

# Tasks for this week for Kestrels / Condors

22 June 2020

Subject area	Activity	Location	Save or send in?	Done Yes /No
Maths	<p><b>Symmetry</b> This week the lessons are online – please see separate letter in pack. <b>WEDNESDAY 24 JUNE</b> Log into TTRockstars to be guided through 2 Sound Check games. Please refer to the letter you received with last week's pack</p>	<p>Folder</p> <p>App</p>	<p>In book</p> <p>Automatic</p>	
Literacy	<p><b>Sinbad</b> This week you are going to read various adventures of Sinbad and undertake activities relating to them.</p> <p>Grammar – we will be looking at conjunctions and prepositions. <b>EVERYTHING YOU NEED IS IN THE ENGLISH FOLDER IN THIS WEEK'S PACK</b></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>Reading Comprehension – set as 2Do on Purple Mash</p>	<p>Folder</p> <p>Folder</p> <p>Purple Mash</p> <p>Purple Mash</p>	<p>In book</p> <p>In book and save</p>	
Science	<p><b>The Digestive System</b> Watch the video about the digestive system <a href="https://www.youtube.com/watch?v=ohZU4d39k5A">https://www.youtube.com/watch?v=ohZU4d39k5A</a> There are two activities for you to complete –</p> <ol style="list-style-type: none"> <li>1. Read Facts about Digestion and then complete The Journey of Food.</li> <li>2. The Human Digestive System – cut out, stick and label the different parts of the digestive system.</li> </ol>	<p>Online</p> <p>Folder</p>	<p>In book</p>	
Theme	<p><b>The Ancient Egyptians – Newspaper Week 4</b> 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 Advertisements page (you can draw this or download it from the internet). We have enclosed examples for you to look at. Remember to base the adverts 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>	
ICT	<p><b>Logo – The Time Crimes of Logonator</b> A fun game for you to play using your computing skills– let me know how many missions you can complete! There are 13 in total. From the home screen of <b>Purple Mash</b> click on</p>	<p>Purple Mash</p>		

	<b>Computing</b> then click on <b>Logo</b> where you will find the game. <b>DON'T FORGET TO SAVE YOUR GAME.</b>			
French	Hobbies	Folder		
Music	<p><b>Learn and perform Cuban rhythms inspired by Bernstein's 'Mambo'...</b></p> <p>You will need to log on to the BBC site  <a href="https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-at-home/zjy3382">https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-at-home/zjy3382</a> Scroll down to week 8 –  First watch Pixie Lott as she explores romance and revenge in Bernstein's Cuban-inspired piece <i>Mambo</i> from <i>West Side Story</i>.  Then join BBC Concert Orchestra percussionist Stephen Whibley as he shows you how to create a Cuban Mambo in your kitchen!</p>	Online		
PE/active lives	<p><b>Agility, co-ordination and speed</b></p> <p>Please see PE sheet in the folder  You can also look at:  <a href="https://www.teambedsandluton.co.uk/getting-active-at-home">https://www.teambedsandluton.co.uk/getting-active-at-home</a></p>	Folder		
Outside if you can	See ideas on 'Non-screen Activities you can do at home' sheet included in the folder.	Folder		

**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](mailto: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 worksheets are in the pack.

**Times Tables Rockstars** – following the information in last week's pack the children need to log on to TT Rockstars any time on Wednesday to do their two Soundcheck Games.

**Readathon** – Thank you to those of you who managed to send a video of yourself reading. Look out for yourselves on the website.

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 (22/06/20 – 28/06/20), 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 enjoy seeing those children who manage to access the meetings on Monday, and look forward to seeing all the children again. This week (due to increased teaching responsibilities), Mrs Wood will be holding a Zoom meeting for any Year 4 who would like to join.

