

Tasks for this week for Kestrels / Condors

15 June 2020

Subject area	Activity	Location	Save or send in?	Done Yes /No
Maths	<p>Shape and Symmetry week 2 This week the lessons are online – please see separate letter in pack.</p> <p>Times tables - TTRock stars app Please see important letter in the folder.</p>	<p>Folder</p> <p>App</p>	<p>In book</p> <p>Automatic</p>	
Literacy	<p>Zoo by Anthony Browne This week you are going to read Zoo by Anthony Browne and undertake activities relating to the book.</p> <p>Grammar – we will be looking at adverbials.</p> <p>EVERYTHING YOU NEED IS IN THE ENGLISH FOLDER IN THIS WEEK'S PACK</p> <p>Spellings – this week we are revisiting spellings already set. This has been set as a 2Do on Purple Mash. Please practise daily and on Friday test yourself by having a go without looking at the word first.</p>	<p>Folder</p> <p>Folder On line</p> <p>Folder</p>	<p>In book</p> <p>In book and save</p>	
Science	<p>Teeth First watch the short video_ https://www.youtube.com/watch?v=dpZ0Nv3uZqw 1.Types of teeth - Complete Teeth Labelling 2. Structure of a Tooth – for this activity you need to cut out the different parts of the tooth and colour them appropriately before sticking them in layers to create a tooth. ANSWERS ENCLOSED</p>	<p>Online</p> <p>Folder</p>	<p>In book</p>	
Theme	<p>The Ancient Egyptians – Newspaper Week 3 You have already started your Egyptian Newspaper. You are the editor of the newspaper and at the end you will have to decide where each article, picture etc goes in your newspaper. You can do each piece of work on a separate piece of paper and keep them safe for later – the size of each item may vary. This week we would like you to think about the Puzzles page (you can draw this or download it from the internet). We have enclosed examples for you to look at. It could include a word search, a crossword, quiz, spot the difference etc . Remember to base the puzzles on the theme of Ancient Egypt. If you need paper you can collect some from the school office.</p>	<p>Folder</p>	<p>Paper</p>	
Geography	<p>Continents and seas and oceans of the world We have enclosed a blank map of the world. We would like you to carefully label and shade the continents and the seas and oceans of the world.</p>	<p>Folder</p>	<p>Book</p>	
French	<p>Sport</p>	<p>Folder</p>		

Music	<p>Clap to the pulse of a song Follow the online lesson. https://classroom.thenational.academy/lessons/to-clap-to-the-pulse-of-a-song-in-3-and-4-time-7cd951</p>			
PE/active lives	<p>Athletics (hurdling) and Target practice Please see PE sheet in the folder You can also look at: https://www.teambedsandluton.co.uk/getting-active-at-home</p>	Folder		
Outside if you can	<p>See ideas on 'Non-screen Activities you can do at home' sheet included in the folder.</p>	Folder		

Athletics

Hurdles

Equipment: Lines e.g. garden canes / rolled newspaper/ egg boxes. 'Hurdles' - e.g., cereal boxes / cushions /rolled yoga mats. Marker spot

Warm up. Place a marker about 5m from your start point.
Jog to the marker and back. Skip. Kick bottom with heels. Side step. Stride step. High knees. Sprint as fast as you can, touch the marker and return.




Jumping Place a line down. 2 - 2 jump side to side over the line using a 2-footed jump. 2 - 1 now jump from 2 feet to land on 1 foot, now try land on the other foot. 1 - 2 run and take-off from 1 foot and land on 2 feet. 1 - 1 Place the line further away from your start line. Run fast and take-off from 1 foot and land on 1 foot - this is a leap.



Hurdling Place one line 6 steps away from your start point, then another 6 steps further on. Run fast and leap over the two lines.
E - add another two lines and race to the finish.
H - raise the height of your hurdles using cushions, rolled mats or boxes



 **Leading leg** Run over 4 lines. Now ask someone to watch you leap or even better video you hurdling.
To be the best hurdler it is important that you always take off from the same leg and that one leg, left or right always *leads* you over the hurdles.
Move the hurdles a little until you lead with the same leg each time - even when you are running your fastest!



Target Practise

INDOORS / RAINY GAMES

Equipment: all the paired socks in your house, turned in, to make balls.

	TOP TIPS
<p>STING 2 players + Hold as many sock balls as you can. Chase someone around the house and try to 'sting' them with a hit. Play until you have thrown all of your 'stings'.</p>	<p><i>Watch the targets' hips.</i></p>
<p>TARGET 1 player + Make a circular target on the floor. Take 3 large steps away from the target. How many socks can you throw into the target in 1 minute? E - make the target bigger. H - take another 3 steps away from the target.</p>	<p><i>Use an underarm throw.</i></p>
<p>TARGET 2 1 player + Make a target at one end of the room - form a pyramid of cups or place a large teddy. Using an overarm throw try to hit the target with your sock ball.</p>	<p><i>Stand with your opposite foot forward, start with the sock behind your head.</i></p>
<p>CURLING 1 player + Place a target on the floor near the end of the room (a tiled or wooden floor is best). You have 3 sock balls (one colour) and so does player two (another colour). Slide your sock to land as close to the target as possible. If one of your partner's sock balls is close to the target you can knock it out of the way with your sock ball.</p>	<p><i>Start with your sock ball on the floor. Use a 'backhand' movement to slide the ball away from you.</i></p>
<p>CURLING 2 1 player + Use a kitchen table for this game. Start at one end of the table. Slide your sock ball to land at the far end of the table - without falling off. The winner is the person whose sock ball lies closest to the edge of the table.</p>	<p><i>Have a few practise 'slides' to see how much friction there is between the table and your sock ball</i></p>
<p>STEP - UP Stand at the bottom of your stairs. Throw a sock ball to land (and remain) on the first step. If your sock ball stays on the step score 1 point. Now you are allowed to move on and aim for the second step. If you sock lands and stays on the second step, score a point and move to step three.</p>	<p><i>Use a an underarm throw</i></p>
<p>STEAL 2 players + Place all the sock balls in the middle of the room. Each player has two 'home' cushions. These should be placed anywhere in the room but equal distance from the sock pile. On 'go' collect <u>one</u> sock ball at a time and place on your cushions. See who collects the most. Game II after all the socks have gone from the centre you have 10 seconds to 'steal' socks from other player's cushions. Game III add a points system using the different sock colours.</p>	<p><i>Keep your knees bent and legs wide, to give a balanced position</i></p>

Year 4 Summer Term – 15th June 2020

Printed versions of the learning pack are available from the school office from Monday morning. If you need one, please let us know via the year 4 email address so that it can be ready for you. year.4@toddstg.co.uk

Thank you for your continued support with your children's learning at home. To offer all Year 4 children, whether in school as parents are keyworkers or at home, the same learning opportunities in preparation for their move to year 5, this week's learning pack has been planned in the same way as last week. The **Maths and Literacy** has been planned as daily learning and it is therefore important that you follow the daily learning plan. All other learning areas are unaffected by these changes.

Maths – the lessons are designed to stretch even the most able Year 4 pupils so please let your child work at their own pace. We do not expect all children to complete all of the activities. All of the activities are in the pack.

We ask that, if possible, you send a photo of some of your child's Literacy and Maths work so we can see how they are getting along. If you have any queries or questions please contact us on the email – year.4@toddstg.co.uk, and we will try and help.

Readathon – Mrs Spencer sent a letter about this last week. We look forward to seeing your videos of you reading. Don't forget to tell us whether we can put it on the website!

Times Tables Rockstars – please read the letter enclosed with this week's pack.

Please remind children to write the date and title at the beginning of a piece of written work, in the same way as they would in school.

All 2Do tasks on Purple Mash have been given a start and end date (15/06/20 – 21/06/20), children will not be able to access them until the start date and they will need to be completed on, or before the end date.

ZOOM MEETINGS

We really enjoyed seeing those children who manage to access the meetings on Monday, and look forward to seeing all the children again. For this week's meeting (details below),

Kestrels meeting at 11a.m. on Monday

Meeting ID: 756-6522-2265

Password: kestrels

Condors meeting at 11 a.m. on Monday

Meeting ID: 393-401-3200

Password: Condors

TODDINGTON ST. GEORGE CHURCH OF ENGLAND SCHOOL

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June 2020

Dear Parents and Carers,

TT Rockstars

Thank you for your support with all things times tables this year! Special thanks too for encouraging your children to log in and practise their learning on Times Tables Rock Stars. We know that many of you have been enjoying using TT Rock Stars, particularly throughout this period of home learning.

We're planning ahead for delivery of times tables next year and hope to capture a record of where the year 4s are at now.

So on Wednesday 24th June, we ask that you create a quiet environment for your child to login to TT Rock Stars and concentrate while they are guided through two Sound Check games. Both games should be given their best shot and will last a total of 5 minutes. Then it's back to TT Rock Stars as usual!

Please make a note in your calendar.

If you have any questions, please send them to year.4@toddstg.co.uk.

