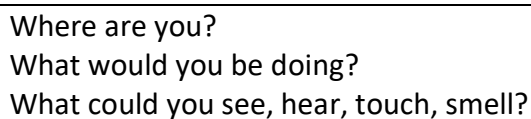
Task:

- Watch the video and retell the story focusing on the key events and make sure you identify the beginning, the middle and the ending. You may use the images to help you or a simple story map.

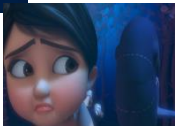




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- This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Writing Lessons



How do you feel?
What could you see, hear, touch, smell?



<https://www.literacysshed.com/something-fishy.html>

LI: to write a narrative using objects as triggers	Assessment		
	Pupil	Parent	Teacher
SC: I can use my senses to describe the setting			
SC: I can use figurative language: similes, metaphors, personification			
SC: I can use a different object as a trigger			
SC: I can use adjectives and adverbs to describe how and what			
SC: I can write in the past tense			

Using your plans from yesterday's lesson you are going to write a narrative using a different object as a trigger. Remember to sequence the events in the correct order and set the scene with a catching opening paragraph. Today we are focusing on the opening paragraph.

As she calmly sat in her bedroom reading her book quietly, an unexpected sound came from her wardrobe which caught her attention. Confused and startled, she cautiously edged towards the end of her bed. Unaware of an adventure to come, she....

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no vertical margin lines or other markings present.

Writing Lessons

Lesson 4:Something Fishy

<https://www.literacyshed.com/something-fishy.html>

Using your planning from yesterday's lesson we are going to write a narrative

LI: to edit and publish a narrative using objects as triggers	Assessment		
	Pupil	Parent	Teacher
SC: I can up-level adjectives and adverbs			
SC: I can use the dictionary for spellings and a thesaurus for synonyms			
SC: I can use personification to enhance my writing The fishes were whispering quietly into her ears about the dangers that awaited ahead of her adventure.			

Task:

- Using the success criteria edit your story find 5 different adjectives to up-level using a thesaurus. In case you can't find any add these to your writing.
- Up-level or include 5 adverbs
- Reread your work and identify where you can include personifications.
- Now you are ready to publish your writing using the publishing template (see next page).

Writing Lessons

Handwriting practice lines. The page contains 20 horizontal lines. The middle section (lines 10-19) is highlighted with a light blue background and features a faint, large watermark of a child jumping over a hurdle.

Monday 11th January 2021

Zoom link Each day 10am	
Literacy shed video link if you can't join the zoom	


Information:

Lesson 1:

Monty The Penguin

<https://www.literacyshed.com/montythepenguin.html>

Watch the clip of John Lewis' Christmas advert, along with heart wrenching plot and chilled out musical cover version where a small boy and his 'pet' penguin, they do everything together, but we soon see that the penguin has a yearning for something more.

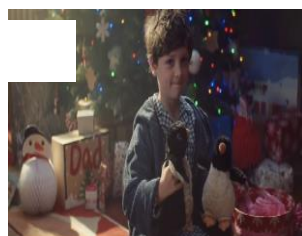
LI: To retell a story using a storyboard 	Assessment		
	Pupil	Parent	Teacher
SC: I can identify the main events, setting and characters.			
SC: I can sequence the main events in the correct order			
SC: I can draw a story board.			
SC: I can write a caption for each main event			

Task:

Watch the video and retell the story of Monty the Penguin using a storyboard.

Use the images from the story to help with your storyboard.

Use the storyboard template attached



Writing Lessons

scene

scene

scene

scene

scene

scene


scene

scene

Writing Lessons

Lesson 2:Monty The Penguin<https://www.literacyshed.com/montythepenguin.html>

Watch the video and retell the story of Monty the Penguin but this time use a different animal

LI: To retell and plan a story with a different character 	Assessment		
	Pupil	Parent	Teacher
SC: I can choose a different animal e.g. fish, polar bear, turtle, etc...			
SC: I can identify change of mood			
SC: I can use emotive language			
SC: I can draw a storyboard			

Task:

- Rewrite the story replacing the penguin with a different wild animal (here you'll have to think of another animal and retell the story in lots of detail)

Today you are going to make a plan for your writing

- Choose a different animal
- Draw your storyboard using the storyboard template provided

Writing Lessons

scene

scene

scene

scene

scene


scene

scene

scene

<https://www.literacyshed.com/montythepenguin.html>

Today we are going to rewrite the story of Monty the Penguin using a different animal.

LI: to rewrite a story using a different character 	Assessment		
	Pupil	Parent	Teacher
SC: I can write an attention-grabbing introductory paragraph to introduce the setting and characters			
SC: I can use adjectives to describe how and what			
SC: I can use ambitious vocabulary to describe the character			
SC: I can use feeling and emotion words to develop character Nervous, anxious, worried, doubtful, scared, unsettled, uncomfortable, lonely etc...			

Task:

Rewrite the story replacing the penguin with a different wild animal (here you'll have to think of another animal and retell the story in lots of detail)

Today we are going to focus on writing the introduction by introducing the characters and the setting.


This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Writing Lessons

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Writing Lessons

Lesson 5:

LI: to edit and publish a story with a different character 	Assessment		
	Pupil	Parent	Teacher
SC: I can up-level adjectives and adverbs			
SC: I use a dialogue to create the atmosphere and move on the action			
SC: I can punctuate the speech correctly			
SC: I can use the dictionary for spellings and a thesaurus for synonyms			

Task:

- Using the success criteria edit your story find 5 different adjectives to up-level using a thesaurus. In case you can't find any add these to your writing.
- Up-level or include 5 adverbs
- Reread your work and identify where you can include a dialogue. What kind of conversation do you think a small boy might have with his 'pet' penguin?
- Have a go at punctuating this speech

Someone has removed all the inverted commas from the extract below. Can you improve it by adding the correct punctuation?

Use these punctuation marks:

“ ”	.
inverted commas	full stop

If you could have a superpower, what would it be?

I would definitely choose to fly, suggested someone

I want to freeze time! said another

I'd be invisible so I could spy on people or scare them, laughed Benji

Interesting ideas, Mr Jay smiled, although I'm not sure that's such a kind choice, Benji. Perhaps you might think of what good your powers could be used for, instead of spying and scaring people



Writing Lessons

Handwriting practice lines consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement.

Writing Lessons

Handwriting practice lines with a central image of two children writing.

Tuesday 5th January 2021

LI: To multiply and divide by 6.	Assessment		
	Pupil	Parent	Teacher
SC: Use knowledge of times table facts to divide and multiply by 6.			
SC: Use knowledge of equal groups to solve multiplication and division problems.			
SC: Apply knowledge of the 6 times tables to multiplying and dividing by 100.			

White Rose Home Learning Video:

<https://whiterosemaths.com/homelearning/year-4/week-11-number-multiplication-division/>

Information: Watch **only** the video on **multiplying and dividing by 6.**

Task:

Complete the sentences.



There are ____ lots of ____ eggs.

There are ____ eggs in total.

____ \times ____ = ____

First there were ____ eggs. Then they were shared into ____ boxes.

Now there are ____ eggs in each box.

____ \div ____ = ____

Complete the fact family.



____ \times ____ = ____

____ \times ____ = ____

____ \div ____ = ____

____ \div ____ = ____

Teddy says,

If
 $6 \times 12 = 72$
 then
 $12 \div 6 = 72$



Is Teddy correct?

Explain your answer.

There are 9 baskets.

Each basket has 6 apples in.

How many apples are there in total?

Write a multiplication sentence to describe this word problem.

Writing Lessons

Complete the number sentences.

$1 \times 3 = \underline{\quad}$

$1 \times \underline{\quad} = 6$

$2 \times \underline{\quad} = 6$

$2 \times 6 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

What do you notice about the 5 times table and the 6 times table?

5 times table: 5 10 15 20 25 30

6 times table: 6 12 18 24 30 36

Use your knowledge of the 6 times table to complete the missing values?