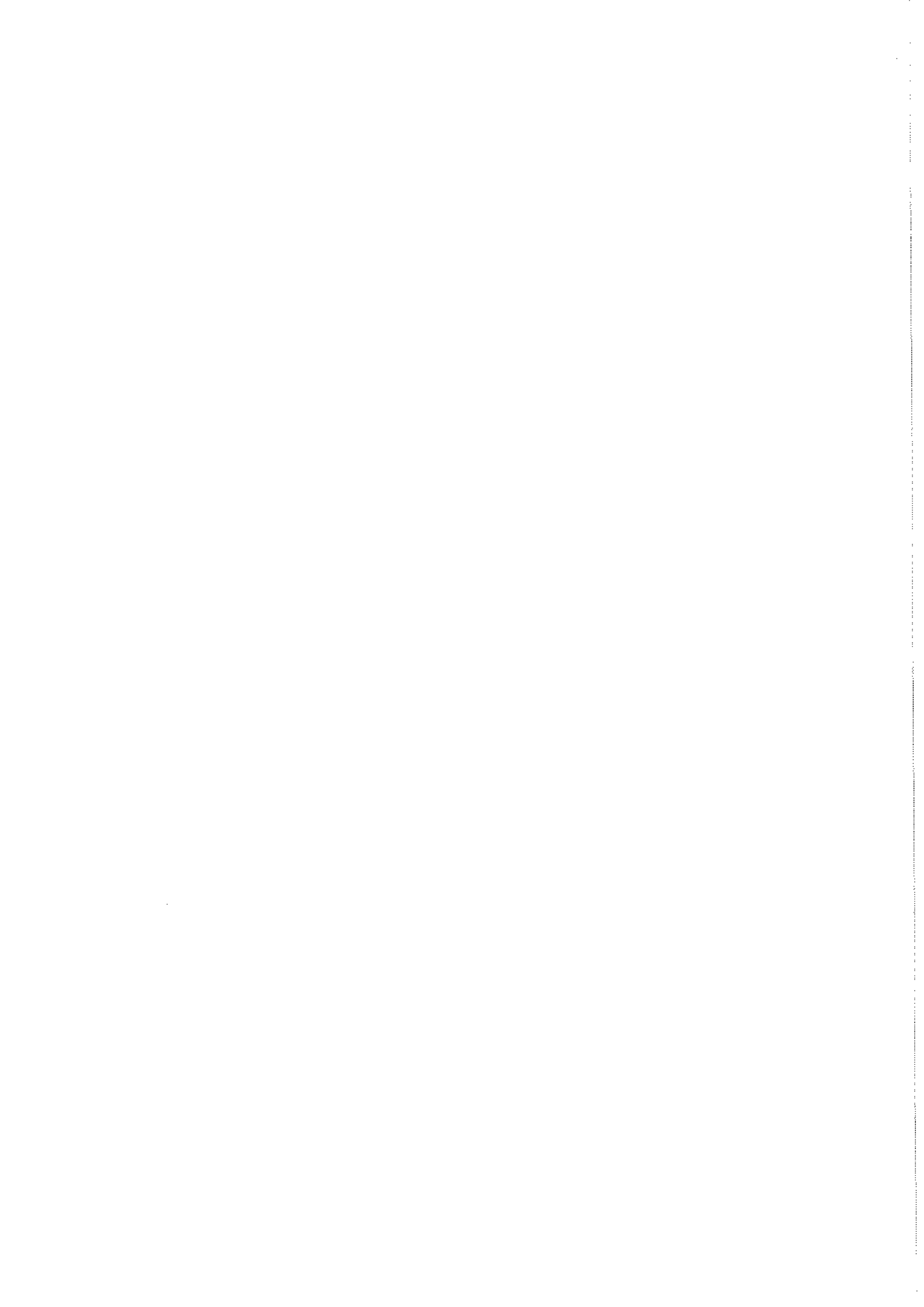
Year 4 meeting at 11.30 a.m. on Monday

**Meeting ID: 795 0862 7400**

**Password: Year4**

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](mailto:year.4@toddstg.co.uk), and we will try and help.

Year 4 Team



# Multi-skills

**AGILITY / COORDINATION / SPEED** All activities are perfect preparation for our Sportsday. If you would like to take part in two local competitions read the next page.

**Equipment: small + larger ball, target (bucket / box or marker on the floor)**

<p><b>Monday - Foot Tap Challenge:</b>                  Stand with the ball near your feet. Tap the ball with each foot alternately whilst circling around it.                  Scoring: How many taps can you achieve in 20 seconds?                  H: smaller ball                  E: larger ball</p>	
<p><b>Tuesday - Wall Catch Challenge:</b>                  Stand a short distance from the wall. Throw the ball against the wall and catch it again. Repeat for 20 seconds.                  Scoring: How many successful catches can you achieve in 20 seconds?                  H: smaller ball; stand further away; use only one hand                  E: larger ball; stand closer; use both hands</p>	
<p><b>Wednesday - Target Throw Challenge:</b>                  Place the container on the ground and stand 5 steps away. Using an underarm throw, try to throw your bean-bag/rolled up sock into the container. Run and collect it, return to your marker and throw again. Repeat as many times as you can in 20 seconds.                  Scoring: How many times did you successfully throw the bean-bag/rolled up sock into the container in 20 seconds?                  H: place your marker further away; use an overarm throw                  E: place your marker closer</p>	
<p><b>Thursday - Mountain Climbers Challenge:</b>                  Task: Start in the front support position (press-up position/plank). Bring 1 knee to your chest and return it to the starting position; then bring the other knee up to your chest and return. Repeat as quickly as you can for 20 seconds.</p>	
<p><b>Friday – Round the world</b>                  Pass the ball from hand to hand around your waist as quickly as you can. Repeat for 20 seconds. If you drop the ball just pick it up and keep going.                  Scoring: How many times can you pass the ball around your body in 20 seconds?                  H: a larger ball is more difficult to hold in your hand                  E: a smaller ball is easier to hold in your hand</p>	

**Competition 1**

**Beds School Games Pentathlon Challenge**

Complete all the activities and record your score each day.

Return your scores to your class teacher. Mrs Julians will then send your scores to our local Sports Partnership.

All participants receive a certificate.

Scores in by Friday 26<sup>th</sup> July



**Competition 2**

These challenges require more thought and more planning. Record your scores as above.

Again all participants will receive a certificate. Scores in by 3<sup>rd</sup> July