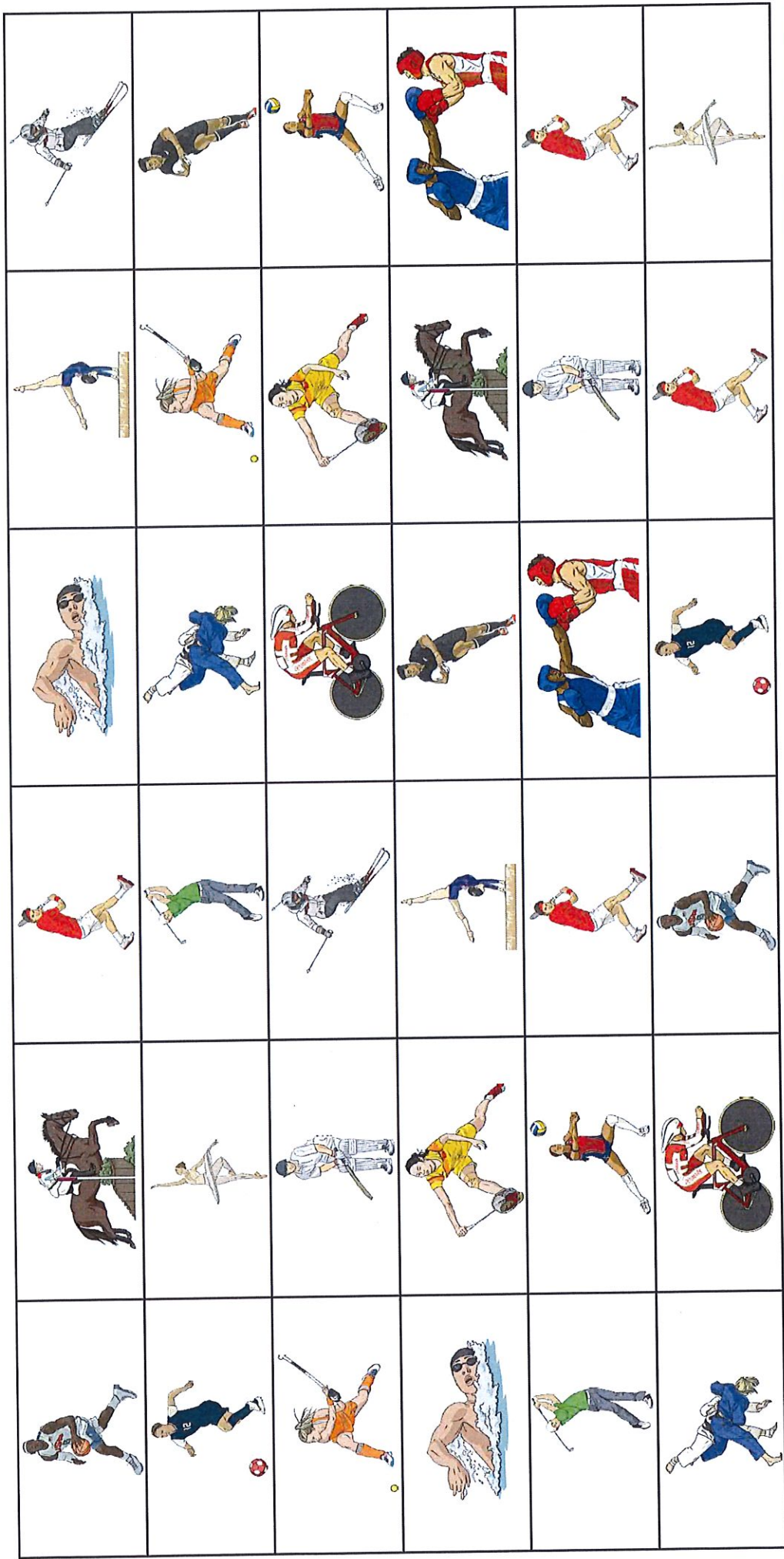
Kind regards,

The Year 4 Team

Sport Connect Four

Instructions

Play this game in pairs. Players take a set of coloured counters each. Player one chooses a space, names that picture using the correct French word and covers it with their counter. Player two does the same. Play continues until one player has four counters in a row.



Un petit peu de français

Year 4 – Bonjour!

Last week we practised all our sports vocabulary by offering our opinion of whether we liked the sport or not.

“Tu aimes... ?” and **“Oui, j’aime....”** or **“Non, je n’aime pas...”**

Here’s that video link again

<https://www.youtube.com/watch?v=1oMfu-NFVTE> Talking about sport in French J’aime/je n’aime pas

Listen and read along yet again.

Stop the clip after .28 seconds and read the three questions on the screen.

“Tu aimes le sport?” “Do you like sport ?”

“Qu’est ce que tu aimes faire?” “What do you like to do ?”

“Qu’est ce que tu prefers?” “What do you prefer ?”

Ecoutez bien and practise asking these questions.

You can already answer the first from what you learned last week using

“Oui, j’aime....” or **“Non, je n’aime pas...”**

There’s more to an opinion than liking or disliking. So this week we’ll move on to the third question talking about our preferences.

Stop the clip again after 1.33 minutes. You’ll see the question and answer..

“Qu’est ce que tu prefers?” “What do you prefer ?”

“Moi, je prefere le tennis, et toi?” “Me, I prefer tennis, and you ?”

“Tu prefers le foot ?” - “Do you prefer football?”

“Tu prefers le tennis ou le basket” “Do you prefer tennis or basketball ”

“Je prefere....” “ I prefer ...”

These are really useful phrases to practise.

Take a look at the **French sports word mat** to remind you of the vocabulary.

Can you answer the question... **“Qu’est ce que tu prefers?”**

Remember, use “Je prefere....?”

Now take a look at the **Sports – Connect Four Sheet**. Have a go either on your own or better still with a partner to see if you can complete a row of four or better still, a whole line of sports in French always remembering to use the phrase “Je prefere ...” before the sport .

Then use the pictures to make up at least 10 different preference questions using

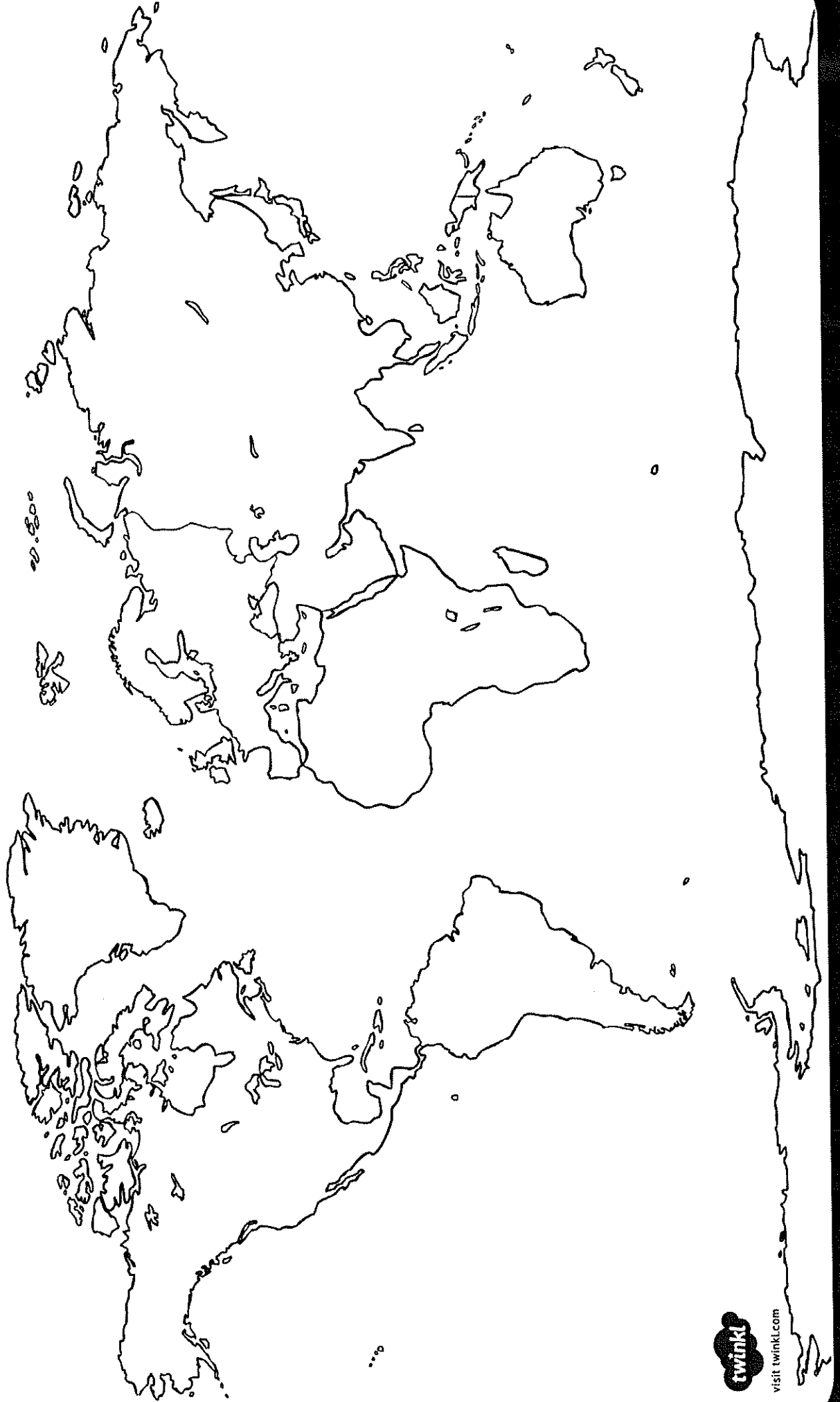
“Tu preferes.....ou.....?”

Remember to use the videos to help you with the pronunciation.

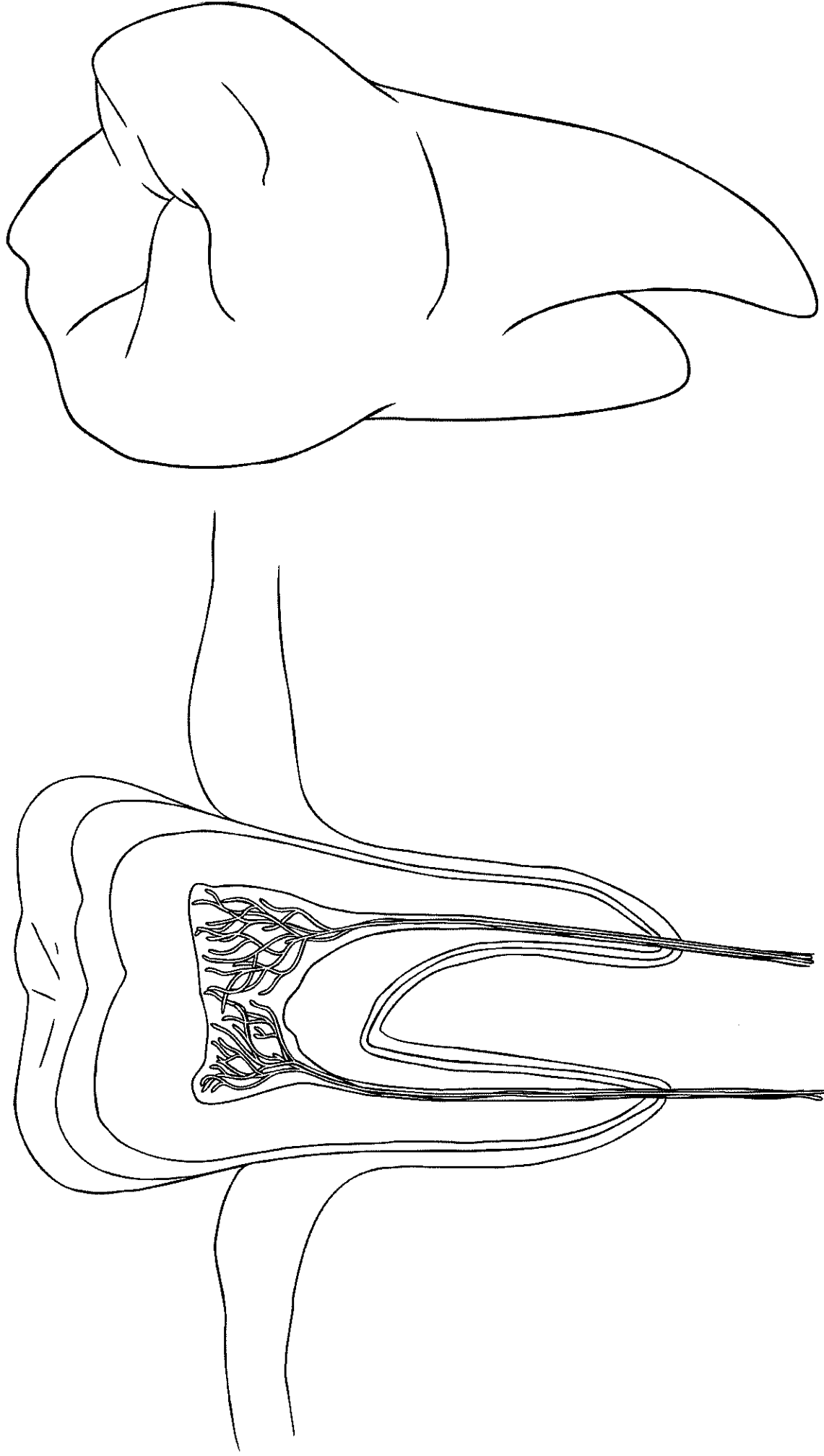
As “un defi” this week why not have a go at writing out the sentences or even a conversation between two people about their likes, dislikes and preferences in Sport?