$6 \times 2 = \underline{\quad}$

$\underline{\quad} \times 6 = 12$

$6 \times 2 \times 10 = \underline{\quad}$

$\underline{\quad} \times 20 = 120$

$20 \times \underline{\quad} = 120$

$6 \times 2 \times \underline{\quad} = 1,200$

$6 \times \underline{\quad} = 1,200$

$200 \times 6 = \underline{\quad}$

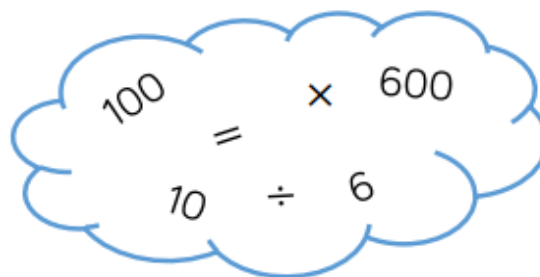
$10 \times \underline{\quad} \times 6 = 120$

I am thinking of 2 numbers where the sum of the numbers is 15 and the product is 54

What are my numbers?

Think of your own problem for a friend to solve?

Choose the correct number or symbol from the cloud to fill in the boxes.



$\underline{\quad} \div \underline{\quad} = 6$

$60 = 600 \underline{\quad} 10$

Wednesday 6th January 2021

LI: To multiply and divide by 11 and 12.	Assessment		
	Pupil	Parent	Teacher
SC: Use knowledge of times table facts to divide and multiply by 11 or 12.			
SC: Use knowledge of equal groups to solve multiplication and division problems.			
SC: Apply knowledge of the 11/12 times tables to multiplying and dividing by 100.			

<https://whiterosemaths.com/homelearning/year-4/week-1-number-multiplication-division/>

Information: Watch **only** the video on **the 11 and 12 times-table**.

Task: Fill in the blanks.



$$2 \times 10 = \underline{\quad}$$

$$2 \times 1 = \underline{\quad}$$

$$2 \text{ lots of } 10 \text{ doughnuts} = \underline{\quad} \quad 2 \text{ lots of } 1 \text{ doughnut} = \underline{\quad}$$

$$2 \text{ lots of } 11 \text{ doughnuts} = \underline{\quad}$$

$$2 \times 10 + 2 \times 1 = 2 \times 11 = \underline{\quad}$$

Use Base 10 to build the 12 times-table. e.g.



$$3 \times 12 = \square$$

Complete the calculations.

$$12 \times 5 = \square$$

$$5 \times 12 = \square$$

$$48 \div 12 = \square$$

$$84 \div 12 = \square$$

$$12 \times \square = 120$$

$$12 \times \square = 132$$

$$\square \div 12 = 8$$

$$\square = 9 \times 12$$

There are 11 players on a football team.

7 teams take part in a tournament.

How many players are there altogether in the tournament?

Writing Lessons

Here is one batch of muffins.



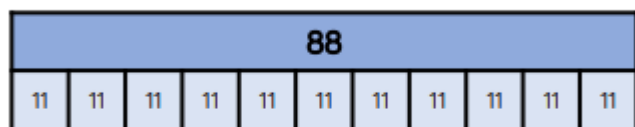
Teddy bakes 11 batches of muffins.
How many muffins does he have altogether?

In each batch there are 3 strawberry, 3 vanilla, 4 chocolate and 2 toffee muffins.
How many of each type of muffin does Teddy have in 11 batches?

Teddy sells 5 batches of muffins.
How many muffins does he have left?

Draw bar model in the box **below**.

Rosie uses a bar model to represent 88 divided by 11



Explain Rosie's mistake.

Can you draw a bar model to represent 88 divided by 11 correctly?

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Thursday 7th January 2021

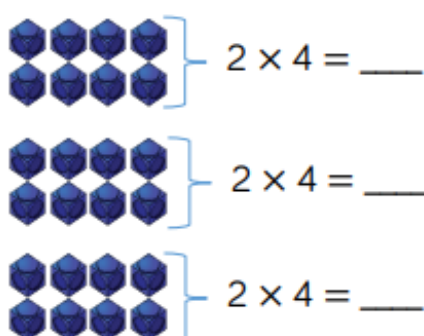
LI: To multiply 3 numbers.	Assessment		
	Pupil	Parent	Teacher
SC: To know what 'associative law' is.			
SC: To link this with what you know about commutativity.			
SC: Solve problems with missing numbers.			

<https://whiterosemaths.com/homelearning/year-4/week-1-number-multiplication-division/>

Information: Watch **only** the video on **multiplying 3 numbers**.

Task:

Complete the calculations.

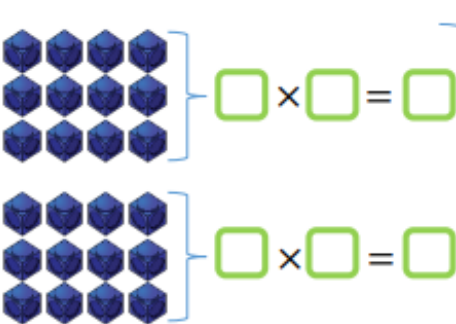


$$2 \times 4 = \underline{\quad}$$

$$2 \times 4 = \underline{\quad}$$

$$2 \times 4 = \underline{\quad}$$

$$3 \times 2 \times 4 = 3 \times 8 = \underline{\quad}$$



$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \times \square \times \square = \square \times \square = \square$$

Use counters or cubes to represent the calculations.

Choose which order you will complete the multiplication.

$5 \times 2 \times 6$

$8 \times 4 \times 5$

$2 \times 8 \times 6$

Writing Lessons

Choose three digit cards.
Arrange them in the calculation.

$$\square \times \square \times \square = \square$$

How many different calculations can you make using your three digit cards?
Which order do you find it the most efficient to calculate the product?
How have you grouped the numbers?

Make the target number of 84 using three of the digits below.

7	5	3	4	6	2
---	---	---	---	---	---

$$\square \times \square \times \square = 84$$

Multiply the remaining three digits together, what is the product of the three numbers?

Is the product smaller or larger than 84?

Can you complete this problem in more than one way?


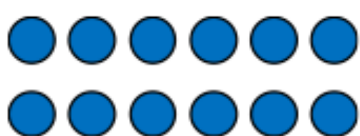
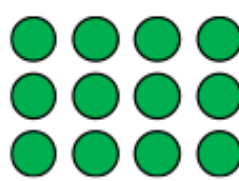
Friday 8th January 2021

LI: To identify factor pairs.	Assessment		
	Pupil	Parent	Teacher
SC: To know what a 'factor pair', 'factor' and 'product' is.			
SC: To use my times table knowledge to find factor pairs.			
SC: Solve problems involving factor pairs.			

<https://whiterosemaths.com/homelearning/year-4/week-1-number-multiplication-division/>

Information: Watch **only** the video on **factor pairs**.

Task: Complete the factor pairs for 12

 $1 \times \square = 12$
 $\square \times 6 = 12$
 $\square \times \square = 12$

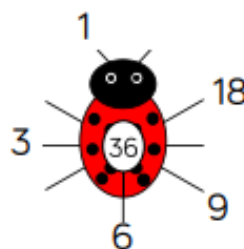
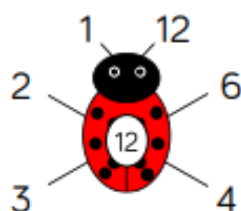
12 has ____ factor pairs. 12 has ____ factors altogether.

Use counters to create arrays for 24

How many factor pairs can you find?

Here is an example of a factor bug for 12

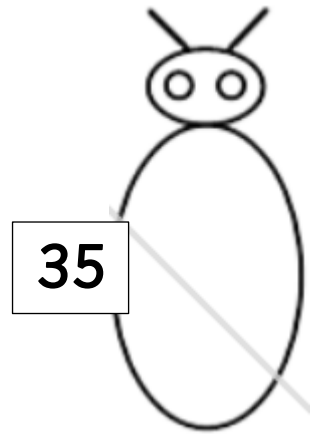
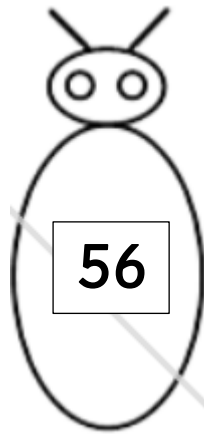
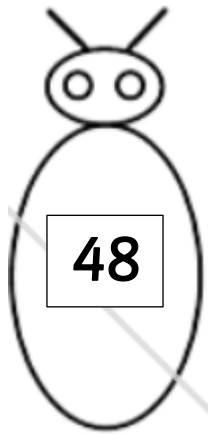
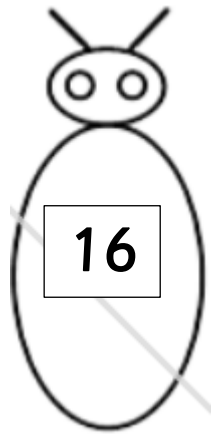
Complete the factor bug for 36



Are all the factors in pairs?