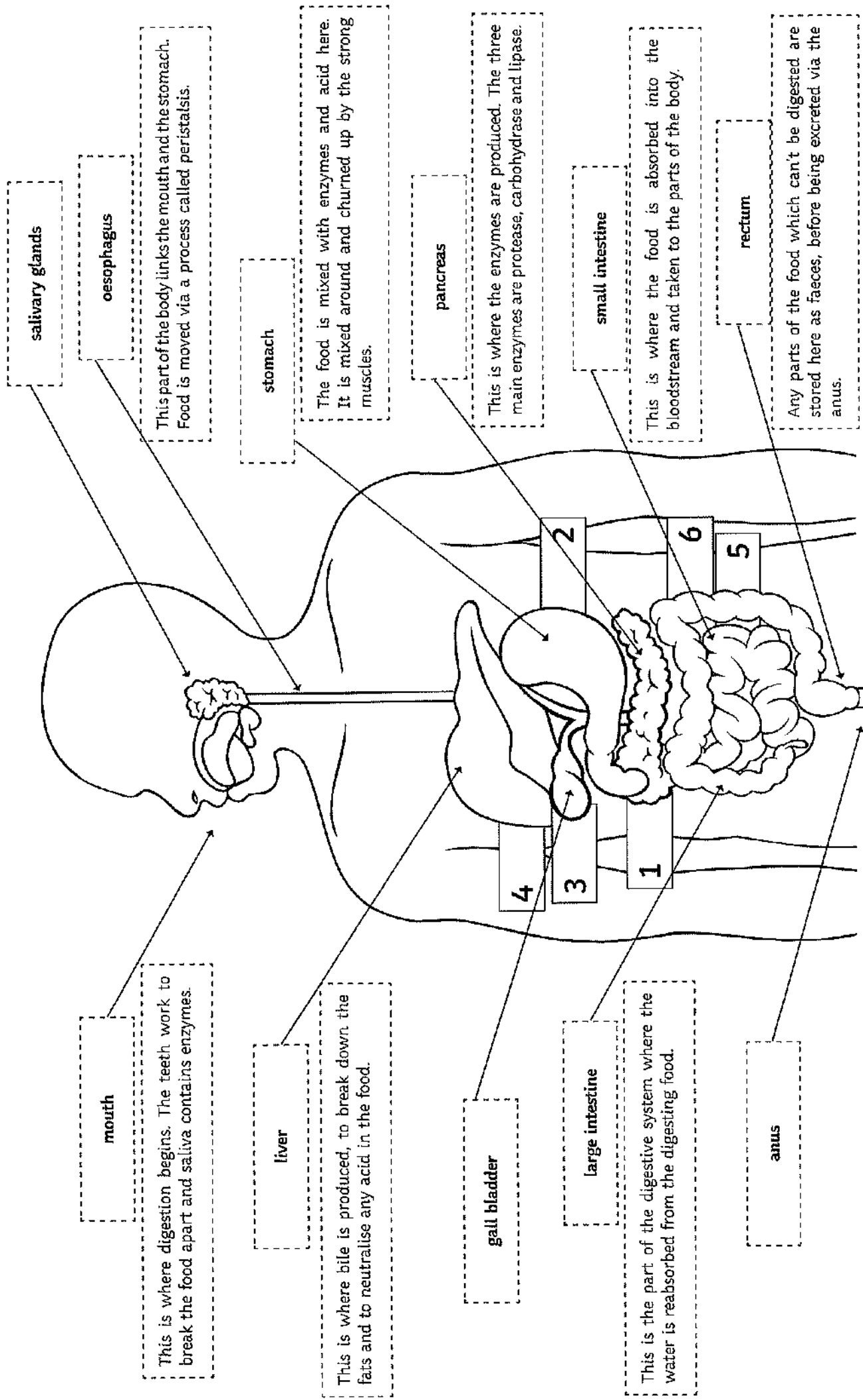


**Redborne School Sports Partnership Virtual Quad Kids Challenge**

Year Group	Run	Sprint	Throw	Jump
R/Y1/Y2	300m	50m	Bean bag / Tennis ball	Standing Long Jump
Y3/Y4	400m	50m	Tennis ball	Standing Long Jump



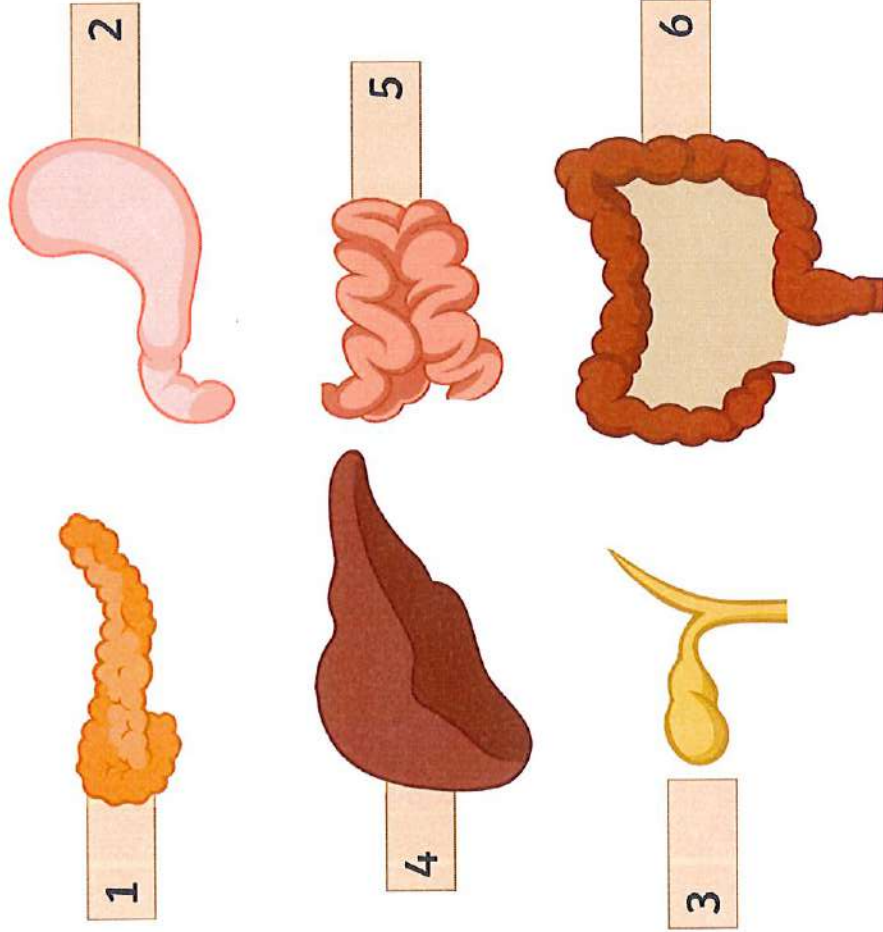
# The Human Digestive System Answers





# The Human Digestive System

1. Cut out the organs below and stick them by their tabs into the correct positions on the human body. Stick the tabs down in their numbered order.
2. Then cut out the labels and match them to each part of the digestive system.
3. Join your labels to the diagram with a ruled line.
4. Finally, cut out and match the functions to each part of the digestive system.



gall bladder

large intestine

salivary glands

oesophagus

stomach

pancreas

small intestine

rectum

mouth

liver

anus

This part of the body links the mouth and the stomach. Food is moved via a process called peristalsis.

Any parts of the food which can't be digested are stored here as faeces, before being excreted via the anus.

The food is mixed with enzymes and acid here. It is mixed around and churned up by the strong muscles.

This is where the enzymes are produced. The three main enzymes are protease, carbohydrase and lipase.

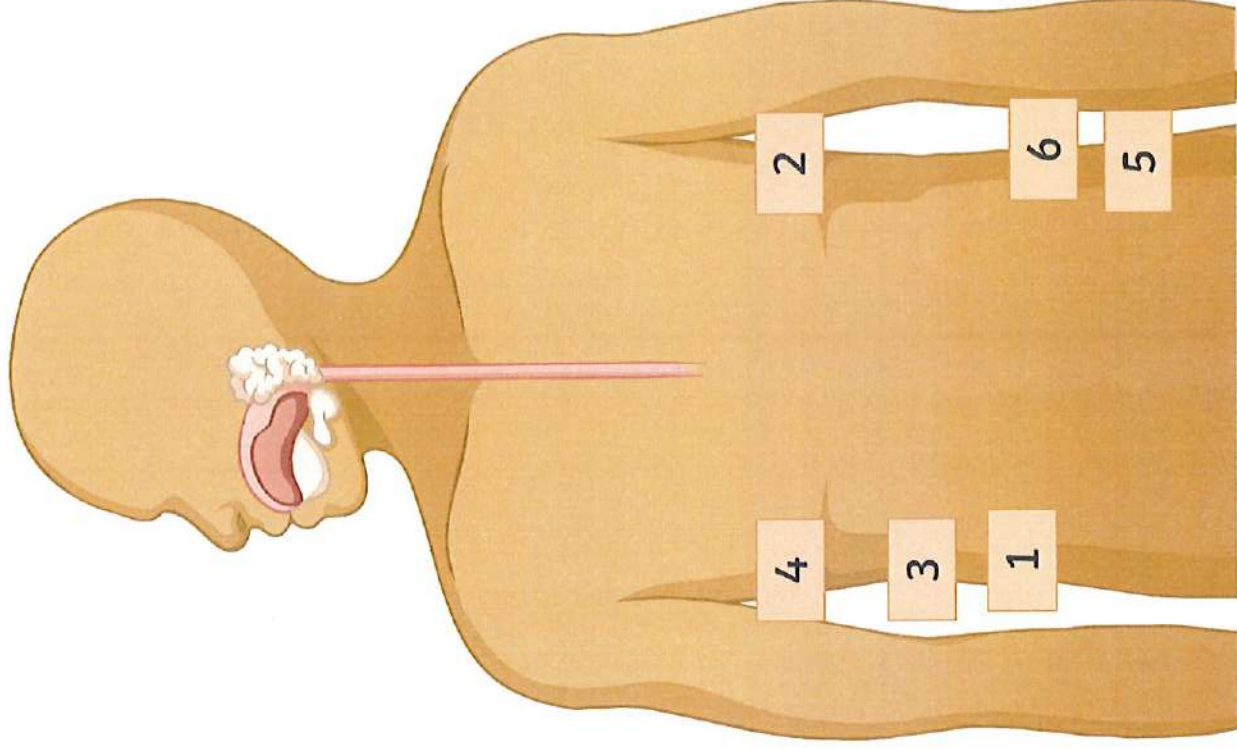
This is where the food is absorbed into the bloodstream and taken to the parts of the body.