Bonne Chance

World Map

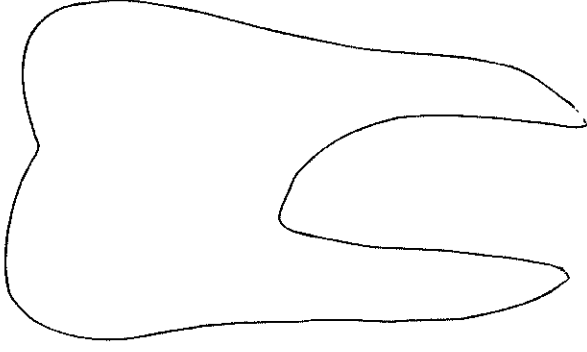


Human Tooth Cut and Stick

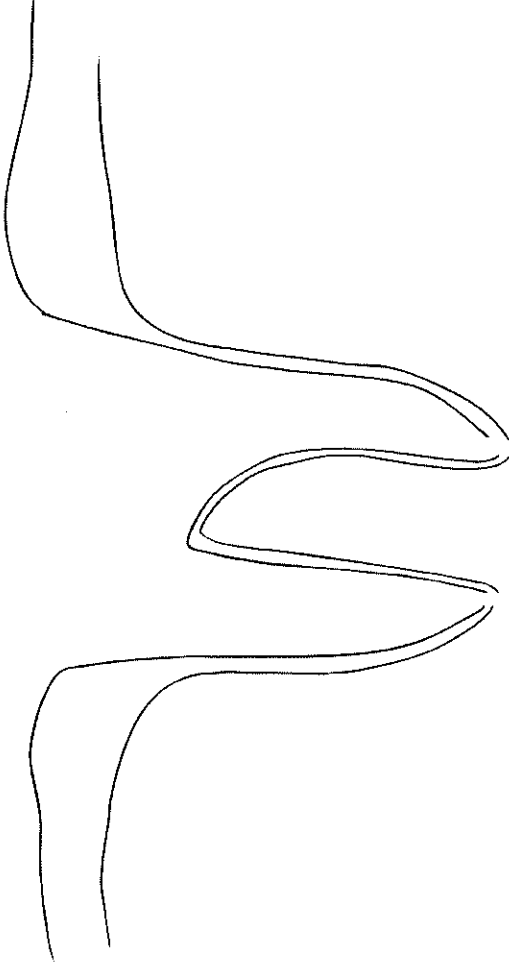


Human Tooth Cut and Stick

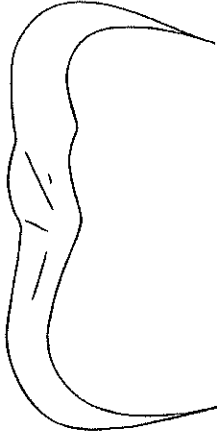
dentine



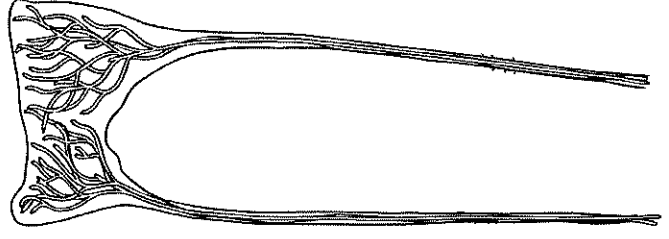
gum



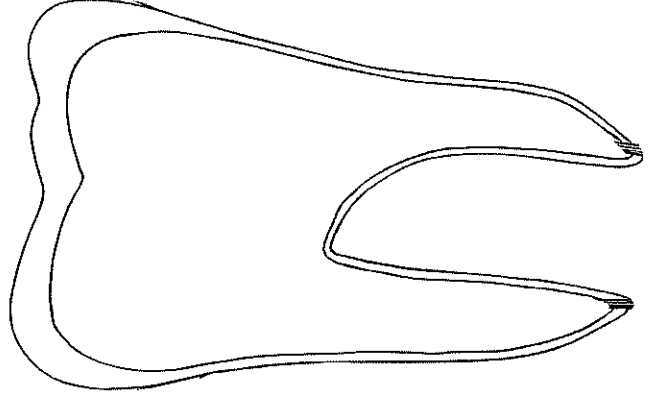
crown



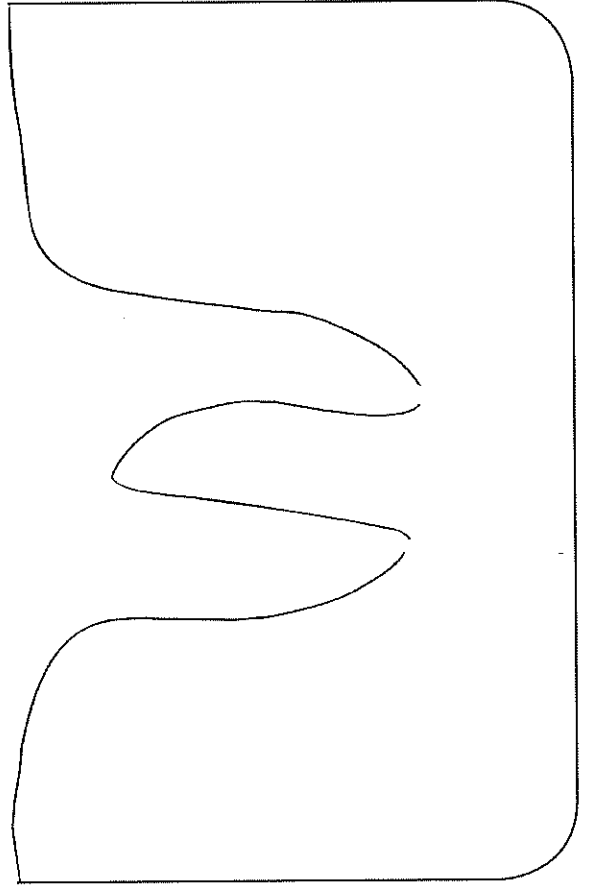
**pulp, blood vessels
and nerves**



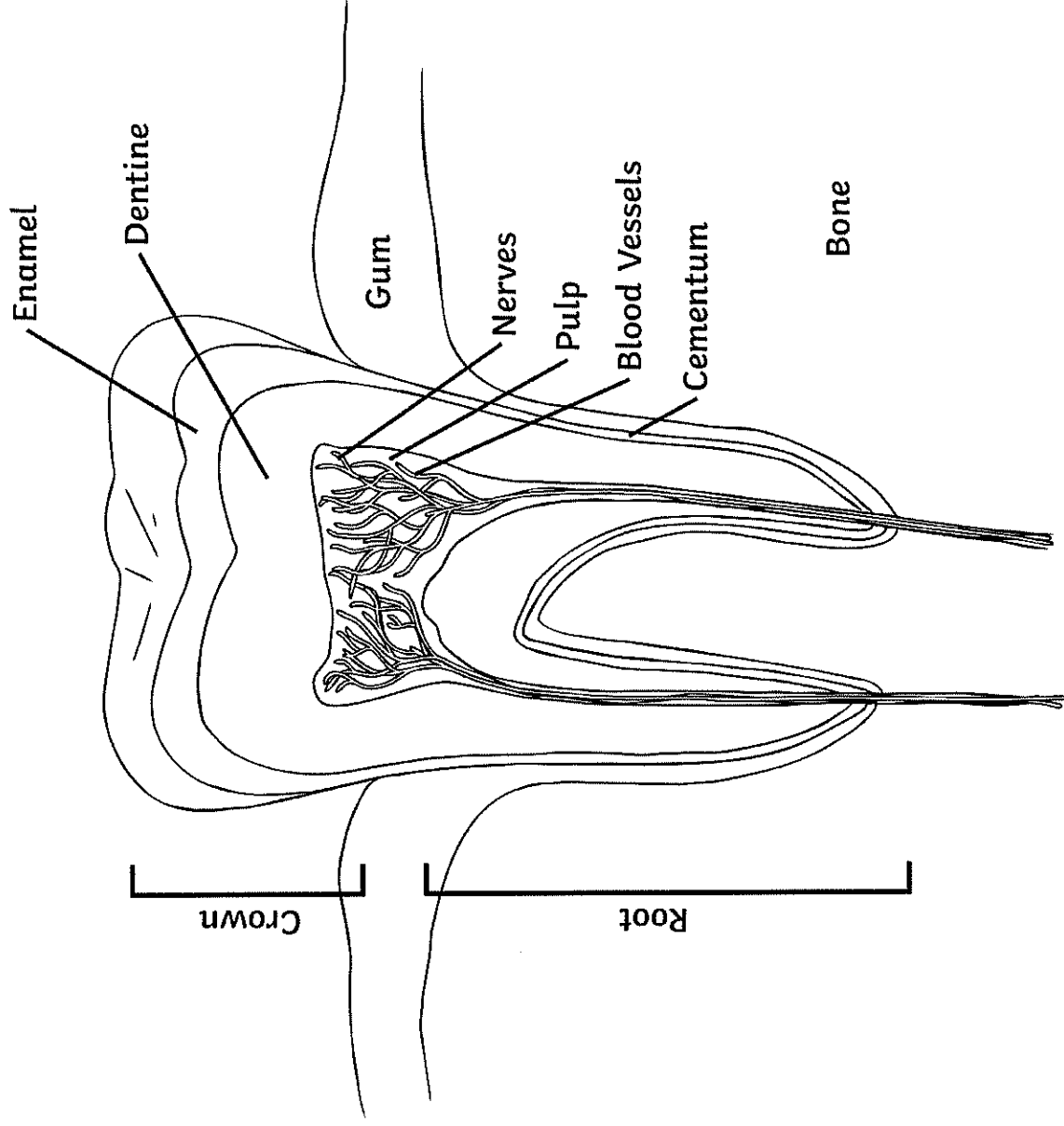
enamel and cementum



bone

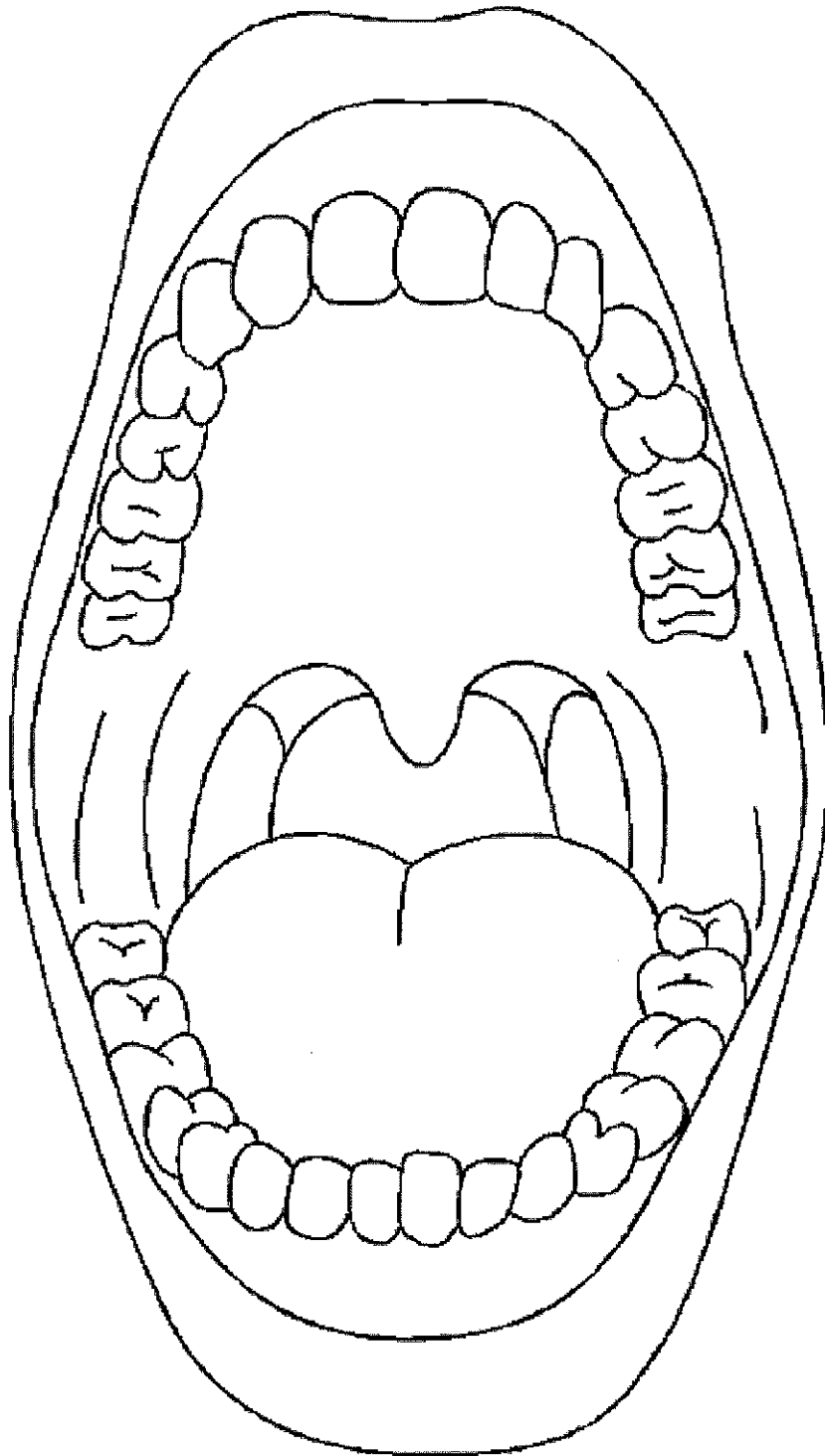


Human Tooth Cut and Stick Answers



Label the types of teeth in the human mouth.

Label the different types of teeth.



All you have to do is answer the following 20 questions, and send them to us by the first day of the third week of the first month of Akhet, 1334BC. The first correct entry to be pulled from our bag will WIN THIS BOAT.

No cheating now!



TWENTY QUIZZICAL QUESTIONS

- 1) What did Ramesses III do to the Sea People?
 - a) bought them all ice cream; b) smote them good and proper; c) sold them chariot insurance.
- 2) Which sacred pet likes to have mice for lunch?
- 3) Thilly thothage or divine intellectual thenthation?
- 4) What do you see in your dreams?
 - a) the future; b) the past; c) the present.
- 5) Hrglyphs dnt hv ths...
 - 6) Egyptian civilization (not to mention our floods, boats and crocodiles) would never have happened without which river?
- 7) Ancient Egyptians add up to 10,000 with one of these:
 - a) severed finger; b) flowery squiggle; c) sun-powered pocket calculator.
- 8) This royal he was really a shel
 - 9) Big pointy-topped things where pharaohs were buried, which were made with millions of limestone blocks, and built by 100,000 workers.
 - 10) Fashionable headwear for sweet-smelling parties:
 - a) hollowed-out crocodile head; b) perfumed fat cone; c) miner's hat with built-in torch.
 - 11) Sun god who was eclipsed during the reign of King Tut.
 - 12) This Egyptian capital was named after a city in Tennessee, USA – or was it the other way around?
 - 13) Which flying ingredient is part of a cure for baldness?

Is it:

 - a) the pilot's seat from a Boeing 747 (boiled and diced); b) the vertebra of a crow (crushed); c) the iron head on the tip of an arrow (melted).
 - 14) Urns for your organs.
 - 15) They kept the Hyksos awake with their bellowing.
 - 16) You might have this cut off for stealing a shepherd.
 - 17) It waddles, lays eggs, says honk and hiss, and you can eat it.
 - 18) A marsh reed which is essential for writing.
 - 19) They were Egypt's first invaders.
 - 20) Workers on Ramesses III's tomb went on strike because:
 - a) they wanted to watch a football match; b) they wanted to bring down the government; c) they hadn't been paid their wages.

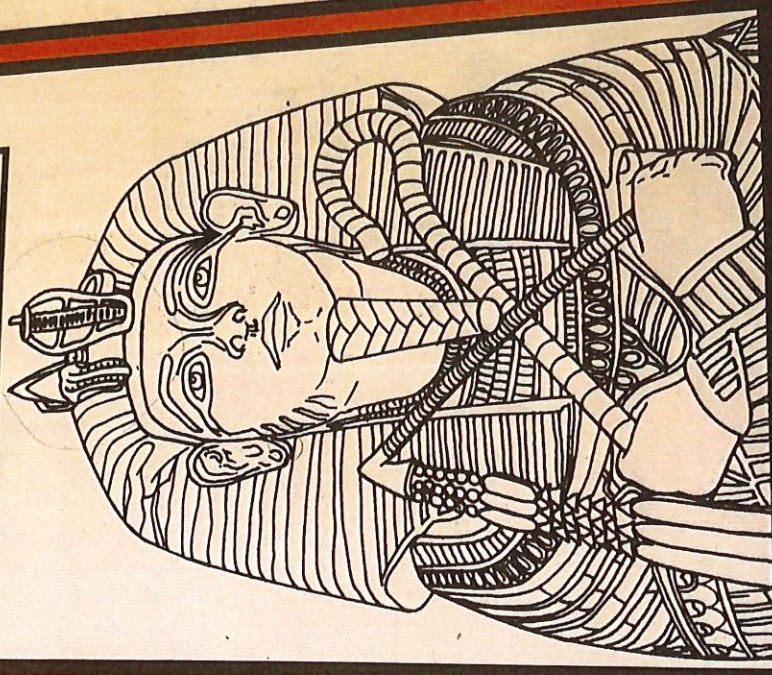
SPOT THE DIFFERENCE

Our artist has drawn two almost identical pictures of King Tut. One was drawn before noon, the other after a large lunch consisting of three jars of wine, two pitchers of barley beer, three olives and a couple of peanuts. There are nine crucial differences. Can you see what they are?

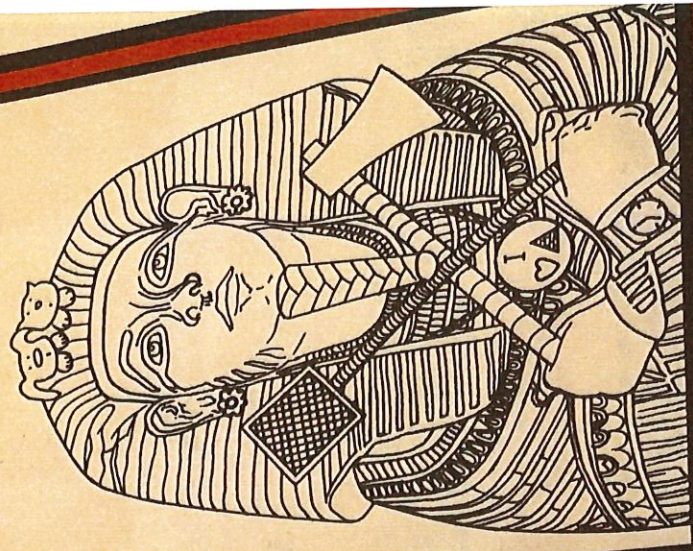
Spot the difference

Vulture and snake on hat replaced by dog (1) and cat (2). Right eyebrow missing (3). Nose replaced by fryswater (6) and axe (7). "I love pyramids" badge on chest (8). Watch on left wrist (9).

KING TUT I



KING TUT 2



Small ads

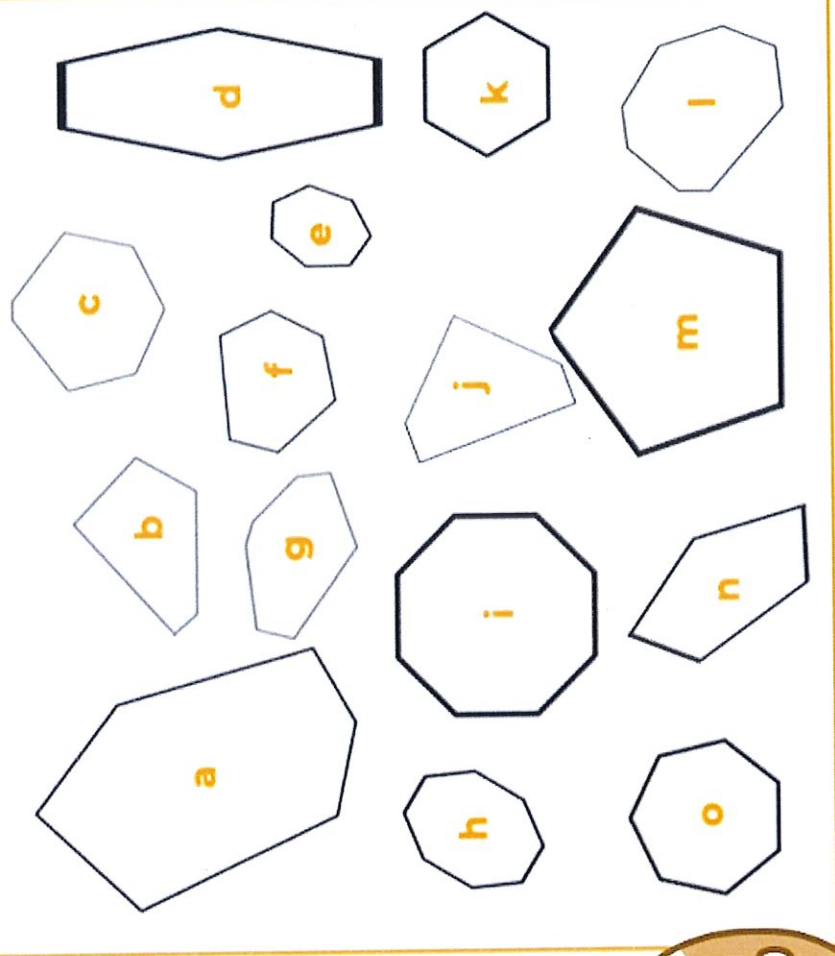
THE WORLD OF WORDS

Main Task

Have a partner pick a shape. You must ask questions that have Yes/No answers to try and figure out which shape it is.