Draw your own factor bugs for 16, 48, 56 and 35

Writing Lessons



Some numbers are equal to the sum of all their factors (not including the number itself).

e.g. 6

6 has 4 factors, 1, 2, 3 and 6

Add up all the factors not including 6 itself.

$$1 + 2 + 3 = 6$$

6 is equal to the sum of its factors (not including the number itself)

How many other numbers can you find that are equal to the sum of their factors?

Which numbers are less than the sum of their factors?

Which numbers are greater than the sum of their factors?

Monday 11th January 2021

LI: To use the four operations to solve problems.	Assessment		
	Pupil	Parent	Teacher
SC: Use either addition, subtraction, multiplication or division to solve a problem.			
SC: Use place value to solve a problem.			
SC: Solve multi-step problems using different operations.			

White Rose Home Learning Video:

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

Information: Watch **only** the video **Day 1 – Do you want to build a snowman?**

Task:

Order from the shortest to tallest.

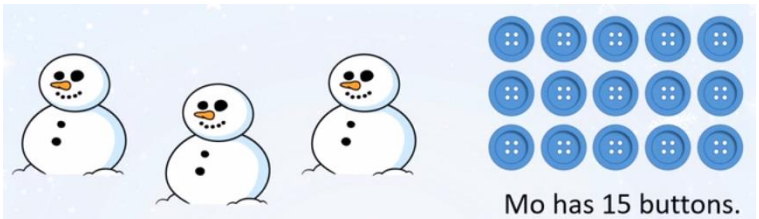
			
Snowman A 123cm	Snowman B 98 cm	Snowman C 132 cm	Snowman D 127 cm

Shortest- _____, _____, _____, _____ – tallest.

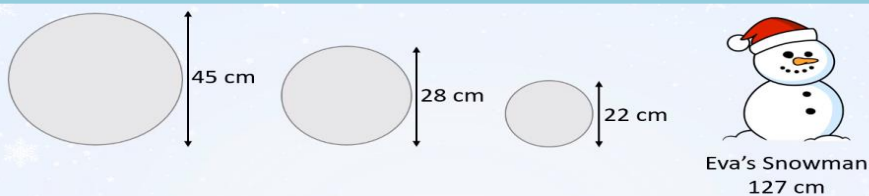


Dora builds another snowman that becomes the second tallest.
How tall could it be?

How many different ways could the snowman be dressed?



He uses all the buttons.
He puts an odd amount of buttons on each snowman.
Each snowman has a different amount of buttons.
How many different possible combinations are there?

This image shows a blank sheet of white paper with horizontal blue ruling lines. A single vertical blue margin line runs down the left side of the page, creating a narrow left margin. The paper appears to be a standard notebook or worksheet template.

Ron makes a snowman using the three snowballs.

How much taller is Eva's snowman?

[illegible]

Show your working out on the grid.

Tuesday 12th January 2021

LI: To use the four operations to solve problems.	Assessment		
	Pupil	Parent	Teacher
SC: Use either addition, subtraction, multiplication or division to solve a problem.			
SC: Use place value to solve a problem.			
SC: Solve multi-step problems using different operations.			

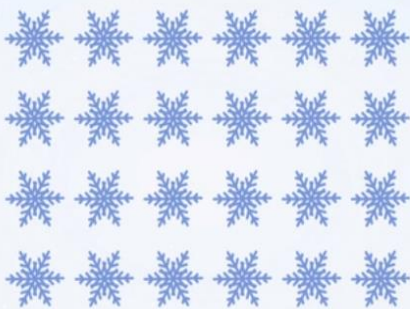
White Rose Home Learning Video:

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

Information: Watch **only** the video **Day 2 – Snowflakes, snowflakes all round**

Task:

Here is an array of snowflakes.
How many different equal groups can you make?



What if there were 32 snowflakes?



Write your number sentences here.

Writing Lessons



Alex is making paper snowflakes.



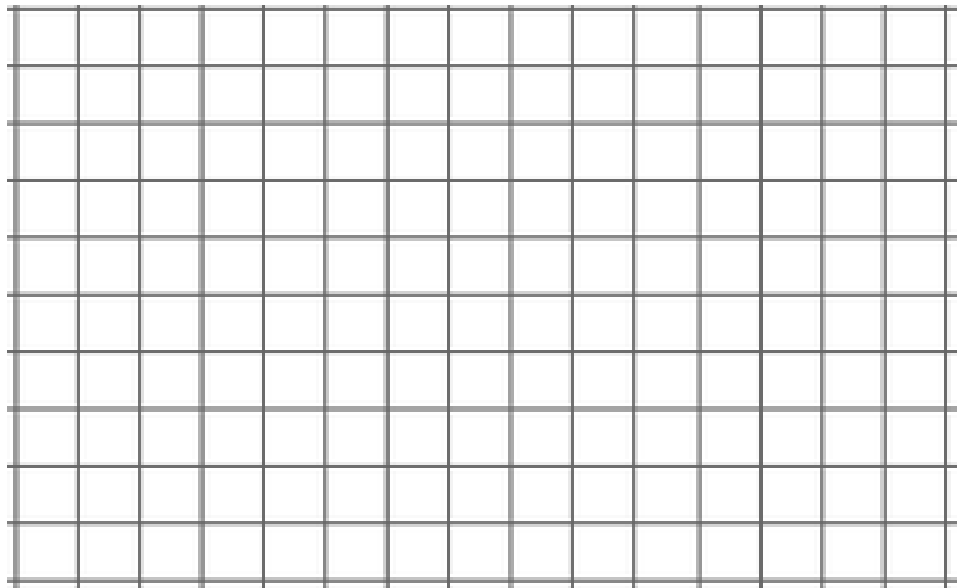
She makes fewer than 20 snowflakes.

She puts her snowflakes into groups of 4 and has 2 left over.

She puts them into groups of 3 and has no snowflakes left over.

How many snowflakes could Alex have made?

Show your working on the grid.



The children are counting the number of snowflakes.

How many snowflakes could there be?

There were less than 100 snowflakes



The total is in the 6 times-table



There were an even number of snowflakes

The total is 1 more than a multiple of 5



Wednesday 13th January 2021

LI: To use the four operations to solve problems.	Assessment		
	Pupil	Parent	Teacher
SC: Use either addition, subtraction, multiplication or division to solve a problem.			
SC: Use place value to solve a problem.			
SC: Solve multi-step problems using different operations.			

White Rose Home Learning Video:

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

Information: Watch **only** the video **Day 3 – Wrap up warm**

Task:

Mo has 4 coats. He wears them in the same order after they have been cleaned.



Mo has 3 scarves. He wears them in the same order too.



On 1st December Mo wears his green coat and yellow scarf. When will he next wear them both together again?