This is where digestion begins. The teeth work to break the food apart and saliva contains enzymes.

This is where bile is produced, to break down the fats and to neutralise any acid in the food.

This is the part of the digestive system where the water is reabsorbed from the digesting food.

# The Human Digestive System

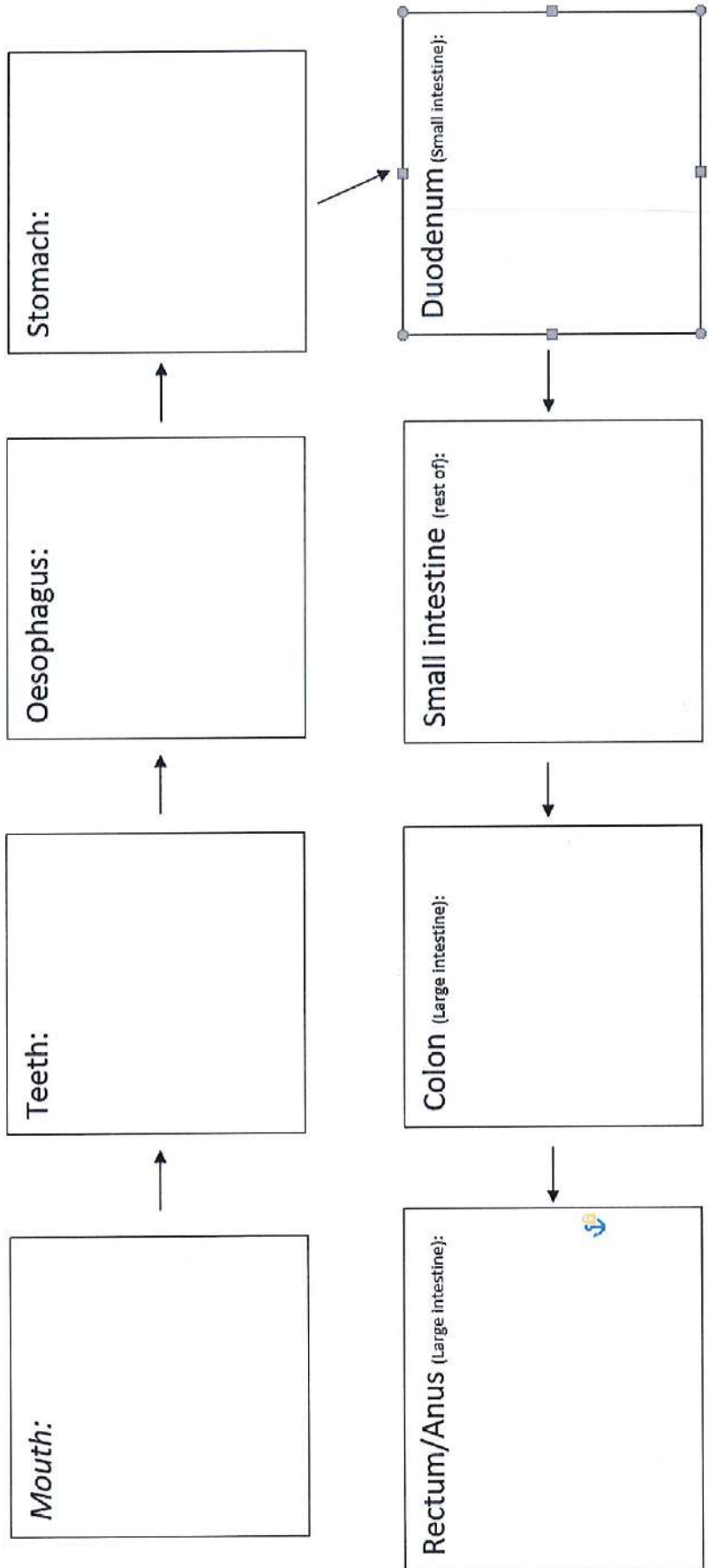


## Facts about digestion

- Digestion is the process by which food and drink are broken down into their smallest parts so the body can use them to build and nourish cells and to provide energy.
- Food is chewed by the teeth and rolled into a ball by the tongue.
- It is mixed with saliva and swallowed. The saliva contains enzymes that break down carbohydrates.
- Swallowed food is pushed into the oesophagus, a tube which connects the throat above with the stomach below.
- The oesophagus muscles push the food down and down (even if you're standing on your head!).
- At the end of the oesophagus there is a muscle called a sphincter, which is like a ring that can open and close.
- As food approaches the closed sphincter, the sphincter relaxes and allows the food to pass through to the stomach.
- The stomach has three tasks.
- First, it stores the swallowed food and liquid.
- The second job is to mix up the food, liquid, and digestive juice (acidic and containing further enzymes to break down proteins & carbohydrates) produced by the stomach. There are three layers of muscles in the stomach wall which enables it to mix up the food thoroughly.
- The third task of the stomach is to empty its contents slowly into the duodenum through another sphincter.

### The Journey of Food

Find out some facts about digestion and write them in the boxes.