QUESTIONS YOU CAN USE:

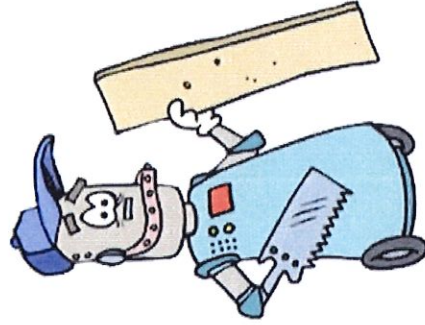
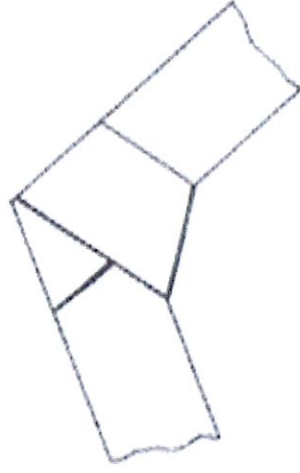
- Is it a regular shape?
- Is it an irregular shape?
- Does it have ____ vertices?
- Does it have ____ sides?
- Does it have parallel lines?



Challenge

Exploring shapes by folding

Take a piece of rectangular paper (A4 is best).
How small can you make it by folding?
How many different sorts of triangle can you produce by folding?
Can you produce four identical triangles?

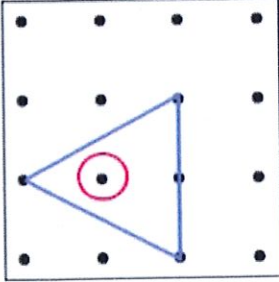


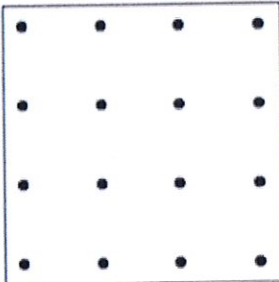
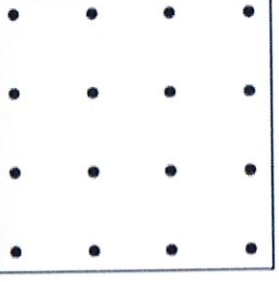
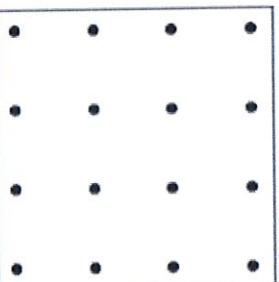
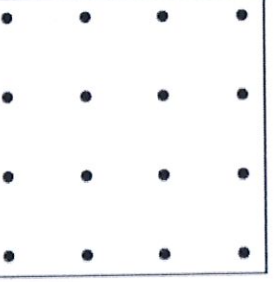
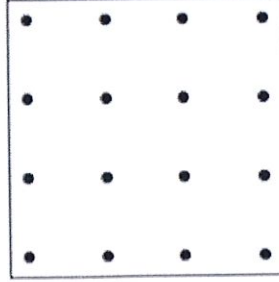
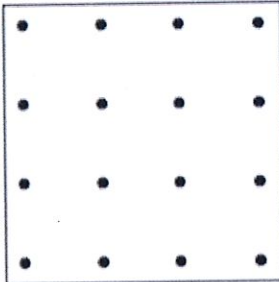
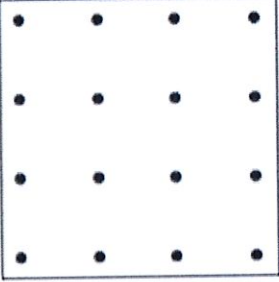
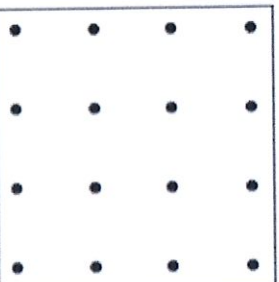
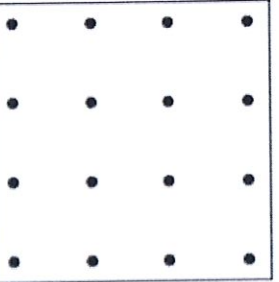
What is the quickest way to produce a square?
Can you make other quadrilaterals by folding?



Triangles investigation


How many different triangles can you make that have a single dot in the middle of them, using the dotty grids below?

EG: 


Shape Properties

Can you complete the properties of these 2-D shapes? An example has been done for you.

Draw it	Name it	Parallel sides	Features of sides	Angles/ Vertices
	Scalene triangle			
	parallelogram			
				
		none	2 of 3 sides are equal	

Shape Properties

Can you complete the properties of these 2-D shapes? An example has been done for you.

Draw it	Name it	Parallel sides	Features of sides	Angles/ Vertices
	square	2 sets of parallel sides	All 4 sides are equal	4 equal angles right angles
	oblong			
	trapezium			
			All 3 sides are equal	

11



Maths W/C 15 June 2020

Shape and Symmetry week 2

This week you will continue learning about Shape and Symmetry. Like last week, you will be following online lessons and doing the activities in the lesson for which you will find the worksheets in the pack with relevant day in the title.

Monday

L.O. to compare and classify 2D shapes

Follow the online lesson <https://classroom.thenational.academy/lessons/to-compare-and-classify-2d-shapes/>

Tuesday

L.O to compare and classify quadrilaterals

Follow the online lesson <https://classroom.thenational.academy/lessons/to-compare-and-classify-quadrilaterals/>

Wednesday

L.O. to compare and classify right-angled and equilateral triangles

Follow the online lesson <https://classroom.thenational.academy/lessons/to-compare-and-classify-right-angled-and-equilateral-triangles/>

Thursday

L.O to compare and classify isosceles and scalene triangles

<https://classroom.thenational.academy/lessons/to-compare-and-classify-isosceles-and-scalene-triangles/>

Friday

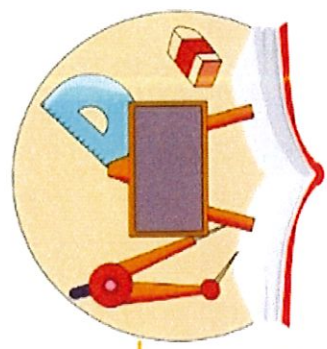
L.O. to solve problems based on triangles and quadrilaterals

<https://classroom.thenational.academy/lessons/to-solve-problems-based-on-quadrilaterals-and-triangles/>

Main Task - 2

How many different SCALENE triangles can you make on these 4x4 grids?

The image shows a large 4x4 grid of dots. A vertical line and a horizontal line intersect at the center, dividing the grid into four 2x2 quadrants. Each quadrant contains a 2x2 sub-grid of dots.



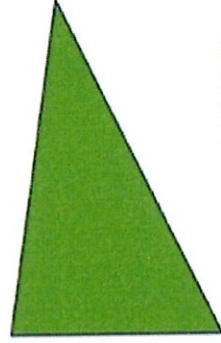
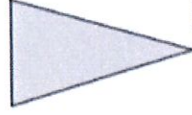
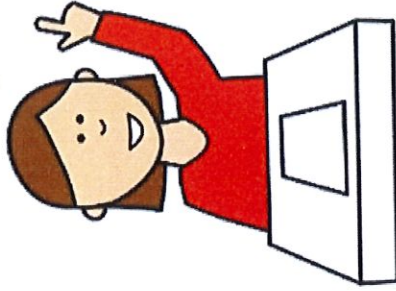
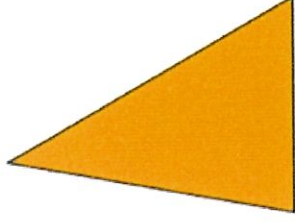
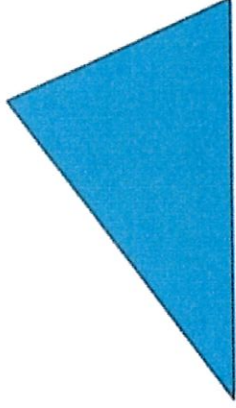
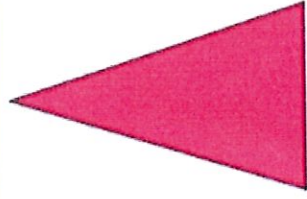
Main Task - 1

How many different ISOSCELES triangles can you make on these 4x4 grids?

The image shows a 4x4 grid of dots. A vertical line and a horizontal line intersect at the center, dividing the grid into four 2x2 quadrants. In the top-right quadrant, there is a circular inset containing a desk with various geometric tools: a ruler, a pencil, a compass, and a protractor.

Moving On - isosceles or scalene?

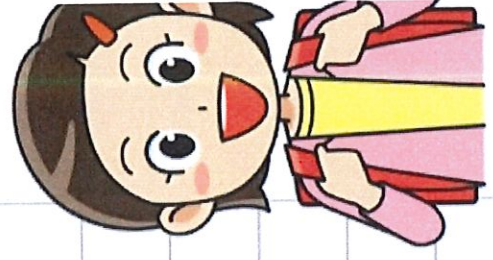
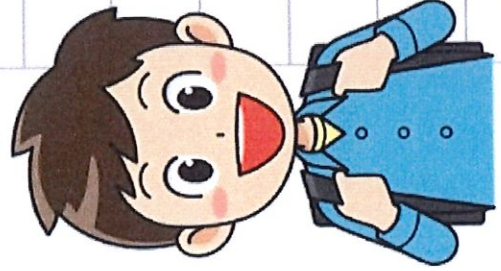
Name the triangles below with the type they are. Be careful with spelling.



To Start

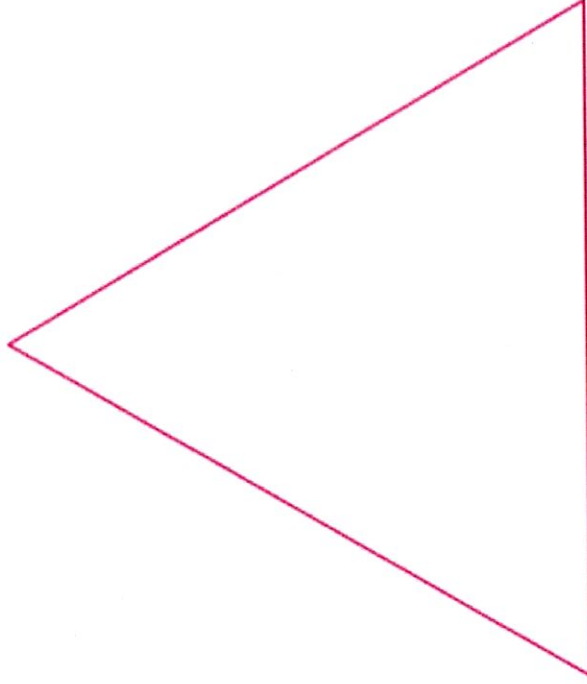
Take a look at the sequences below, can you complete them by filling in the missing numbers and saying the rule. The first one has been done for you.

