



## Leesons Primary School – Home learning Timetable

### Learning Project WEEK 2– Great Fire of London - Year 4

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (One text with tasks to be completed over the week)
<ul style="list-style-type: none"> <li>Week 2 of activities from Maths White Rose Hub. Watch the video tutorial for each day and then complete the tasks on paper or in an exercise book.</li> <li>Daily practise of Times Table using PiXL, Daily 10 or Collins Connect (see links below)</li> <li>Arithmetic test paper 2b</li> <li>Additional resources if needed</li> </ul> <p>-Classroom secrets pack – 3-4 pages for learning -Maths Workbook – Week 2</p> <p><b>Links</b> Maths Lessons for the week <a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a></p> <p>Modelling sessions to explain how the digits move <a href="http://resources.hwb.wales.gov.uk/VTC/phase4_20030829/Mathematics/Keystage2/Numbers/Tenthsandhundrede/Introduction/whiteboard2.htm">http://resources.hwb.wales.gov.uk/VTC/phase4_20030829/Mathematics/Keystage2/Numbers/Tenthsandhundrede/Introduction/whiteboard2.htm</a></p> <p><u>Further practise</u> <a href="https://mathsframe.co.uk/en/resources/resource/399/Archery-Arithmetic-Multiplication">https://mathsframe.co.uk/en/resources/resource/399/Archery-Arithmetic-Multiplication</a> - you can select the appropriate age range <a href="https://mathsframe.co.uk/en/resources/resource/544/S-tone-Age-Stu-Times-Tables">https://mathsframe.co.uk/en/resources/resource/544/S-tone-Age-Stu-Times-Tables</a> <a href="https://mathsframe.co.uk/en/resources/resource/563/Snowball-Smash">https://mathsframe.co.uk/en/resources/resource/563/Snowball-Smash</a> - <a href="https://mathsframe.co.uk/en/resources/resource/546/Match-the-Maths-Wall">https://mathsframe.co.uk/en/resources/resource/546/Match-the-Maths-Wall</a> range of topics to choose from to practise their knowledge</p> <p>Lots more games can be found at <a href="https://mathsframe.co.uk/">https://mathsframe.co.uk/</a></p>	<ul style="list-style-type: none"> <li><u>Task 1</u> Read the text together (Reading Non Chronological report) –Discuss the vocabulary and learn the meanings of unknown words. Ask the children <b>What do you like? What do you dislike? What don't you understand? What else does it remind you of?</b> Discuss the layout and structure – eg subheadings, tense, fact or fiction. –</li> <li><u>Task 2</u> Scan through the text and locate/list/highlight all the numbers which are written (either as a numeral or as a digit)</li> <li><u>Task 3</u> Write 10 questions which you would like to ask an animal expert about sharks, crocodiles/alligators or spiders.</li> <li><u>Task 4</u> Answer these questions about the text.               <ol style="list-style-type: none"> <li>1) True or False? Crocodiles are reptiles.</li> <li>2) Why do you think the words meat – eating animals is written in brackets?</li> <li>3) Why do alligators swish their tail when they are in the water?</li> <li>4) Find and copy one word which shows that the Nile crocodile protects the eggs for 3 months.</li> <li>5) How many types of sharks are there?</li> <li>6) Why is the Mako shark so fast?</li> <li>7) Write 3 facts about the Great White Shark?</li> <li>8) How many types of spiders are there?</li> <li>9) True or False? All spiders make webs.</li> <li>10) Which animal would you most fear? Explain your answer using evidence from the text.</li> </ol> </li> </ul> <ul style="list-style-type: none"> <li>Additional resources if needed -English Workbook - Week 2</li> </ul>
Weekly Spelling Tasks (Aim to do 10 minutes per day)	Weekly Writing Tasks (Aim to do 1 per day) Linked to Great Fire of London
<ul style="list-style-type: none"> <li>Look at the word lists (clued spelling) which have been sent previously. Choose 5 words you find difficult to spell</li> <li>Practise writing these over and over again – then be tested – Once you have spelled it right 4 times then you can tick it off the list.</li> <li>Practise writing it neatly using <a href="https://www.teachhandwriting.co.uk/route-d-letter-choice-4-ks2.html">https://www.teachhandwriting.co.uk/route-d-letter-choice-4-ks2.html</a></li> </ul> <p>Further practise: <a href="https://spellingframe.co.uk/">https://spellingframe.co.uk/</a></p>	<ol style="list-style-type: none"> <li>1) Write a newspaper article about the Great Fire of London – don't forget to include a direct quote from an eyewitness and include “,”</li> <li>2) Write an acrostic poem using the title The Great Fire– plan it, write it, edit and present.</li> <li>3) Write a non-chronological report about the fire – include sub headings and facts – See reading for example – key features guidance also included.</li> </ol> <p><b>Links</b> -Features of a newspaper - <a href="https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt">https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt</a> -A video animation of the events-</p>