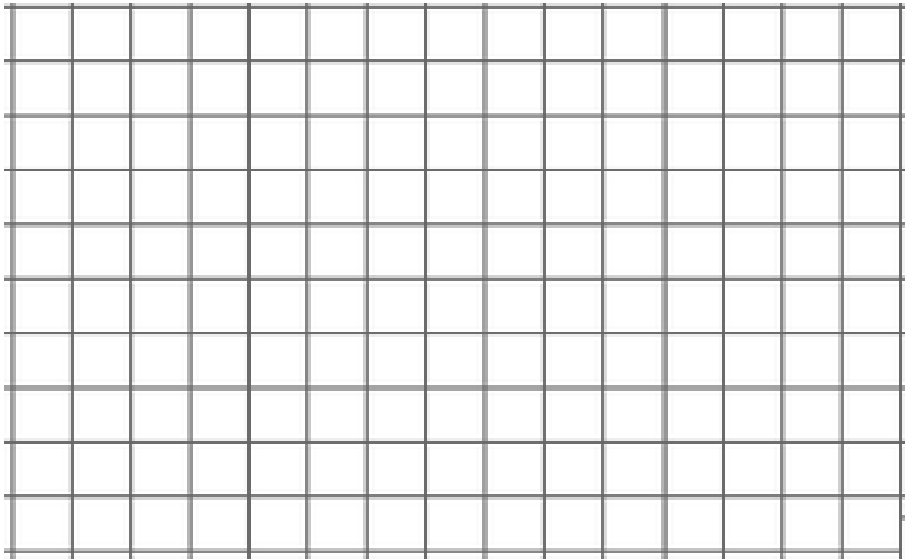
Can you write a number sentence to represent this?

Remember: there are **TWO** groups, **4** in one and **3** in the other.

Writing Lessons

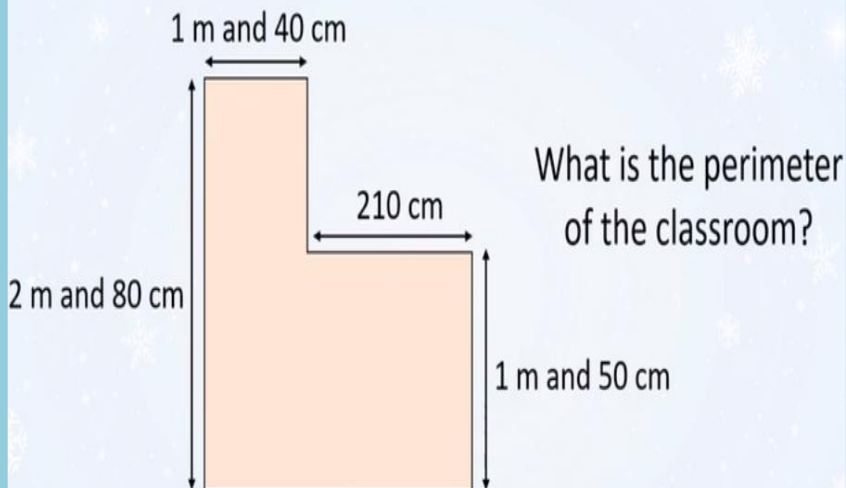


Whitney's scarf is 980 mm long.
Ron's scarf is 15 cm longer than Whitney's.
What is the total length of both their scarves?
___ m and ___ cm

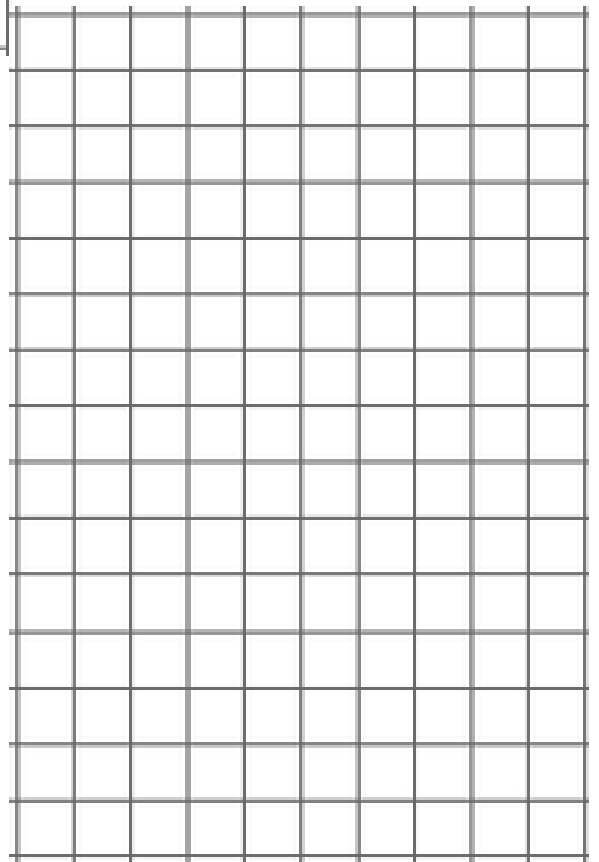


Show your working on the grid.

Class 4 are measuring the perimeter of their classroom to put decorations up.



What is the perimeter of the classroom?



Show your working on the grid.

Remember: you must convert to one unit of measurement before you add.

Thursday 14th January 2021

LI: To use the four operations to solve problems.	Assessment		
	Pupil	Parent	Teacher
SC: Use either addition, subtraction, multiplication or division to solve a problem.			
SC: Use place value to solve a problem.			
SC: Solve multi-step problems using different operations.			

White Rose Home Learning Video:

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

Information: Watch **only** the video **Day 4 – Dashing through the snow**

Task: The children are taking part in an ice skating competition.
What are their total scores?



7 6 3 4



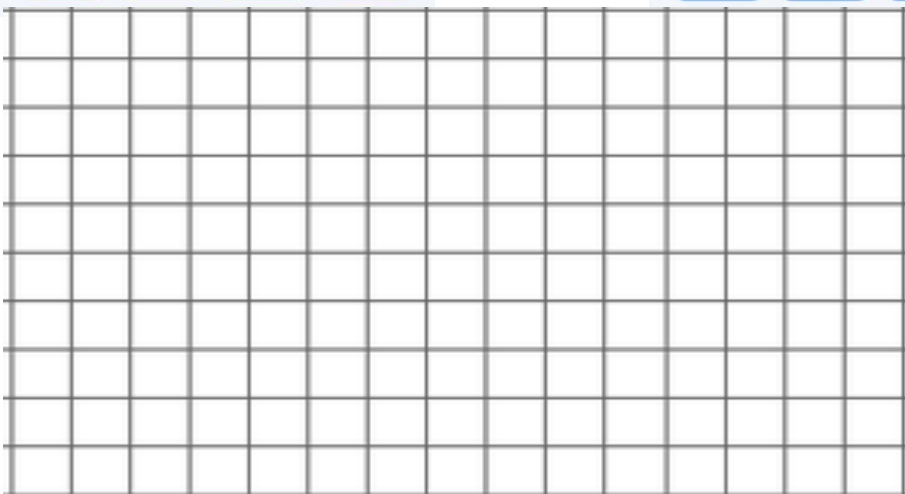
9 6 3 9



8 7 6 3



9 5 8 4



Use the grid for your workings out.

Remember: use **efficient methods** for solving.

Writing Lessons

The children are relay racing down the hill in teams.

How many seconds slower were Teddy and Mo?



27 seconds



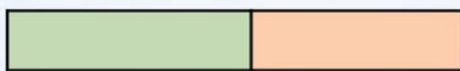
43 seconds



38 seconds



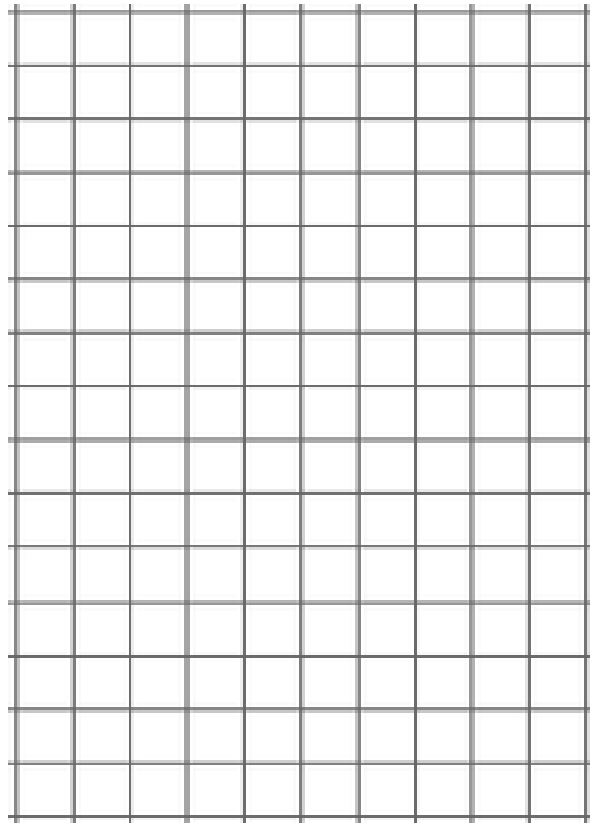
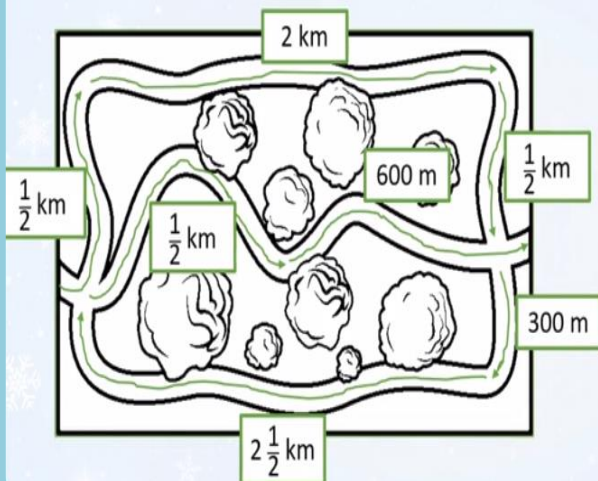
41 seconds