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French	Hobbies	Folder		
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PE/active lives	<p><b>Athletics (hurdling) and Target practice</b> Please see PE sheet in the folder You can also look at: <a href="https://www.teambedsandluton.co.uk/getting-active-">https://www.teambedsandluton.co.uk/getting-active-</a></p>	Folder		

	<u>at-home</u>			
Outside if you can	See ideas on 'Non-screen Activities you can do at home' sheet included in the folder.	Folder		

face  
people's dream  
are really boring,  
but your own,  
well, they're really  
fascinating!

interpretation  
then check your  
see what your dream  
interpretation says about  
YOU!

this also  
appeared and  
for ages.

Meaning:

- a) My cat has co  
room and curled
- b) The gods a  
and there is go  
big harvest.
- c) A tom cat'  
sprayed on m

# STAMP OUT YOUR ENEMIES WITH FOE-FEET

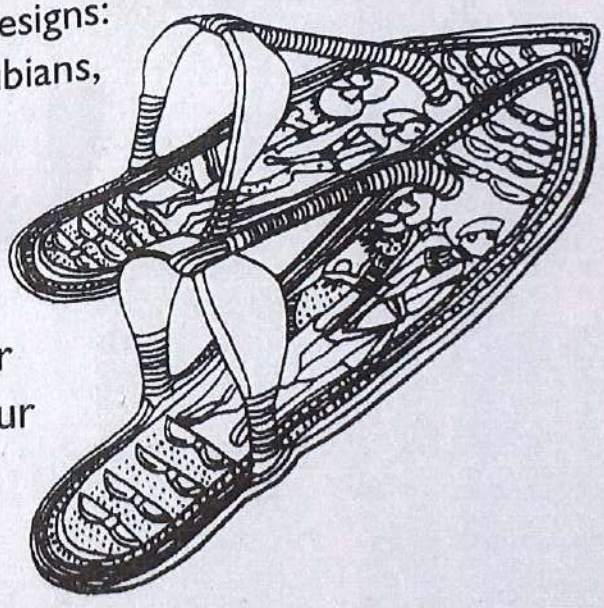
s a n d a l s

Each pair made from hand-stitched  
premium leather. Insole engraved with  
lifelike reproduction of the odious  
enemy of your choice.

Pick from one of these designs:  
Babylonians, Syrians, Nubians,  
Persians, Hittites.

**OR**

Let us custom make your  
**FOE-FEET** sandals to your  
own specifications:  
business rivals, nosy  
in-laws, troublesome  
colleagues...



Dre

I was w  
gorgeou  
(delete  
applicabl  
kissing a  
all that.

Meanin

- a) Hea  
Hekhet  
was rath
- b) The  
and I w
- c) I wa  
man/u  
and ca

Only

# FOE-FEET

lets you

**CRUSH THEM WITH EVERY STEP!!**

From all good shoe shops.

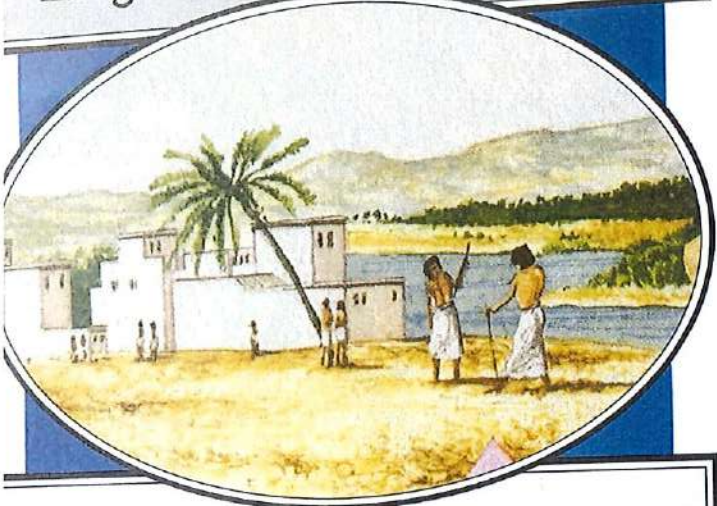
I wa  
and  
up  
sta  
M  
a)

# AKHTOY'S ABODES

All sorts of property at prices YOU\* can afford!!

44 Sneferu St.  
Memphis

## Elegant country mansion



Most charming executive 16 room residence, within easy reach of Thebes, so ideal for professional man • Panoramic views of surrounding desert • Traditional unbaked brick construction with stone/wood frames and pillars • Beautifully decorated, with bright floral/geometric designs on plaster • Imposing ramp to substantial "temple style" entrance. Windows placed high in house to minimize penetrating sunlight. (All frames painted in "glare guard" brown paint.) • Bathroom with limestone tub and splash slabs. Toilet with fine stone "keyhole" seat • Magnificent reception room, with matching pillars. Triangular vents on roof to catch refreshing north wind • Own grounds with pool containing water birds • Kitchen on roof. Cool cellar incorporating plentiful water storage facilities (four large jars).

## Superb town house



### BACK ON MARKET

Individual and most impressive Eighteenth Dynasty town house occupying unique location in heart of Memphis • Would suit top official • Expansive grounds, with own well. Imposing doorway carved with inscriptions venerating owner • Three floors with 30 rooms in total • Ground floor comprised of baking and cloth-making areas open to courtyard • Principal floor comprised of impressive reception room with brilliant blue ceiling, and living quarters for family • Master bedroom with adjoining bathroom and brick/wood toilet with pot and sand container • Top floor comprised of private living quarters. Each room complete with beautifully painted columns • Flat roof suitable for cooking area, and sleeping space for servants.

## Worker's cottage



Delightful terraced dwelling built within safety of walled village • Mud construction, near to fields. Plain "peasant fashion" mud walls, incorporating multiple niches for placement of statues to household gods • Thatch roof (with openings for light and ventilation) • Feature raised brick bed, in main bedroom. Cellar offering walk-in storage facility, set beneath earth style floor.

## Character two-room hovel



Ideal first-time purchase on outskirts of Memphis • Two rooms with own internal wall (disintegrating) • Close proximity to Nile (prone to flooding). Part covered "open access" roof, giving generous light and ventilation • Near small stream for bathing, and close-by handy field with several bushes (non-prickly) for "other purposes". Healthy "good for you" style trek to nearest well.

## Traditional town house



### BARGAIN OF THE WEEK

Most sought-after premier residence in location, enjoying benefits of bustling downtown Sais • Strong, unbaked brick construction will allow building of additional level on roof • Bedroom with service partition – ideal for portable toilet • Opportunity for expansion, as several adjacent properties are derelict.

Akhtoy's descriptions of appliances/services or indeed entire residences should not be taken as a guarantee that these items are in working order, or even exist. We recommend that purchasers arrange for a qualified scribe to check these dwellings thoroughly.

\*Depending on who you are.