Sequence	Rule
25, 30, 35, 40, 45, 50	Adding 5 every time
—, 108, 110, —, —, 116	
800, 400, 200, —, 50, —	
13, —, —, 25, 29, —, 37	
416, 404, 392, —, —, —	
15.8, 15.6, 15.4, —, —, 14.8	

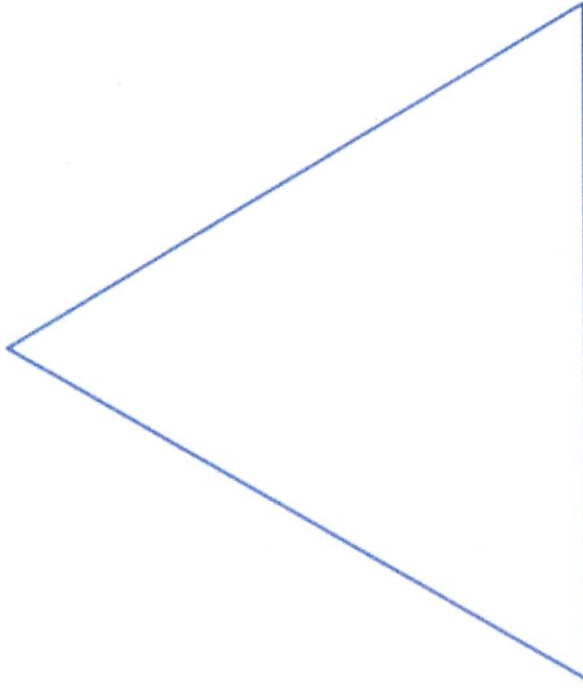


Challenge - Triangles

Can you split the large equilateral triangle up into 5 identical equilateral triangles?



Can you split the large equilateral triangle up into 6 different triangles?



Main activity - Triangles

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Draw an equilateral triangle with a perimeter of 6

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Draw a right angled triangle with 1 side measuring 4 cm

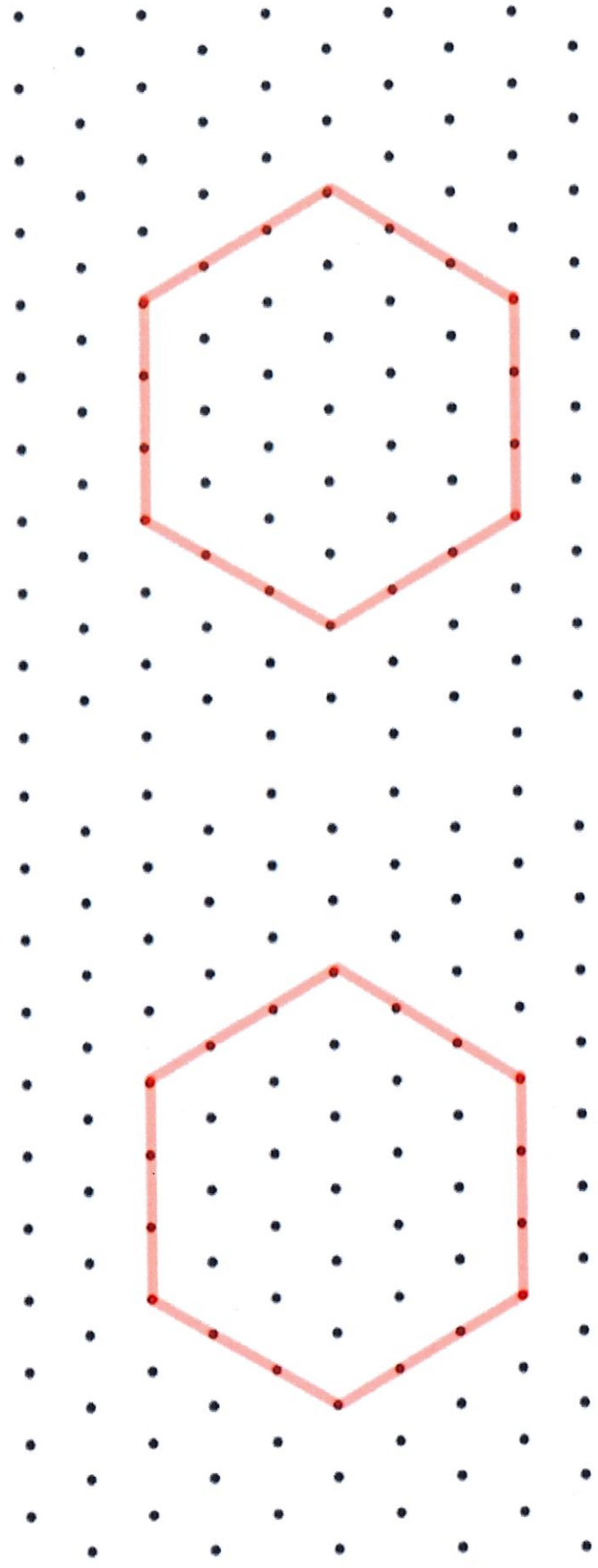
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Draw an equilateral triangle with a perimeter of 18



Moving on

How many equilateral triangles can you make inside this regular hexagon?



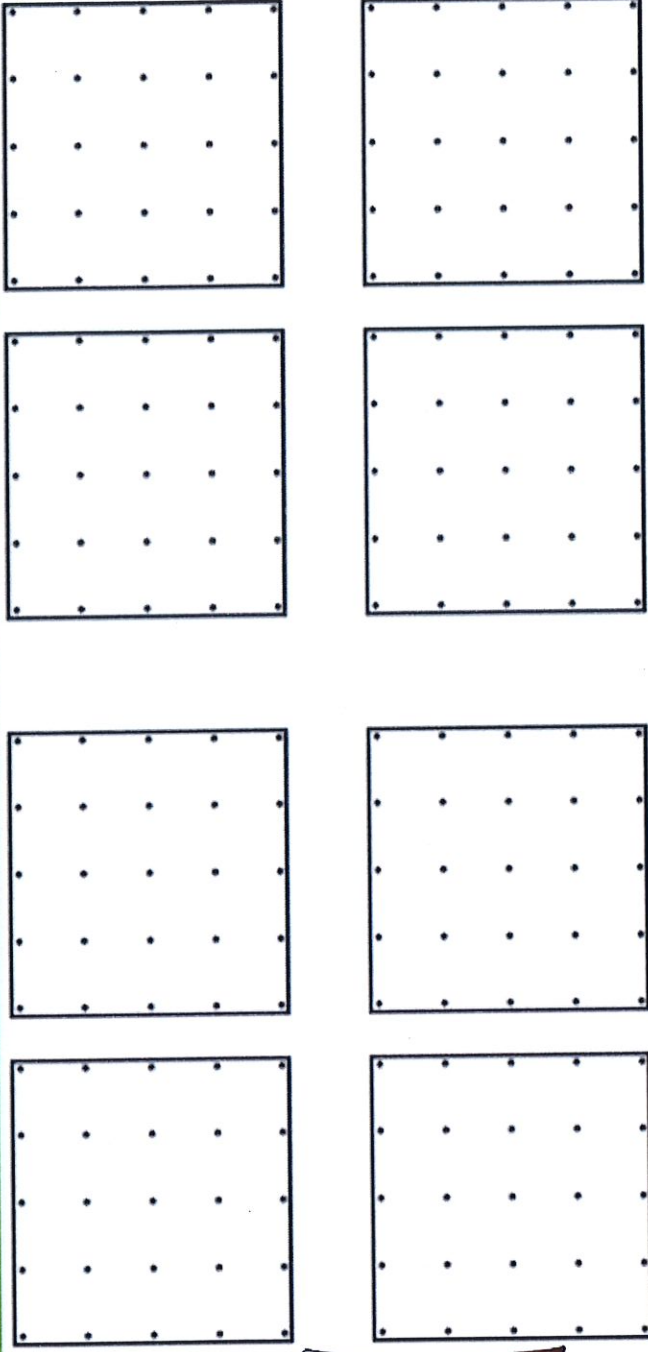
Start

Times tables speed challenge

	3	4	8	2	5	10	9	6	7
4									
7									
8									
10									
6									
9									
11									
12									
5									

Main task

Using the dotted grids, how many different quadrilaterals can you make by joining 4 dots together with straight lines?



Eight 5x5 dotted grids are arranged in two rows of four. Each grid is intended for drawing quadrilaterals by connecting four dots.

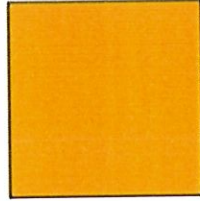


A navigation bar at the bottom of the page containing a play button, a progress indicator showing 19:47, and icons for Creative Commons (CC), a gear, and a refresh symbol.



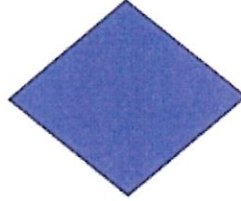
Moving on

Name the shape and explain how you know:



This is a _____
I know because:

This is a _____
I know because:

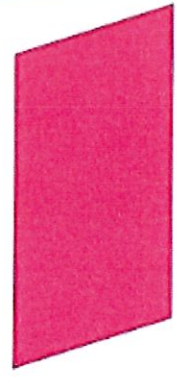


This is a _____
I know because:



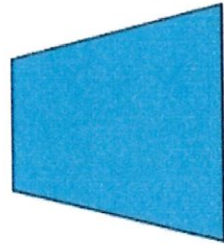
Moving on

Name the shape and explain how you know:



This is a _____
I know because:

This is a _____
I know because:

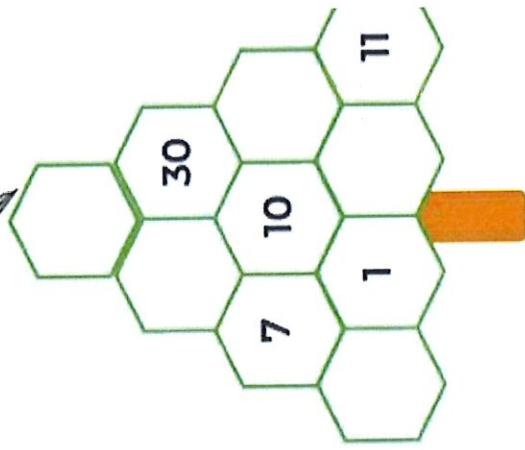
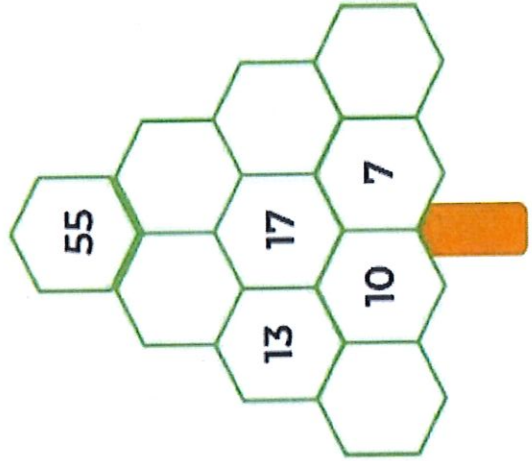
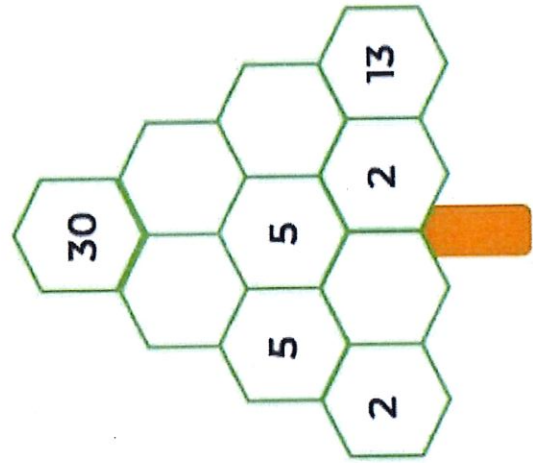
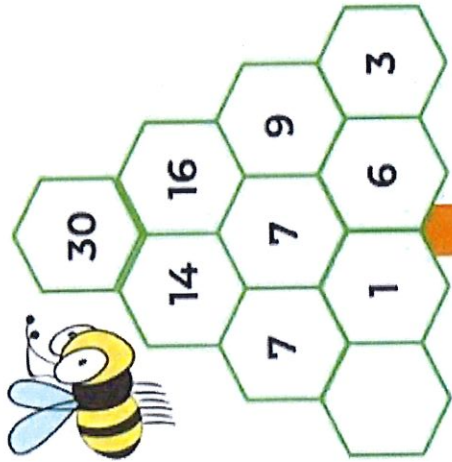


This is a _____
I know because:



To Start

Complete the number trees. The number at the top is the sum of the two numbers below it.