Draw a bar model (use the example to help you) in the box to solve this problem.

Remember: It might help to **add** the teams' times together before you find the difference.

Ron is skiing around the park.
How far has he travelled in total?



Use the grid to show your working.

Remember: you must **convert to one unit of measurement** before you add.



Friday 15th January 2021

LI: To use the four operations to solve problems.	Assessment		
	Pupil	Parent	Teacher
SC: Use either addition, subtraction, multiplication or division to solve a problem.			
SC: Use place value to solve a problem.			
SC: Solve multi-step problems using different operations.			

White Rose Home Learning Video:

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

Information: Watch **only** the video **Day 5 – Special delivery**

Task:

A post office has 1,233 letters that need to be delivered but heavy snow means they cannot deliver any!

The next day, they receive another 787 letters.

The snow is a little better and they manage to deliver 546 letters.

How many letters are there left to deliver?

Show your working out on the grid.

Writing Lessons



Here are the temperatures of four towns or cities.

Huddersfield	Halifax	Leeds	Bradford
-3°C	5°C	-2°C	1°C

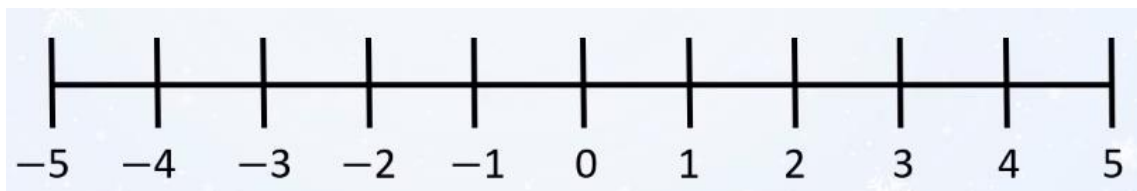
It is only possible for snow to fall when the temperature is below 2°C .

In which places could it be snowing?

What is the difference in temperature between these places?

- Huddersfield and Bradford
- Leeds and Huddersfield
- Halifax and Leeds

Use the number line to help you.



1. _____

2. _____

3. _____

Huddersfield	Halifax	Leeds	Bradford	Wakefield
-4°C	5°C	-3°C	1°C	?

Wakefield has the third warmest temperature.

What could the temperature be in Wakefield?

Wednesday 6th January 2021

LI: To plan a script for a TV advert about a disaster relief centre.		Assessment		
I P G A				
		Pupil	Partner	Teacher
SC: explore the definition of 'natural disaster'.				
SC: answer questions about organisation of disaster relief centre.				
SC: consider information for people needing the disaster relief centre.				
SC: Write a script detailing your relief centre and its provisions.				

Read pages 18-27 of Volcanoes & Earthquakes.

What is a natural disaster?

A natural disaster is when _____



Can you give three examples of natural disasters?

1. _____

2. _____

3. _____



What do you think we would need to provide relief after an earthquake?



List of essential items needed:

Writing Lessons

Information: Refer to <https://www.redcross.org.uk/get-involved/teaching-resources/introducing-emergencies-primary>

Our school is a very strong and secure building. For this reason it has been chosen to be a disaster relief centre for everyone in the community to come to if there is an earthquake! Your task is to plan a TV advert script of what you will do when everyone arrives at the disaster relief centre.

Task: You need to think about the following:

- What a relief centre does. E.g. offers emergency advice, basic first aid, shelter and food.
- What supplies you will need: blankets, food, and clean water.
- Which rooms in the school will be used?
- How many people will the centre accommodate?

You also need to think about:

- How will you know who has arrived, e.g. you will need to keep a register.
- What will you do with the younger children to help them pass the time?
- How will you tell people what is happening?
- Who will be the manager of the centre?

Welcome to the Gainsborough Relief Centre! Here we will help you if there has been an _____



Thursday 7th January 2021

LI: To draw and label a diagram.		Assessment		
I P G A				
		Pupil	Partner	Teacher
SC: ask and answer questions about volcanoes.				
SC: find answers by studying diagrams.				
SC: use geographical vocabulary to label diagram.				

<https://www.stem.org.uk/resources/elibrary/resource/35188/what-volcano>

http://geography4kids.com/files/earth_intro.html

<http://ete.cet.edu/gcc/?/resourcecenter/slideshow/1/114>

<https://www.youtube.com/watch?v=VNGUdObDoLk>

– watch! Then read pages 14-17 of Volcanoes & Earthquakes.

Answer the following questions using information you have found from the book or one of the web links provided.

What is a volcano?

What do volcanoes look like?



Where can volcanoes be found?

What are the different states of volcano called?

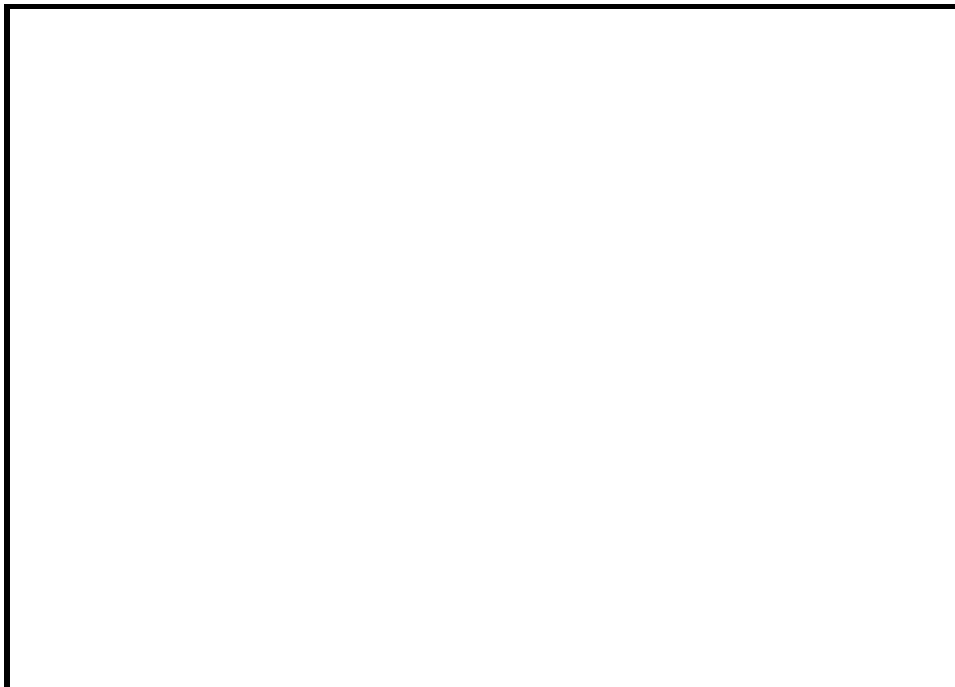
Writing Lessons

What happens when volcanoes erupt (both what we can see, and what happens under the surface)?

What do volcanoes look like?

