

These activities have been put together as an addition to the packs that have already been sent home.

This is a *non-compulsory* set of activities and have been put together to provide a bit more structure to the day for those who feel they may benefit from it.

Year 4	Day 1	Day 2	Day 3	Day 4	Day 5
Sensory Activity	Just Dance: <a href="https://www.youtube.com/watch?v=gCzgcRelBA&amp;t=1s">https://www.youtube.com/watch?v=gCzgcRelBA&amp;t=1s</a>	Zumba kids: <a href="https://www.youtube.com/watch?v=ymigWt5TOV8">https://www.youtube.com/watch?v=ymigWt5TOV8</a>	Just Dance: <a href="https://www.youtube.com/watch?v=ri8rkTnCedU">https://www.youtube.com/watch?v=ri8rkTnCedU</a>	Zumba kids: <a href="https://www.youtube.com/watch?v=FP0wgVhUC9w">https://www.youtube.com/watch?v=FP0wgVhUC9w</a>	Just Dance: <a href="https://www.youtube.com/watch?v=lQxj2JcHEso">https://www.youtube.com/watch?v=lQxj2JcHEso</a>

This week, Mrs Kenning has provided some RE based activities for the children to work through.

1. Malala Yousafzai

I can retell the story of Malala Yousafzai's life. Write a letter to Malala Yousaf discussing your beliefs about education comparing them to her education. Research education of girls in other countries and compare it to their own education.

2. Dalai Lama

I can identify the Dalai Lama's beliefs. Create a story map about the Dalai Lama's life story. Find out some of his famous quotes and create a drawing to represent one of them.

3. Rabbi Jonathan Sacks

I can explore Rabbi Jonathan Sacks' beliefs. Write about why Rabbi Sacks thinks it is important to speak to people of different religions? Do you agree? Why? Why not? Think of ways in which you can respect people of different faiths, be they religious or non-religious.

4. Fauja Singh

I can explain how Fauja Singh's faith helped him. Children write the story of Fauja Singh as a biography or information text. Write about challenges that you have had to overcome so far in your life.

5. Bear Grylls

I can discuss what inspiration means. Find out about Bear Grylls. Select one thing that inspires you and create a labelled drawing explaining why it is inspirational. Write a list of what inspires you and turn it into a poem. Create a poster with advice about what to do if they find themselves lacking inspiration.

English	<p>SPAG Punctuating speech <a href="https://www.studyzone.tv/lessonID296-I-can-use-inverted-commas-to-punctuate-speech">https://www.studyzone.tv/lessonID296-I-can-use-inverted-commas-to-punctuate-speech</a></p> <p>Lesson 296 on Studyzonetv. <b>*TASK*</b> Complete the task assigned to the video. <b>*CHALLENGE*</b> Write your own short story using speech - don't forget the punctuation to go with it.</p>	<p>Pobble 365 (See image and text below) <b>*TASK*</b> Who do you think they are?  Why do you think they have had to leave home?  Where do you think they should go to find a new place to live?  How do you think they feel about having to move?  <b>*CHALLENGE*</b> Who do you think is inside the boat? Draw or describe who you have imagined.</p>	<p>Literacy Shed <a href="https://www.youtube.com/watch?v=CB20IzriSBE">https://www.youtube.com/watch?v=CB20IzriSBE</a></p> <p>Watch the clip and discuss what issues the boy may face in society (we have recently been studying stereotyping and discrimination during PSHE lessons).  <b>*TASK*</b> Children to write down all the ways in which stereotyping occurs using a spider diagram then branch off all the ways this can affect someone i.e. bullied for hair colour → low self-esteem, feeling unworthy, want to die their hair, change their appearance.</p>	<p>Extended Writing <a href="https://www.youtube.com/watch?v=CB20IzriSBE">https://www.youtube.com/watch?v=CB20IzriSBE</a></p> <p><b>*TASK*</b> Write a section of dialogue between Mum and the pet shop owner, perhaps she tells him why she wants that specific dog.  <b>*CHALLENGE*</b> Write the next chapter of the story - what happens between the dog and the boy? How does their relationship continue?  Remember to add speech in with the correct punctuation.</p>	<p>Spellings Homophones - words that sound the same but are spelt differently.  accept, except, knot, not, peace, piece, plain, plane, weather, whether.  Scrambled Words Write your words. Then write them again with the letters mixed up. Can you unscramble them again later?  Powerful words Vacant and nauseating  Write a story for each of the words - turn them into characters. Where is their journey going? What are they doing? What is their characteristics?</p>
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<https://www.youtube.com/watch?v=dFhVECegRqw>

Multiplying 3 digits by 1 digit.

**\*TASK\***

See questions below.