*Nile River, a thousand cubits wide...*  
 Where ever it's going, make  
 sure it's going your way with  
**BAKET'S BOATS**

# BAKET'S BOATS

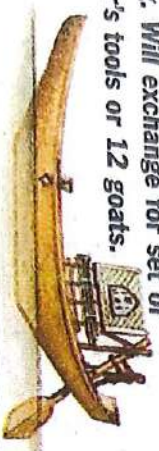


For all your  
 nautical needs

## SMALL FISHING BOAT

### IDEAL FOR SPARES

Wood hull/reed shelter. Needs restoring. Will exchange for set of carpenter's tools or 12 goats.



## FUNERAL BARQUE

### NO WOODROT

One careful owner. Exquisite wood finish.



## REED BOAT

### LADY OWNER

Traditional model. Nice little run-around. Four seater. Perfect for crocodile hunting. New oars.



## BARGE

### A1 CONDITION

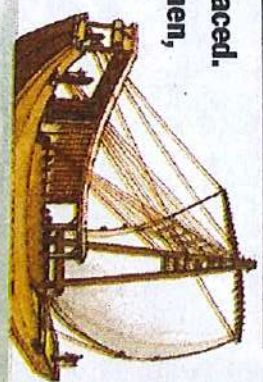
Just what you need for stone blocks, obelisks, even whole herds of hippopotami! Comes complete with 27 towing barges.



## CARGO BOAT

### NICE RUNNER

Rigging recently replaced. Used for perfume, linen, jewels -- strictly no animals. Nice runner.



## SEAGOING VESSEL

### IMMACULATE RIGGING

Needs new sail. Optional oar capability. Flat bottom. Can be easily dismantled -- so ideal for transporting over Nile rapids. No leaks.



# Les sports

1. Je joue ou Je fais ? Complète les phrases.

1. **Je fais** de l'athlétisme. (This is the example)
2. \_\_\_\_\_ du patinage.
3. \_\_\_\_\_ du surf.
4. \_\_\_\_\_ au foot.
5. \_\_\_\_\_ de l'escalade.
6. \_\_\_\_\_ au volley.
7. \_\_\_\_\_ de la natation.
8. \_\_\_\_\_ du canoë.
9. \_\_\_\_\_ du ski.
10. \_\_\_\_\_ au tennis.
11. \_\_\_\_\_ au basket.
12. \_\_\_\_\_ du cyclisme.
13. \_\_\_\_\_ au baseball.
14. \_\_\_\_\_ au rugby
15. \_\_\_\_\_ de la gymnastique.



2. Fais un entretien avec un copain ou une copine. Compare ses réponses avec les tiennes.

	TOI	TON COPAIN / TA COPINE
Penses-tu que le sport est important ? Pourquoi ?		
Quel est ton sport préféré ?		
Tu pratiques souvent ton sport préféré ?		
Où et quand aimes-tu pratiquer le sport ?		
Quel sport aimerais-tu pratiquer dans le futur ?		

# Les sports - Answers

1. Je joue ou Je fais ? Complète les phrases.

1. **Je fais** de l'athlétisme. (This is the example)
2. **Je fais** du patinage.
3. **Je fais** du surf.
4. **Je joue** au foot.
5. **Je fais** de l'escalade.
6. **Je joue** au volley.
7. **Je fais** de la natation.
8. **Je fais** du canoë.
9. **Je fais** du ski.
10. **Je joue** au tennis.
11. **Je joue** au basket.
12. **Je fais** du cyclisme.
13. **Je joue** au baseball.
14. **Je joue** au rugby
15. **Je fais** de la gymnastique.

# Qu'est-ce que tu aimes? - Les passe-temps

(verbs) J'aime...( + verbe ) - I like ( + verb )



**J'aime écouter de la musique**  
(I like listening to music)



**J'aime danser**  
(I like dancing)



**J'aime chanter**  
(I like singing)



**J'aime jouer de la guitare**  
(I like playing the guitar)



**J'aime jouer du piano**  
(I like playing the piano)



**J'aime jouer au foot**  
(I like playing football)



**J'aime jouer au basket**  
(I like playing basketball)



**J'aime jouer au tennis**  
(I like playing tennis)



**J'aime jouer au golf**  
(I like to play golf)



**J'aime jouer aux jeux vidéo**  
(I like to play video games)



**J'aime jouer aux cartes**  
(I like playing cards)



**J'aime jouer aux échecs**  
(I like playing chess)



**J'aime regarder la télé**  
(I like watching TV)



**J'aime cuisiner**  
(I like cooking)



**J'aime lire**  
(I like reading)



**J'aime dessiner**  
(I like drawing)



**J'aime peindre**  
(I like painting)



**J'aime prendre des photos**  
(I like taking pictures)



**J'aime nager**  
(I like swimming)



**J'aime courir**  
(I like running)



**J'aime aller à la pêche**  
(I like to go fishing)



**J'aime aller au cinéma**  
(I like going to the movies)



**J'aime sortir avec mes amis**  
(I like going out with my friends)

Qu'est-ce que tu aimes? - Les passe-temps (verbs) page 2



**J'aime faire de la gym**

*(I like doing gymnastics)*



**J'aime faire du ski**

*(I like skiing)*



**J'aime faire du surf**

*(I like surfing)*



**J'aime faire du roller**

*(I like rollerblading)*



**J'aime faire du vélo**

*(I like cycling)*



**J'aime faire de l'équitation**

*(I like horseback riding)*



**J'aime faire du shopping**

*(I like to go shopping)*

# Un petit peu de francais

Year 4 - Bonjour!

Well done with all your opinions last week.

So far you've used two very useful French verbs which will really help us now learn lots more.

You know the verbs **aimer** - to like and **preferer** - to prefer

**“J' aime...”** - I like and **“Je prefere...”** - I prefer

We have used these verbs so far to say what **nouns** we like and have practised them using sports nouns like **le football, le ski, la natation.**

What is great about these verbs is that we can also use them before lots of other **verbs** to talk about our hobbies. Like in English, we say I like **to play** football, or I prefer **to read**, or I like **to dance**, or I prefer **to watch** television.

**“Regardez , ecouter et repeter”** ( Watch, listen and repeat )

Here's a you tube clip all about French hobbies – **Les passe-temps**

<https://www.youtube.com/watch?v=oTP5GKpOXCI> Hobbies in French Les passe-temps

Remember to **watch** carefully **regarder**, **to listen to** **ecouter** and **repeat** **repeter** the French words in the clip. There is an awful lot of new vocabulary but don't worry. You will recognise some of the verbs already and you will start to remember the verbs that relate to your hobbies first as they will be most useful to you.

