






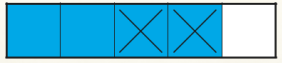



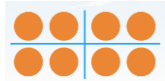
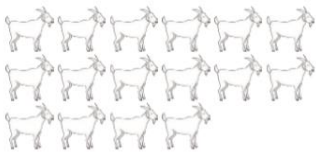

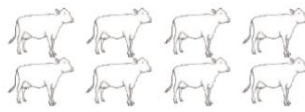
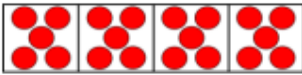



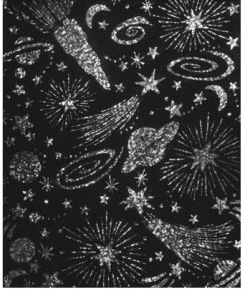



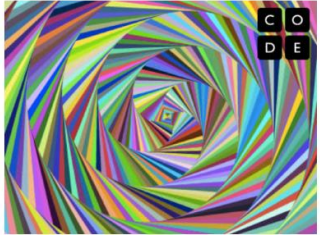




	Monday	Tuesday	Wednesday	Thursday	Friday
<p>English</p> <p>Narrative Writing (building tension and suspense)</p> <p>Suspense means waiting for something to happen or feeling uncertain about what might happen.</p> <p>Tension means feeling worry, fear, or pressure.</p>	<p><u>LO: Build suspense and tension in your writing by describing your senses:</u></p>  <p>https://www.bbc.co.uk/programmes/p011mxd6</p> <p>Watch the clip above where author, Malorie Blackman, explains how to create a story filled with suspense and tension.</p> <p>In your Showbie account you will find an extract from the story, 'The Man or House'. Underline all the ways in which the author describes sights, sounds and feelings in the text.</p> <p><u>Why not try?</u></p> <p>Ask an adult at home to read to you the extract in your Showbie Account called, 'The Man or House.' As they are reading the text, have a go at drawing a picture of 'Harrow Woods', using all the description from the story to help you.</p> 	<p><u>LO: Build suspense and tension in your writing by varying the length of your sentences:</u></p> <p>Using short sentences in moments of high drama increases the pace of your writing and helps to create tension.</p>  <p>https://www.literacyshed.com/the-lighthouse.html</p> <p>Watch the short video above called The Lighthouse and have a go at describing the scene where the boat is approaching the shore using short, punchy sentences. I have given an example of this below</p> <p>Closer and closer. Nearer and nearer. He frantically attempted to lift the enormous light. Crash! It shattered to pieces.</p> <p><u>Why not try?</u></p> <p>Click on the link above to watch, 'The Lighthouse'. As you watch the short film, write down a list of all the emotions you feel as you are watching it. e.g. worried, scared.</p> <p>Complete the sentence below:</p> <p>The film made me feel _____ because _____.</p>	<p><u>LO: Build suspense and tension in your writing by using powerful verb:</u></p> <p>It is important to use powerful verbs in your writing if you are trying to create suspense.</p> <p>'I crept down the stairs,' compared to 'I walked down the stairs,' creates a greater feeling of tension.</p> <p>Have a look at the picture below of a creature in the woods and imagine what it would feel like if it were walking towards you. Write down 5 sentences, describing how this creature might walk towards you and focus on using powerful verbs in your sentences to create suspense.</p> <p>e.g. The eerie giant edged towards me.</p>  <p><u>Why not try?</u></p> <p>Using the image above, write down a list of verbs describing how the creature might move. e.g. crept, trudged etc</p>	<p><u>LO: Build suspense and tension in your writing by using onomatopoeia:</u></p> <p>Onomatopoeic words sound like their meanings e.g. Woosh! Bang! Crash! They are often used to create tension and either shock the reader or make you wonder where the noise has come from.</p>  <p>Click on the link below to watch the short video called 'Chaperon Rouge'</p> <p>https://www.literacyshed.com/chaperon-rouge.html</p> <p>Write a paragraph describing the moment in the film when the creatures were chasing the girl and try to use as much onomatopoeia as possible.</p> <p><u>Why not try?</u></p> <p>Read the sound words below and think about what you could do to make that sound yourself. e.g. I trudged through the leaves. Squelch!</p> <p>Squelch! Bang! Swoosh! Creak! Zoom!</p> <p>Can you create 5 sentences using the sound words?</p>	<p><u>LO: Build suspense and tension in your writing by describing the character's physical reaction:</u></p> <p>When building suspense in a story, it helps to show and not tell the reader how your character is feeling.</p> <p>If a character in a story feels scared, to build tension in our writing we need to describe the character's physical reaction. e.g. Sweat began to run down her face. His legs began to tremble.</p>  <p>Draw a character who feels very scared and label the character with how this has affected them physically. What has happened to their legs? What has happened to their heartbeat? What has happened to their facial expressions?</p> <p><u>Why not try?</u></p> <p>Think about a time when you felt scared. Did your tummy feel strange? Did your heart pump faster? Write a sentence about what this did to your body.</p>