Make a drawing showing a cross-section of a volcano. You should be able to describe and label the following:

Crater, Cone, Ash cloud, Lava, Lateral vent, Central vent, Magma



Friday 8th January 2021

LI: To compare volcanic activity around the world.	Assessment		
I P G A			
	Pupil	Partner	Teacher
SC: Use a range of secondary sources.			
SC: Use subject related vocabulary.			
SC: Record geographical sites on world map.			
SC: Compare volcanic activity around the world.			

What is tourism?

Tourism is _____



Old Faithful Geyser, Yellowstone National Park in Wyoming, United States.

Volcanoes are often visited as tourist attractions. Today we will be looking at some of those examples across the world.

https://www.nps.gov/yell/learn/photosmultimedia/vl_00090mts.htm

What is a geyser?

A geyser is

Activity:**Sakurajima, Japan****Thrihnukagigur, near Reykjavik
Iceland.****Sulphur
Springs,
Saint
Lucia****Pacaya, Guatemala****Castle Rock,
Edinburgh, UK.****Task:**

Can you locate the volcanic sites on a map of the world? Mark them with a black pen.

Monday 11th January 2021

LI: To use maps to locate geographical features.	Assessment		
I P G A			
	Pupil	Partner	Teacher
SC: Understand what a tectonic plate is.			
SC: Locate plates and continents on a map.			
SC: Plot earthquake sites on plate boundaries.			
SC: Explain the cause of natural disasters.			

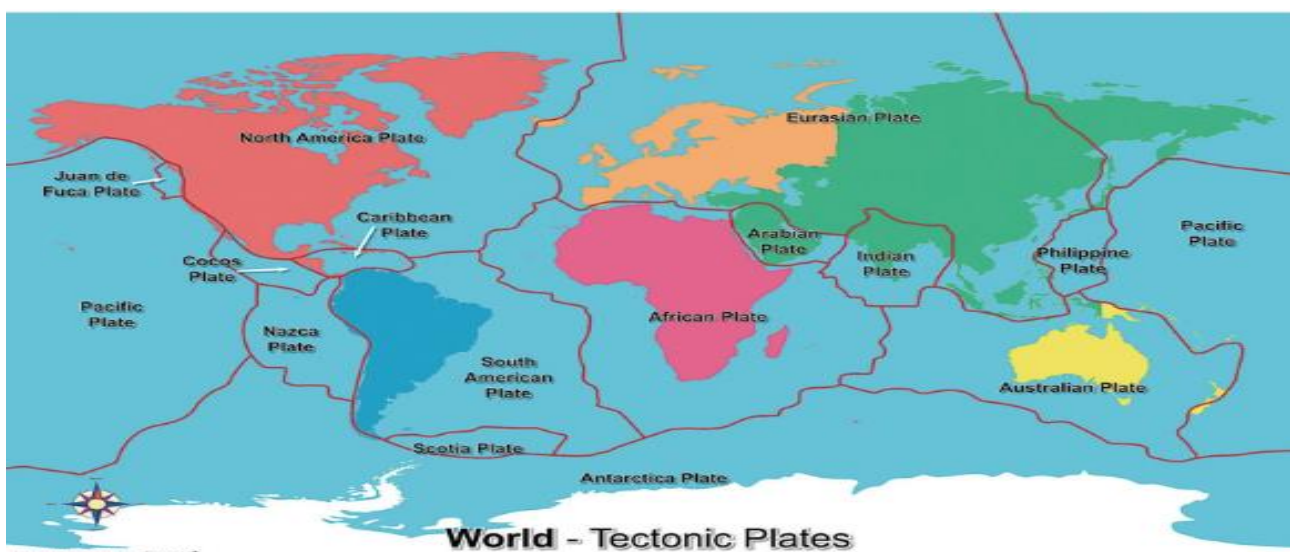
Read pages 4-7 of Volcanoes and Earthquakes.

<https://www.youtube.com/watch?v=dJpIU1rSOFY>**What is an earthquake?**

An earthquake is _____

What is a tectonic plate?

A tectonic plate is _____

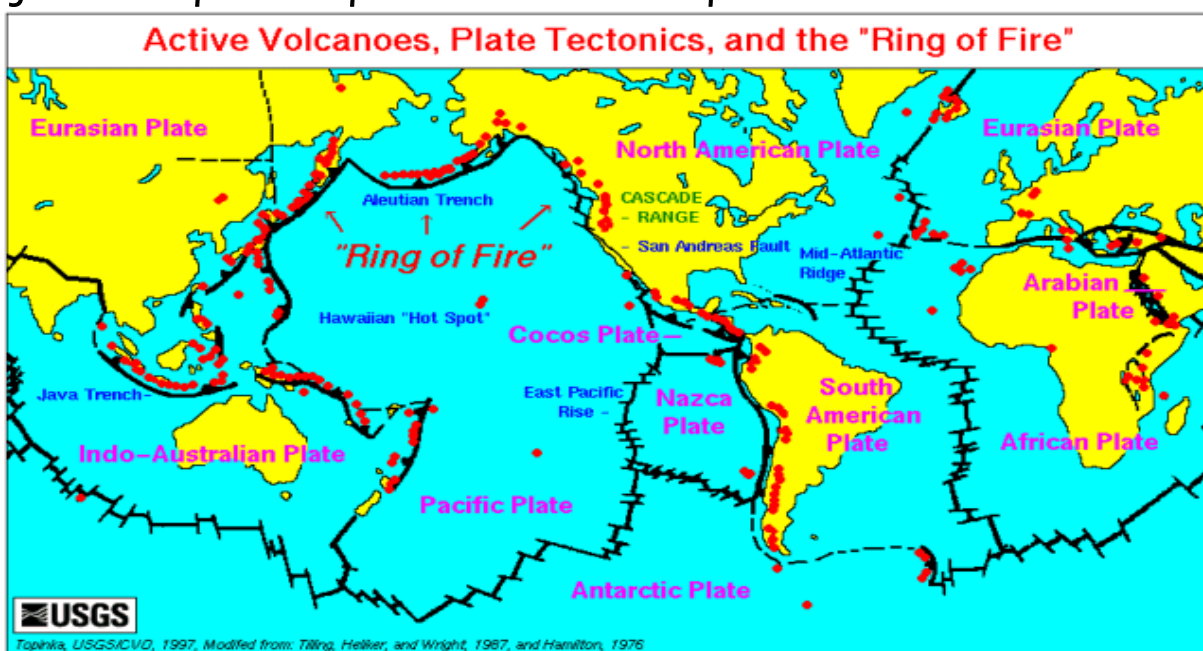


Writing Lessons

What is the main cause of earthquakes?

The main cause of an earthquake is _____

Why do some places experience more Earthquakes than others?



Locate five countries/cities in the 'Ring of Fire' where the most earthquakes occur. You can look this up on the internet if you need to!

1. _____
2. _____
3. _____
4. _____
5. _____

Why do so many earthquakes occur in these regions?

Because _____

Tuesday 12th January 2021

LI: To describe geographical features.

I P G A



Assessment

	Pupil	Partner	Teacher
SC: Research to discover the effect of pressure and waves.			
SC: Study sources to understand what happens during an earthquake.			
SC: Record and explain the process using diagrams and geographical vocabulary.			

Earthquakes release energy in the form of waves travelling through the ground. You could liken it to the ripples on a pond when a stone is thrown into it. The waves radiate outwards from the epicentre – the centre of the earthquake. The ground shakes and this causes landslides, collapsed buildings, destroyed roads and services.



Task: Create a 'story board' of the different stages of an earthquake using different diagrams. Order, label and explain what is happening at each stage. Can you add extra detail and description as a challenge?

- 1) The earth is split into plates.
- 2) The plates move and rub together.
- 3) Pressure is created.
- 4) An earthquake occurs at epicentre.
- 5) Seismic waves travel.
- 6) Aftermath/effects.

Use the storyboard template on the next page.

Writing Lessons



Writing Lessons

Thursday 14th January 2021

LI: To investigate the AD79 eruption of Mount Vesuvius.		Assessment		
I	P	G	A	
		Pupil	Partner	Teacher
SC: Locate a geographical site with historical value.				
SC: Identify key dates and events.				
SC: Describe the main events using historical vocabulary.				