<https://www.youtube.com/watch?v=Er3GKw8Z3R4>

-An e-book

<https://www.twinkl.co.uk/resource/tp-l-52268-the-great-fire-of-london-sammy-the-street-dog-ebook>

Here is the code to help you access this resource [www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer) and enter the code UKTWINKLHELPS

-Great Fire of London game

<http://www.fireoflondon.org.uk/game/>

### **Vocabulary you can use in your writing**

engulf, encircling, suffocating, creeping, skulking, embers, flocked, wares, constables, Thomas Bludworth, fanned, wafted, tore, consumed, raging, singed, fleeing, bewildered, hauled, desperation, malicious, inferno, annihilation, shrieking, venturing St. Paul's Cathedral, explosions, bone dry, gunpowder, glowing, collapse, combustible

### **Vocabulary you can use in your Maths**

Decimal decimal point fraction tenths hundredth divide place value smaller

## **Learning Project - to be done throughout the week**

**Here are additional tasks which the children can undertake linked to our curriculum.**

**Let's Wonder:** Why are our teeth different shapes and sizes?

<https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zsp76yc>

Watch the video which explains about the different types of teeth, where they are in the mouth and what their jobs are.



If possible - challenge the children to use plasticine to make their own jaw with teeth of the correct type in the correct position. Each of the type of teeth can be labelled with its function.

If they do not have plasticine or something similar, they can draw the teeth or use the sheet provided.

Can they look into an adult's mouth and draw their teeth? What differences do they notice?

<https://www.childrensuniversity.manchester.ac.uk/learning-activities/science/teeth-and-eating/build-a-mouth/> has interactive build a mouth game

<https://kidshealth.org/en/kids/teeth-movie.html?WT.ac=en-k-htbw-main-page-d> – further video and quiz

**Let's Create:**

Continue to create an image which depicts The Great fire of London – Here are some ideas – It could be 3D or 2D – plan it before and then make it –

**Be Active:**

[Go Noodle](#) or Joe Wicks with the family or have a family workout. Fancy a dance? There are lots of dance videos they could try. [Dance](#). Maybe try some [Yoga](#). **Recommendation at least 2 hours of exercise a week.**



**Time to Talk:**

Perhaps they could play a board game (see Great Fire of London board games), face time a member of their family they have not seen this week, enjoy a family indoor picnic or have a family dinner.

**ICT:**

**Learning to code – Use Scratch –**

<https://scratch.mit.edu/projects/editor/?tutorial=getStarted> – this shows how to animate a name –

There are task cards which help with step by step guidance. The first 16 pages instruct how to animate a name – Be creative and see what you can do.



## **Additional learning resources parents may wish to engage with**

<http://www.pobble365.com/> - look at and discuss the picture of the day

<https://www.themathsfactor.com/> additional maths learning and resources

<https://stories.audible.com/start-listen> - listen free to audio books

**The Year 4 Teaching Team**