<p>Maths</p> <p>All worksheets found on Showbie</p> <p>Please note: We are <u>one</u> week behind White Rose.</p> <p>(Week 6- w.b 1st June)</p>	<p>L.O: Add 2 or more fractions White Rose, Summer term, week 6 https://whiterosemaths.com/homelearning/year-4/</p> <p>Why not try? When you add two fractions together with the same denominator (bottom number), you only add the numerators (top numbers) together.</p> $\frac{2}{9} + \frac{5}{9} = \frac{7}{9}$  <p>Have a go at completing the 'Why not try?' activity sheet in your Showbie account. Add the fractions together and shade in the fraction bars to help you.</p> <p>1. $\frac{2}{5} + \frac{1}{5} =$ </p> <div style="border: 1px solid black; display: flex; width: 150px; height: 20px; margin-top: 10px;"></div>	<p>L.O: Subtract fractions White Rose, Summer term, week 6 https://whiterosemaths.com/homelearning/year-4/</p> <p>Why not try? When you subtract a fraction from another fraction with the same denominator (bottom number), you only subtract the numerator (top number).</p> $\frac{5}{8} - \frac{2}{8} = \frac{3}{8}$ <p>Bar models can help us to subtract fractions.</p> $4\frac{4}{5} - 2\frac{2}{5} = 3\frac{2}{5}$  <p>Have a go at completing these number sentences and use the bar model to help you:</p> <div style="margin-bottom: 20px;"> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;">5</div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;"></div> <div style="margin: 0 10px;">-</div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;"></div> <div style="margin: 0 10px;">=</div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;"></div> </div> <div style="margin-bottom: 20px;"> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;">6</div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;"></div> <div style="margin: 0 10px;">-</div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;"></div> <div style="margin: 0 10px;">=</div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;"></div> </div>  <div style="margin-bottom: 20px;"> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;">7</div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;"></div> <div style="margin: 0 10px;">-</div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;"></div> <div style="margin: 0 10px;">=</div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;"></div> </div> <div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;">8</div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;"></div> <div style="margin: 0 10px;">-</div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;"></div> <div style="margin: 0 10px;">=</div> <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; text-align: center; line-height: 30px;"></div> </div> 	<p>L.O: Fractions of quantities White Rose, Summer term, week 6 https://whiterosemaths.com/homelearning/year-4/</p> <p>Why not try? To find $\frac{1}{2}$ of an amount you need to divide the amount by 2</p>  <p>$6 \div 2 = 3$ so $\frac{1}{2}$ of 6 = 3</p> <p>To find $\frac{1}{4}$ of an amount you need to divide the amount by 4</p>  <p>$8 \div 4 = 2$ so $\frac{1}{4}$ of 8 = 2</p> <p>Find the fraction of these quantities:</p> <p>$\frac{1}{4}$ of 16 =</p>  <p>$\frac{1}{2}$ of 12</p>  <p>$\frac{1}{2}$ of 8</p> 	<p>L.O: Calculate quantities White Rose, Summer term, week 6 https://whiterosemaths.com/homelearning/year-4/</p> <p>Why not try?</p>  <p>There are 5 counters in each part.</p> $\frac{1}{4} = 5$ <p>$5 + 5 + 5 + 5 = 20$</p> <p>$4/4 = 20$ (This can also be called the whole quantity)</p> <p>Below, the counters are hidden, have a go at working out what the whole quantity is from the fraction given.</p> <div style="border: 1px solid black; display: flex; width: 120px; height: 40px; margin: 10px 0;"></div> <p>There are 3 counters in each part</p> $\frac{1}{4} = 3$ <p>$\frac{1}{4}$ of _____ = 3</p> <p>$_ + _ + _ + _ = _$</p> <div style="border: 1px solid black; display: flex; width: 120px; height: 40px; margin: 10px 0;"></div> <p>There are 6 counters in each part</p> $\frac{1}{4} = 6$ <p>$\frac{1}{4}$ of _____ = 6</p> <p>$_ + _ + _ + _ = _$</p>	<p>Friday maths challenge! White Rose, Summer term, week 6 https://whiterosemaths.com/homelearning/year-4/</p> <p>Why not try:</p> <p>Can you complete these fraction challenges?</p> <p>.Fatima has 12 sweets. She shares her sweets and gives $\frac{1}{2}$ to her friend. How many sweets do they have each?</p>  <p>There are 8 fruits in the bowl. $\frac{1}{4}$ of them are apples. How many apples are there?</p>  <p>David and his friends shared some biscuits between the four of them. They have 3 each. How many biscuits did they start with?</p> 
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<p>Afternoon Activities:</p> <p>Art: Etching</p> <p>Science: Dev. Experts- Electricity</p> <p>PE: Dance</p> <p>Geography: Upper course of a river</p> <p>Computing: The Artist</p>	<p style="text-align: center;">Art</p> <p>John Brunsdon famously made lots of his artwork by using a printmaking technique called etching.</p> <p>Watch Monday's video to find out how to make a foil etching yourself!</p> 	<p style="text-align: center;">Science</p> <p>Log in to Developing Experts https://www.developingexperts.com/</p> <p>Lesson 1: 'Identify common electrical appliances, construct a simple, electrical circuit'</p>  <p>Watch the presentation up to slide 15 and use the simulator to build a simple electrical circuit.</p> <p>Extra: See how many electrical appliances you can list in your home.</p>	<p style="text-align: center;">P.E</p> <p>Dance along to this fun dance routine by Go Noodle!</p> <p>https://www.youtube.com/watch?v=KhfkYzUwYFk</p> 	<p style="text-align: center;">Geography</p> <p>The 'upper course' of a river</p> <p>Click on the link below to find about what happens to water during the first stages of its journey from the source.</p> <p>https://www.oddizzi.com/teachers/explore-the-world/physical-features/ivers/stages-features/upper-course/</p> <p>In your Showbie account have a go at answering the multiple answer questions on the upper course of a river!</p> 	<p style="text-align: center;">Computing</p> <p>Have a go at creating interesting designs using the coding programme, 'The Artist'</p> <p>https://studio.code.org/s/artist/stage/1/puzzle/1</p> 
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