Can you locate the country Italy on this map of Europe?
(circle/ring around)

Can you locate the city of Pompeii on this map? (dot – black pen)

What city/town is close-by to Pompeii? Name just one.

Use research (books, internet to help!



<https://www.bbc.co.uk/programmes/p0170brg> - watch!

You are going to be history detectives this lesson and investigate the events of AD79.
Read pages 8-13 of Volcanoes and Earthquakes.

Make notes on the key information/dates/events/names you find below:

Task: Write a diary entry imagining you were in Pompeii on the day of Mount Vesuvius' most famous eruption. How would it have felt? What would you be able to see? Hear? Smell? Feel? Ensure you include key events, vocabulary and dates using the book or online research.

[illegible]

**Week 1**Tuesday 5th January 2021**Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
occasionally	occasionally	
occasion	occasion	
gorgeous	gorgeous	
wholly	wholly	
courteous	courteous	
curious	curious	
advantageous	advantageous	
vigorous	vigorous	
<u>vigour</u>	<u>vigour</u>	
dramatically	dramatically	

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

[illegible]

Writing Lessons

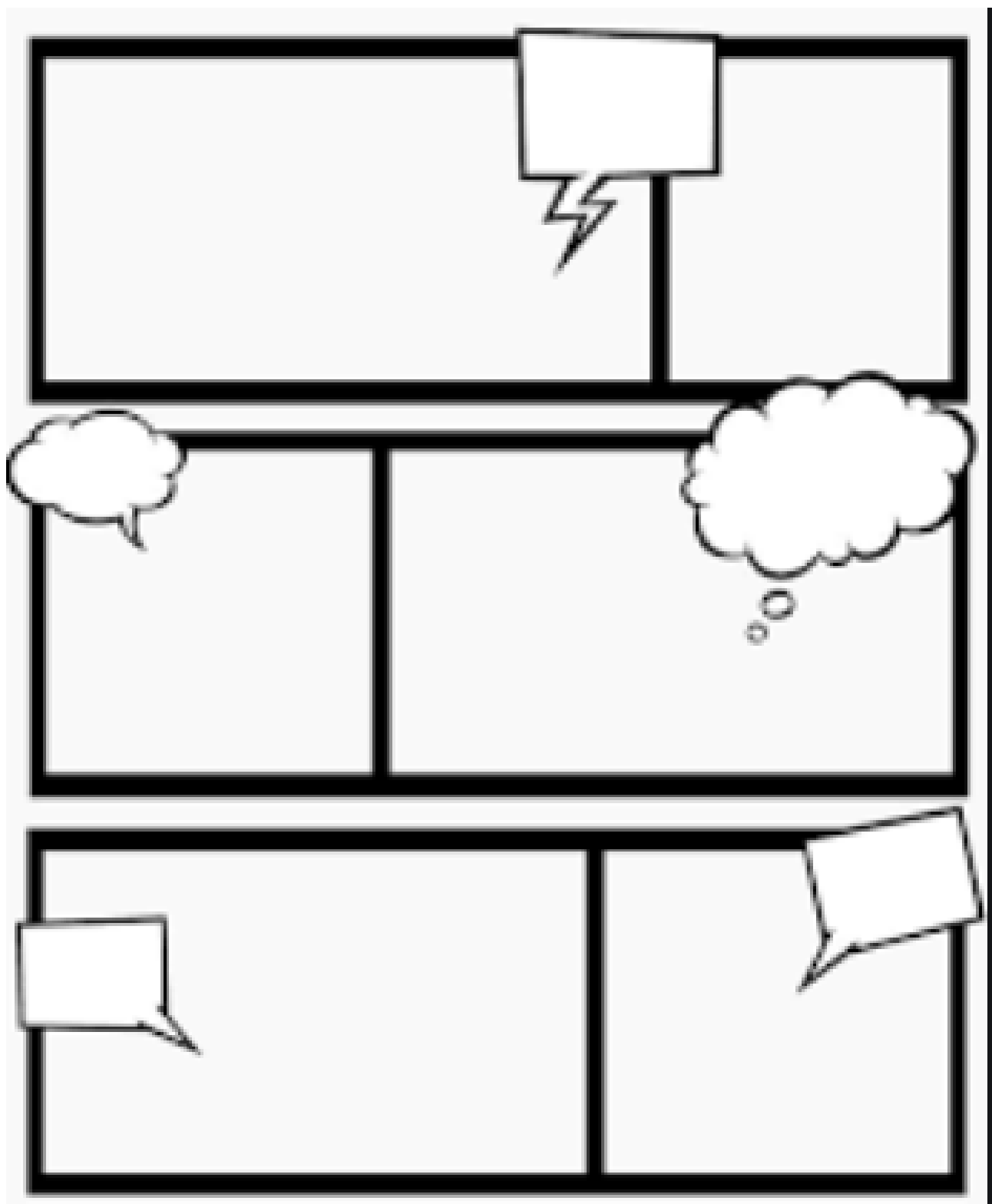
Wednesday 6th January 2021

Activity 1 – trace, cover the words and copy them

Look	Trace	Copy
occasionally	occasionally	
occasion	occasion	
gorgeous	gorgeous	
wholly	wholly	
courteous	courteous	
curious	curious	
advantageous	advantageous	
vigorous	vigorous	
<u>vigour</u>	<u>vigour</u>	
dramatically	dramatically	

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

Activity 3 – draw and write a cartoon script using the spelling words



Writing Lessons

Thursday 7th January 2021

Activity 1 – trace, cover the words and copy them

Look	Trace	Copy
occasionally	occasionally	
occasion	occasion	
gorgeous	gorgeous	
wholly	wholly	
courteous	courteous	
curious	curious	
advantageous	advantageous	
vigorous	vigorous	
<u>vigour</u>	<u>vigour</u>	
dramatically	dramatically	

Activity 2 – Choose 5 words, look them up in a dictionary and then use them in a sentence of your own.

Writing Lessons

Activity 3 – word search! Some may not be on this week’s list, let’s check your memory...

k	j	p	u	e	m	y	u	z	x	p	g
f	u	w	w	b	j	m	i	n	u	t	e
n	a	t	u	r	a	l	k	b	v	j	f
m	a	t	e	r	i	a	l	p	w	d	e
y	l	l	a	n	o	i	s	a	c	c	o
y	h	j	n	p	u	k	g	y	r	i	d
t	n	o	i	s	a	c	c	o	g	f	k
h	e	c	i	t	o	n	u	i	k	j	g
g	m	e	d	i	c	i	n	e	l	s	i
u	f	t	y	r	a	r	b	i	l	e	q
a	n	o	i	t	n	e	m	t	o	j	p
n	a	h	h	j	y	y	k	r	o	t	a

library
material
medicine
mention
minute

natural
naughty
notice
occasion
occasionally

Writing Lessons

Friday 8th January 2021**Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
occasionally	occasionally	
occasion	occasion	
gorgeous	gorgeous	
wholly	wholly	
courteous	courteous	
curious	curious	
advantageous	advantageous	
vigorous	vigorous	
<u>vigour</u>	<u>vigour</u>	
dramatically	dramatically	

Activity 2 – Choose 5 words from the spelling list . Write your words in a **fun script** – with tiny letters or tall, skinny ones, or try bubble writing!

Activity 3 – create your own word search! Use this week’s spelling words.

Word Search

Create a word search using your own words list.