**\*CHALLENGE\***

$$\begin{array}{r} 1. \quad \_06 \\ \times \quad 2 \\ \hline 412 \end{array}$$

$$\begin{array}{r} 2. \quad 2\_0 \\ \times \quad 4 \\ \hline 1040 \end{array}$$

$$\begin{array}{r} 3. \quad \_95 \\ \times \quad 4 \\ \hline 1180 \end{array}$$

$$\begin{array}{r} 4. \quad 20\_ \\ \times \quad 4 \\ \hline 836 \end{array}$$

**\*TASK\***

See questions below.

**\*CHALLENGE\***

See below - work the questions out and mark as correct or incorrect.

Missing digits - think about what multiplies together to make the digit in the column / ends in that i.e. multiplying by 3 and the digit in the column is 2 with a 1 carried (12), the missing digit will be 4 (3x4).

**\*TASK\***

$$\begin{array}{r} 1. \quad \_06 \\ \times \quad 2 \\ \hline 412 \end{array}$$

$$\begin{array}{r} 2. \quad 2\_0 \\ \times \quad 4 \\ \hline 1040 \end{array}$$

$$\begin{array}{r} 3. \quad \_95 \\ \times \quad 4 \\ \hline 1180 \end{array}$$

$$\begin{array}{r} 4. \quad 20\_ \\ \times \quad 4 \\ \hline 836 \end{array}$$

$$\begin{array}{r} 5. \quad 35\_ \\ \times \quad 4 \\ \hline 1428 \end{array}$$

$$\begin{array}{r} 6. \quad 4\_2 \\ \times \quad 4 \\ \hline 1928 \end{array}$$

**\*CHALLENGE\***

See below

**\*TASK\***

Work out the answers to the questions and figure out whose answer is who.

It may be worth giving some fluency questions (calculations) to get 'warmed up'.

**\*CHALLENGE\***

Children create their own missing digit questions for someone else to answer. They can work them out first then take a digit out if they need to.

**\*TASK\***

<https://nrich.maths.org/5573/note>

**\*CHALLENGE\***

<https://nrich.maths.org/5950/note>



Most people don't believe in them. Especially grown-ups. Most people have never even seen them. Most people wouldn't even believe their own eyes if they had!

Whether you're a believer or not, I'm going to tell you about them anyway...

In many ways, they are exactly like us; they eat the same foods as us, speak the same languages as us and even enjoy the same things we enjoy. In fact, if you were to look at one under a magnifying glass, you would think they were identical to us. The only difference is that they are a hundred times smaller than us.

Their story begins on a dark and windy night. The full moon sat in the sky: a torch to guide them. Thunder rumbled above them like a laughing giant, and the waves lapped up against them like a cat's tongue hungrily exploring a plate of sardines.

They were forced to leave their homes forever, in search of a new beginning. The boat had been their saviour. However, crossing the pond was proving trickier than they had imagined...

$\begin{array}{r} 725 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 973 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 344 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 226 \\ \times 3 \\ \hline \end{array}$
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$\begin{array}{r} 575 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 897 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 919 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 843 \\ \times 5 \\ \hline \end{array}$
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$\begin{array}{r} 427 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 784 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 148 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 991 \\ \times 4 \\ \hline \end{array}$
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Tuesday CHALLENGE

7)	7	3		8)	8	6		9)	1	2	6		10)	3	7	8
<b>x</b>		4		<b>x</b>		3		<b>x</b>			4		<b>x</b>			8
2	8	2		2	5	8			4	0	4		2	9	6	2
	1				1				1	2				5	6	

Mark these calculations with a ✓ below if they are correct.  
If they are wrong put an ✗ and circle the part of the calculation where the mistake is.

7)		8)		9)		10)	
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Tuesday Maths TASK

$49 \times 3$	$8 \times 75$	$3 \times 55$
$71 \times 8$	$8 \times 31$	91 times 3
The product of 8 and 83	$46 \times 4$	$88 \times 4$

Wednesday CHALLENGE

- $$\begin{array}{r} 6\_3 \\ \times \quad \_ \\ \hline 1899 \end{array}$$
- $$\begin{array}{r} \_6\_ \\ \times \quad 5 \\ \hline 2330 \end{array}$$
- $$\begin{array}{r} \_5\_ \\ \times \quad 2 \\ \hline 906 \end{array}$$
- $$\begin{array}{r} 8\_4 \\ \times \quad \_ \\ \hline 3536 \end{array}$$

The children were each given a different multiplication to complete but forgot to write their names on their work. Calculate the answer to each multiplication. Then, read the clues carefully to identify which calculation each child completed.

Child	Clue	Calculation
Moirag 	The answer to my calculation is an even number.	
Polly 	The answer to my calculation is greater than 5000.	
Rocky 	The sum of the digits for the answer to my calculation is 16.	
Olga 	My calculation required no regrouping.	
Taj 	The answer to my calculation has a place holder.	

**A**

		2	1	3	
	*			3	

**B**

		9	8	9	
	*			7	

**C**

		5	9	4	
	*			8	

**D**

		9	3	8	
	*			8	

**E**

		3	7	5	
	*			6	