Don't worry if the long questions at the start sound complicated, concentrate more on the phrases containing verbs after 1.00 minute. We can use the simpler question from t 2 weeks ago ...

**“Quest-ce que tu aimes?”** - What do you like?

You will need to watch and listen a few times and remember to use the video to help you with the pronunciation.

This is a really useful clip to keep coming back to because these are phrases that you will use a lot throughout Parkfields and Harlington too!! Get off to a good start and practise them well now!

**“Lisez et ecrivez “** ( Read and write)

Use the vocabulary sheet to help you practise using the verbs. Have a go either on your own or better still with a partner asking the question

**“Qu' est-ce que tu aimes?”** And answering by reading a phrase from the sheet

You could simply ask by using the phrase **“Tu aimes...?”** followed by the verb phrase

e.g **“Tu aimes jouer au basket?”** or **“Tu aimes danser?”**

If you enjoy writing, then copy out a few phrases about your hobbies.

There’s an awful lot of vocabulary this week but if you are still ready for **“un defi”** ...

As **“un defi”** this week

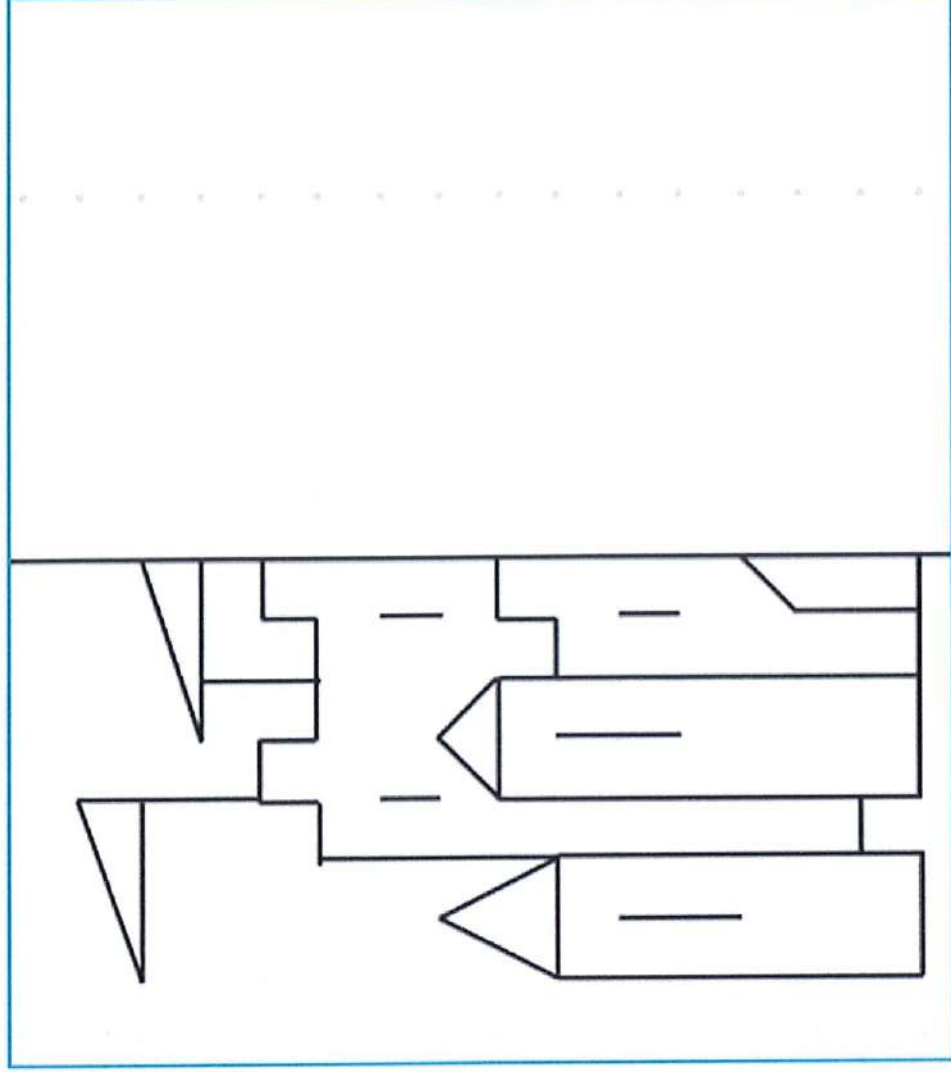
The phrases **“J’aime jouer ...”** or **“J’aime faire...”** are particularly useful as you can put them in front of all the sports you learned two weeks ago. Look back at the vocabulary sheet **Les Sports** and decide which of the two verb phrases you would use for each sport. Always look for patterns in the language. What do you notice? How will this help you to remember and how will it help you to learn more French and use the French you already know?

Bonne Chance



## Challenge A

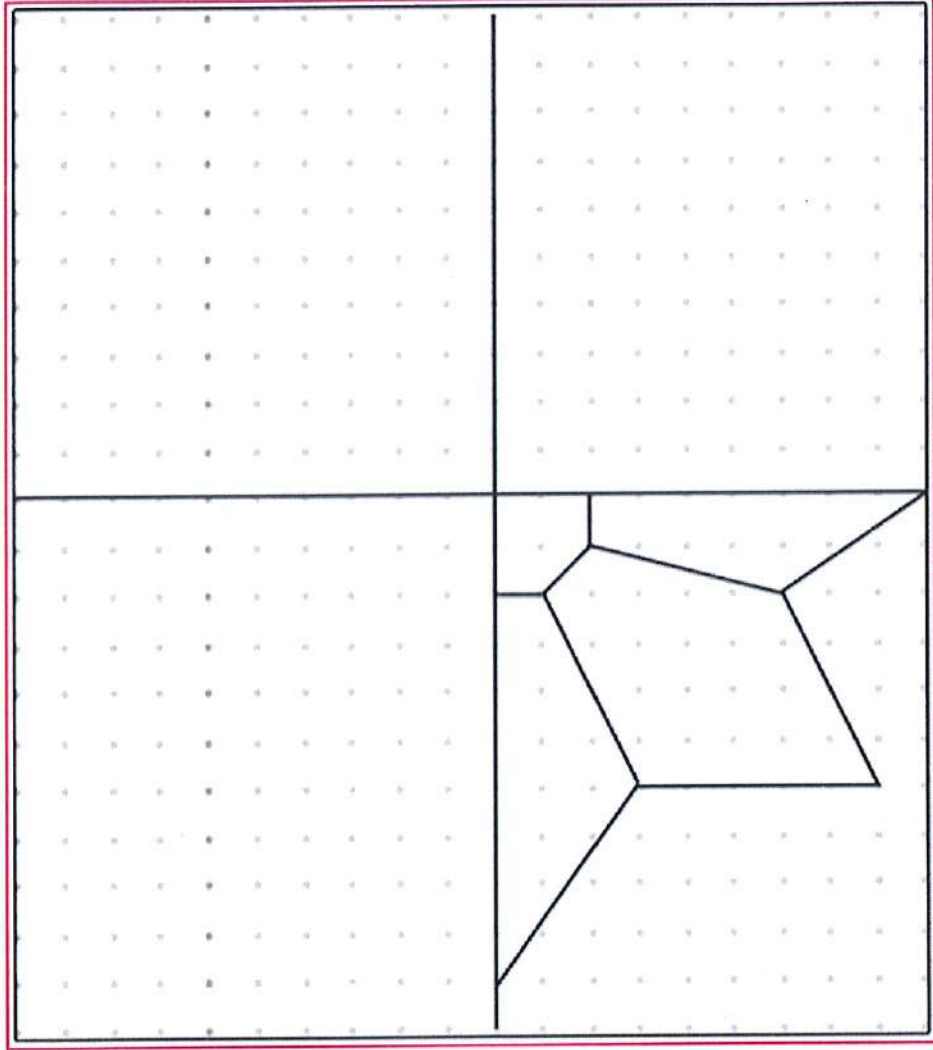
Can you complete this symmetrical picture over the mirror lines? Start with the bottom and work your way up making use of the dots to help you!