Write your word list here:



Week 2

Monday 11th January 2021

Activity 1 – trace, cover the words and copy them

Look	Trace	Copy
opposite	opposite	
notice	notice	
nauseous	nauseous	
drastically	drastically	
instantaneous	instantaneous	
obvious	obvious	
disadvantageous	disadvantageous	
odorous	odorous	
<u>odour</u>	<u>odour</u>	
historically	historically	

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Writing Lessons

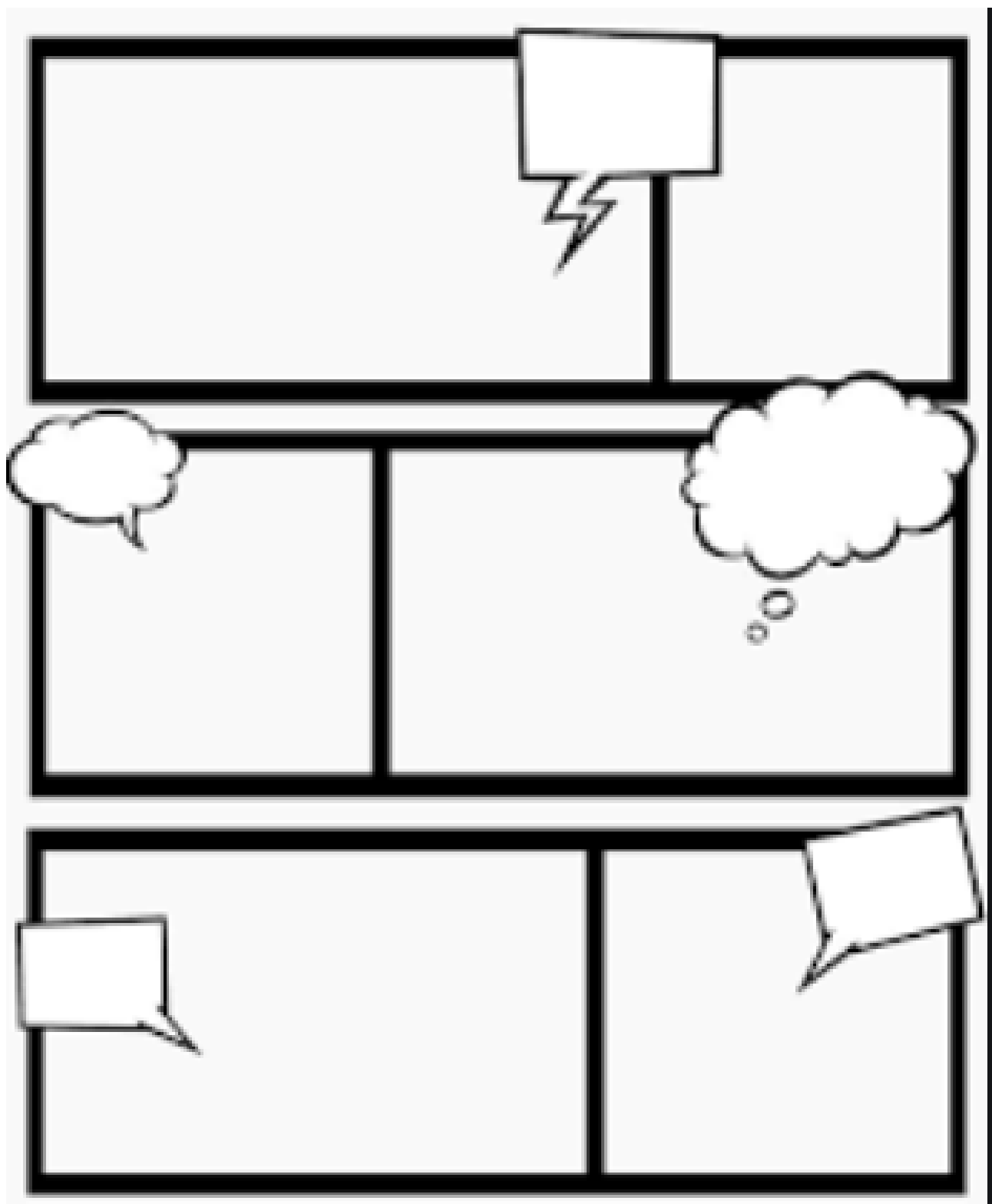
Tuesday 12th January 2021

Activity 1 – trace, cover the words and copy them

Look	Trace	Copy
opposite	opposite	
notice	notice	
nauseous	nauseous	
drastically	drastically	
instantaneous	instantaneous	
obvious	obvious	
disadvantageous	disadvantageous	
odorous	odorous	
<u>odour</u>	<u>odour</u>	
historically	historically	

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

Activity 3 – draw and write a cartoon script using the spelling words



Writing Lessons

Wednesday 13th January 2021

Activity 1 – trace, cover the words and copy them

Look	Trace	Copy
opposite	opposite	
notice	notice	
nauseous	nauseous	
drastically	drastically	
instantaneous	instantaneous	
obvious	obvious	
disadvantageous	disadvantageous	
odorous	odorous	
<u>odour</u>	<u>odour</u>	
historically	historically	

Activity 2 – Choose 5 words, look them up in a dictionary and then use them in a sentence of your own.

Writing Lessons

Activity 3 – word search! Some may not be on this week's list, let's check your memory...

w	p	o	u	o	i	h	b	k	c	n	n
h	a	q	p	w	f	f	w	k	v	o	k
p	r	e	p	p	p	t	p	j	i	i	r
h	t	x	t	l	o	e	e	t	y	s	a
a	i	z	b	k	c	s	i	n	w	s	l
r	c	r	e	u	z	s	i	e	m	e	u
m	u	u	l	l	o	y	u	t	j	s	p
z	l	i	v	p	w	r	n	u	e	s	o
h	a	c	y	r	a	n	i	d	r	o	p
r	r	v	k	f	d	i	u	q	t	p	n
o	g	t	p	e	r	h	a	p	s	g	j
g	o	p	o	s	s	e	s	s	s	q	q

often
opposite
ordinary
particular
peculiar

perhaps
popular
position
possess
possession

Writing Lessons

Thursday 14th January 2021

Activity 1 – trace, cover the words and copy them

Look	Trace	Copy
opposite	opposite	
notice	notice	
nauseous	nauseous	
drastically	drastically	
instantaneous	instantaneous	
obvious	obvious	
disadvantageous	disadvantageous	
odorous	odorous	
<u>odour</u>	<u>odour</u>	
historically	historically	

Activity 2 – Choose 5 words, look them up in a dictionary and then use them in a sentence of your own.

Activity 3 – complete the sentences – they should make sense!

Use the words below to complete the sentences.

dramatically	obvious	basically	glamorous
historically	advantageous	serious	odorous
humorous	instantaneous	hideous	vigorous

The
actress
exited the stage.



It was
to me that the film
about Elizabeth I was
..... inaccurate.



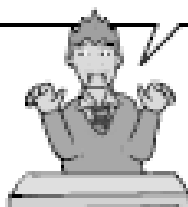
Sprout can never be
.....
Everything is
..... to him.



Mr Stamen said it was
.....
for our health to do
..... exercise.



The
creature of the swamp
crawled out of the
..... bog.



....., the
match was won due to
my
reactions.



Writing Lessons

Friday 15th January 2021

Activity 1 – trace, cover the words and copy them

Look	Trace	Copy
opposite	opposite	
notice	notice	
nauseous	nauseous	
drastically	drastically	
instantaneous	instantaneous	
obvious	obvious	
disadvantageous	disadvantageous	
odorous	odorous	
<u>odour</u>	<u>odour</u>	
historically	historically	

Activity 2 – Choose 5 words from the spelling list . Write your words in a **fun script** – with tiny letters or tall, skinny ones, or try bubble writing!

Activity 3 – create your own word search! Use this week’s spelling words.

Word Search

Create a word search using your own words list.

Write your word list here:

Complete a reading lesson on Reading Plus. Once you have finished the lesson complete the table for each day. In the table you need to write down:

- Book Read – write the title of the book you read that day and the number of pages (if appropriate)
- Clarify 3 words – select 3 words from the text that you did not know the meaning of. Find out the meaning of each word and record them in the table
- Summarise – record 3 key points that summarise what happened in the book

Example:

Date	Book Read	Clarify 3 words	Summarise
5.1.21	Bog Baby p. 9-16	• Damp – slightly wet	• The two girls put the Bog Baby in a jam jar and hid him in the shed
		• Drooped – bend or hang down	• They fed him cake crumbs and took him to school
		• Sneaked – to creep up on someone or something without being discovered	• The Bog Baby got sick

Date	Book Read	Clarify 3 words	Summarise
5.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
6.1.21		•	•

		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
7.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
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8.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
11.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
12.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
13.1.21		•	•
		•	•

		•	•
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Date	Book Read	Clarify 3 words	Summarise
14.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
15.1.21		•	•

		•	•
		•	•