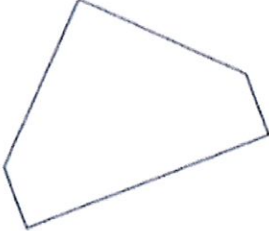
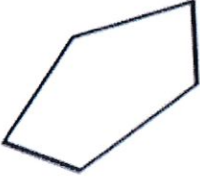
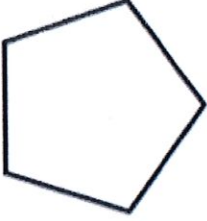

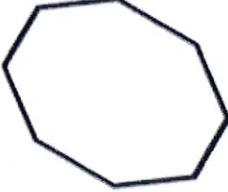

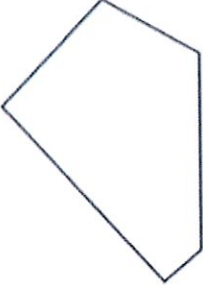
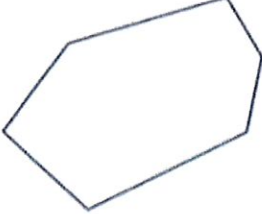


This one has been ALMOST completed for you



Moving on

Name the regular and irregular shapes below. Write **R** or **I** under each. Pick one of each type of shape and explain how you know they are what you say they are. Eg, this shape is regular because _____. How many vertices does each shape have?



To Start

How many of the shapes can you name?

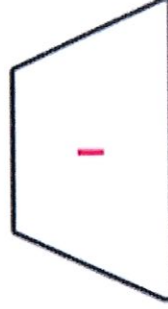
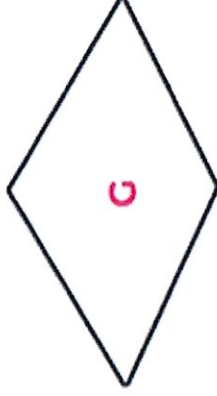
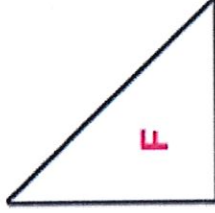
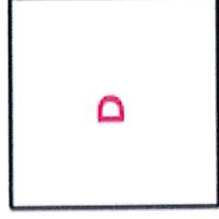
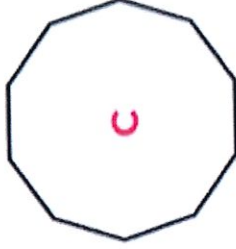
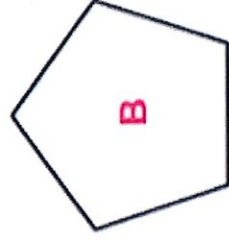
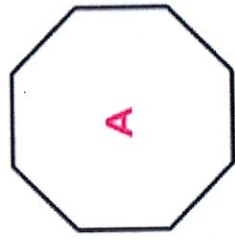
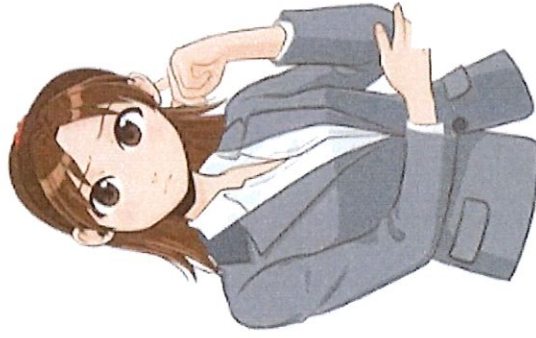


Shape	Name	Number of sides	Shape	Name	Number of sides
A			F		
B			G		
C			H		
D			I		
E			J		



To Start

How many of the shapes can you name?



Thursday - Zoo Opinion 2



Can everyone afford a trip to Africa or the Arctic? I don't think so. This is where zoos come into their own. Instead of having to pay thousands on flights and travel, the cost of the zoo is nothing AND you are at least guaranteed to see some animals. There have been stories where people have paid extraordinary amounts of money to go on safari and they haven't even seen a bird! What a waste of money and time! Isn't it better to have these animals in zoos around the county so they are accessible to everyone and not just the elite who can afford it?

If someone has never seen a tiger in real-life, why would they bother donating money to save the tigers in the wild? However, once they have seen the beauty and majestic qualities a tiger has, by visiting a zoo, then they will surely be much more likely to donate in the shop or when they get home. Therefore, that one tiger in the zoo has helped save thousands of others in their natural habitats.

Some endangered species in the wild find it almost impossible to find a mate as their species numbers are so small, making an already awful situation even worse. This is where zoos with a comprehensive conservation programme come into their own. Through these programmes, animals can be paired up with a suitable mate and they will go on to have strong babies that have a good chance of being released back into the wild. The animals remaining in the zoo lead a peaceful and contented life with a companion rather than having the gruelling struggle of trying the find a mate for their whole life.

Thursday - Zoo Opinion 1



The problem with zoos is that lots of them soothe their feelings of guilt by telling themselves that they are really doing these animals a favour by contributing towards the conservation of the species. The reality, however, is very different. Many of these animals that are bred in captivity never get to experience their true identity. They never get to roam around freely, making relationships and acting in a natural way. They are told what to eat, when to sleep, what to play with (if anything!) and how to act. They will never be released as they wouldn't be able to survive for more than five minutes in the wild. So, the next time you see an animal in the zoo, please consider these points and **DON'T** be fooled by the signs telling you the zoo is keeping the animal contained for the better good because this is definitely not the case!

Some might say that zoos help the animal have a longer life BUT does longer necessarily mean BETTER? Ok, so the animal might have another few years on this planet, but you have to ask yourself: does it really want those extra years? Wouldn't it be better to put it out of its misery sooner? In the wild, animals live life to the full every day, and, whilst I accept that this may mean they are subject to an early death by predators or disease, this still has to be better than sitting in a tiny cage having humans shout at you and having cameras flash at you all day, every day, doesn't it?

Thursday - Adverbials in sentences

1. *In the UK thousands of exotic animals are kept as pets.*
2. *Usually people keep exotic animals for interest or kudos.*
3. *Many species can be kept successfully in captivity.*
4. *Sadly studies have shown that other animals struggle away from their natural habitats.*
5. *Snakes, lemurs and crocodiles are just some of the exotic pets privately kept across the UK.*
6. *Often lemurs are challenging to keep in captivity.*
7. *In the wild they have constant stimulation from foraging and socialising.*
8. *Stressed or bored captive lemurs can become unhealthy after a while.*
9. *Crocodiles are aggressive and hostile towards humans.*
10. *With a powerful bite crocodiles make dangerous pets to have in a home.*
11. *To make them safer venomous snakes are defanged sometimes.*
12. *Few exotic animals can thrive in human homes.*

- Identify the adverbials in each sentence.
- Add commas to fronted adverbials.
- Discuss the main purpose of the article.

HINT: Look for the main clause and find the verb.

The adverbial will be modifying it.



Friday - Skeleton Frame

Introduction – What? Who? Where? Why? The reason you are writing your letter.

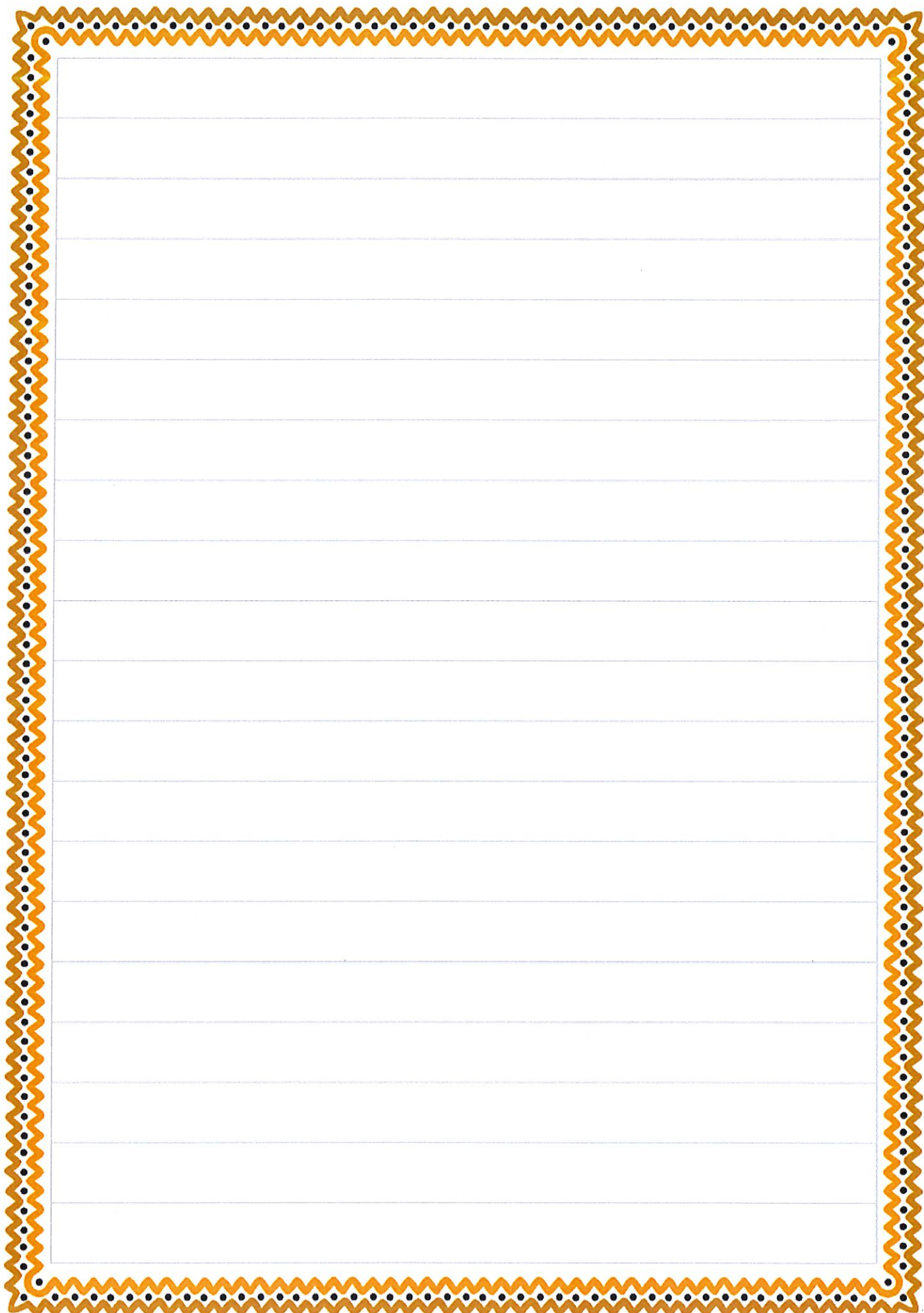
Point 1 :

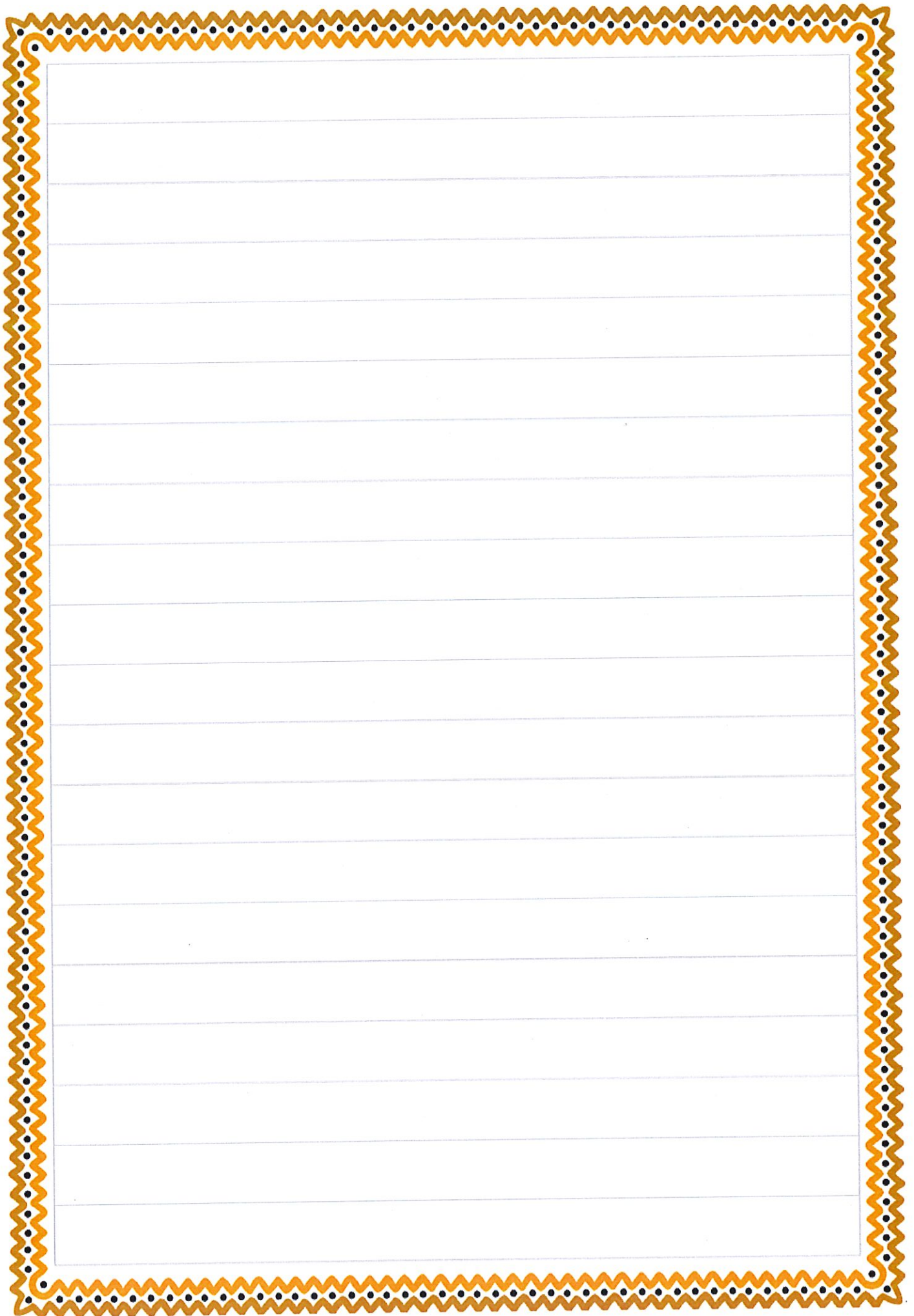
Point 2:

Point 3:

Point 4:

Conclusion: summarise what you have argued





Adverbials

Adverbials often open with a preposition.

Some snakes can adapt to life in captivity.

They live in special heat-controlled tanks.

As pets, they require special food.

You can look for prepositions to help you spot some adverbials.



time

before
after
while
in
on
at
until

place

above
below
inside
outside
to
on
from
by
across
under

manner

in
with
as
like

The preposition is part of the adverbial.

Zoo Adverbials

Try **adding adverbials** to change the impact.

Try making the zoo seem a good or bad place to be.

Or make your reader impressed, scared, bored or sorry for the zoo animals.

1. The tiger paced.
2. The elephant chewed.
3. Some giraffes ambled.
4. The meerkat watched.
5. The rhinoceros stamped.
6. The penguins waddled.
7. A polar bear sniffed.
8. Two baboons fought.
9. The orangutan crouched.
10. A gorilla stared.

*Adverbials often start with a **preposition**.*

Use some of these then see if you can think of different ones to use.

Prepositions

time	place	manner
before	above	in
after	below	with
while	inside	as
in	outside	like
on	to	
at	on	
until	from	
	by	
	across	
	under	

Monday - What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Watch and take notes

- Watch the virtual tour of Miami metro Zoo
<https://www.youtube.com/watch?v=wbDIGXvdVJg>
- Complete the animal spotting sheet (you may need to watch the video several times) – name the animals and make notes about their enclosure and what is happening.

2. Writing

- In your book, divide a page in half and label one column 'What is good about zoos?' Write down what you think is good about zoos and say why.

Tuesday - What to do today

1. Reading

- Watch the reading of Zoo by Anthony Browne
<https://www.youtube.com/watch?v=T07u0AggVsg>
- Make notes about what you like about the story? Is there anything that you dislike about it? Does it remind you of anything that has happened to you? Does it remind you of any books that you have read?

2. Grammar - adverbials

- Watch and listen to the *PowerPoint teaching adverbials* (included in the pack) to remind yourself how to use these. Or, if this is not possible, remind yourself using the *Revision Card*.
- Complete *Zoo Adverbials*, writing the sentences in your book. You could challenge yourself to write two new versions of each sentence. Can you change the emotion by the adverbials that you add?

Wednesday - What to do today

Writing

- Think about a day out for you. Think about a daytrip that you would REALLY like to have. Be as imaginative and fantastic as you want!
- Write about what you would do. Use adverbials in some sentences. Do this in your book.

Thursday - What to do today

Reading

- Read *Zoo Opinion 1*.
- Read *Zoo Opinion 2*.
- Which of these two pieces of writing do you agree with most? Why?
- Label the other column on your page from Monday 'What is bad about zoos?' Write down what think is bad about zoos and say why.

2. Grammar - adverbials

- Use the *Revision Card* to remind yourself about adverbials.
- Complete *Adverbials in Sentences*. Find and underline the adverbials on the sheet and then stick it in your book.

Friday - What to do today

Writing

- Write a letter to a zoo-owner, asking them to treat the animals well.
- Explain why they should do this and how they can do this.
- Plan your letter on the *Skeleton Frame* and then write it out carefully either in your book or on the sheets provided.

Adverbials and Fronted Adverbials

Animals in Captivity



What do you think these animals have in common?



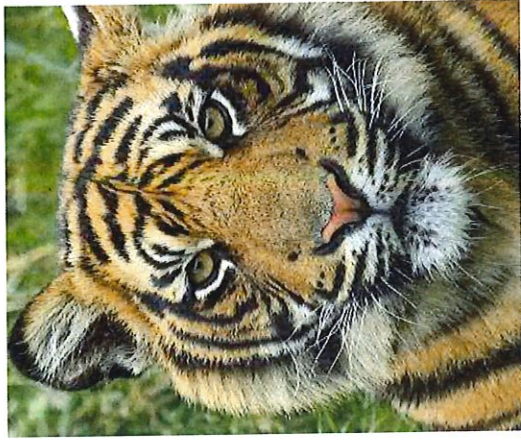
They are registered exotic pets in the UK.

Adverbials and Fronted Adverbials

Animals in Captivity



In the UK, thousands of exotic animals live as pets in family homes. Surprisingly, these pets include crocodiles, lemurs and tigers. Often, owners choose them for their beautiful appearance. Without meaning to, people can cause distress to their pets. Some animals struggle with human owners.



Adverbials



Adverbials tell us more about a verb.

Adverbials can be

a word,

unfortunately

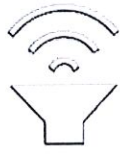
a phrase,

in the wild

or a clause.

as they adapt to captivity

Adverbials



Adverbials answer the questions...

Adverbials tell us more about a verb.

Where?

Tigers hunt in the wild.

When?

Tigers hunt at night.

How?

Tigers hunt with cunning.

Adverbials can be placed before and after the main clause.



Lemurs forage.

For much of the day, *Lemurs forage in the wild.*

With nimble fingers, *lemurs forage for fruit and small insects.*

Up in trees, *Lemurs forage with others nearby.*

When an adverbial appears in front of the sentence it is modifying...
it is called a fronted adverbial.

Fronted adverbials are punctuated by a comma.



Adverbials

Adverbials often open with a preposition.

Some snakes can *adapt to life in captivity*.

They live *in special heat-controlled tanks*.

As wild animals, these pets require special food.

You can look for prepositions to help you spot some adverbials.



time

before
after
while
in
on
at
until

place

above
below
inside
outside
to
on
from
by

mani

in
wit
as
like
across
under

The preposition is part of the adv





Adverbials

time

place

main

before

above

in

Can you spot the adverbials in these sentences?

below

wit

while

inside

as

Servals are very active hunters in the wild.

outside

like

Sometimes servals are mistaken for domestic cats.

to

for

on

on

for

They can leap from standstill to catch birds.

from

for

by



HINT: Look for the main clause and find the verb.
The adverbial will be modifying it.

ANSWERS



Adverbials add detail

Adverbials add more information about a verb.
A sentence will still make sense without it.

the lemur stared

~~the lemur stared~~
the lemur stared



How did the added detail
change the emotion you felt?



Adverbials add detail

- Try adding different adverbials to this clause.
- What is the impact?
- The **verb** has not changed but our perception of it has
- This is a powerful way to ~~make writing~~ **make writing persuasive!**

Adverbials add more information about a verb. A sentence will still make sense without it.

What would you use to make someone **feel admiration** for the tiger?



the tiger paced like a thing of magic at the dead of night

in deep frustration

with menace in its heart

with powerful grace

on tired paws



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