## Challenge A

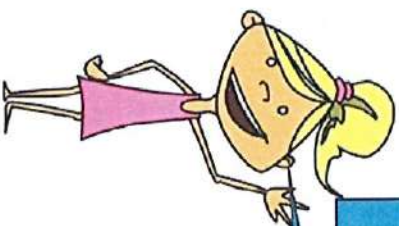
Can you complete this symmetrical picture over these mirror lines?

Start with the bottom right quadrant first and



# Symmetry Investigation

I think that every regular shape has the same number of lines of symmetry as it does sides.

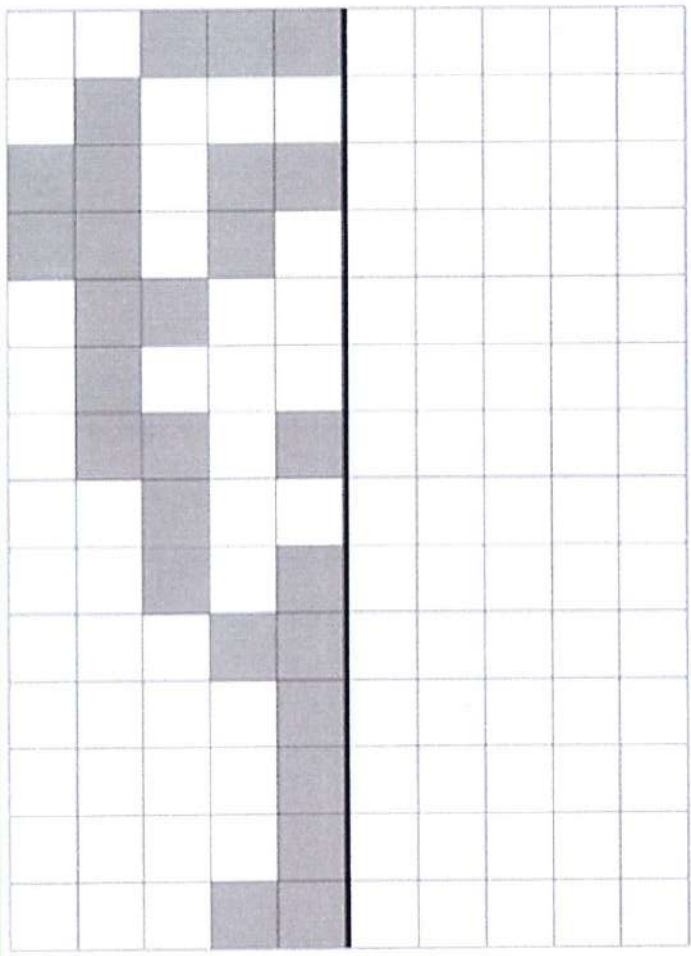


Shape	Sides	Lines of Symmetry	Shape	Sides	Lines of Symmetry



# Moving On

Can you complete the blocky picture using the mirror line running through the middle of the image?





## Maths W/C 22 June 2020

### Symmetry

This week you will be learning about 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 identify lines of symmetry in 2D shapes

Follow the online lesson <https://classroom.thenational.academy/lessons/to-identify-lines-of-symmetry-in-2-d-shapes>

#### Tuesday

L.O. to identify lines of symmetry in a pattern

Follow the online lesson <https://classroom.thenational.academy/lessons/to-identify-lines-of-symmetry-in-a-pattern/>

#### Wednesday

L.O. to complete a simple symmetrical figure

Follow the online lesson <https://classroom.thenational.academy/lessons/to-complete-a-simple-symmetrical-figure/>

#### Thursday

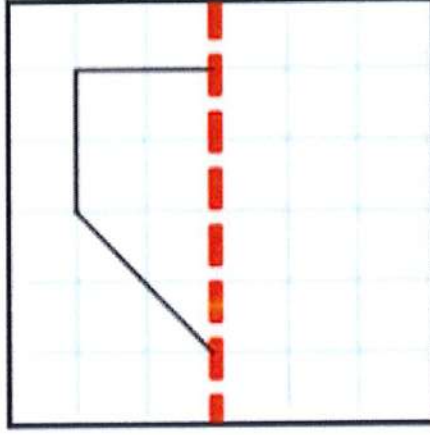
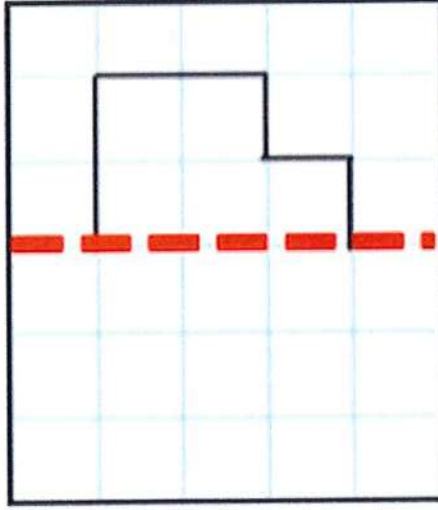
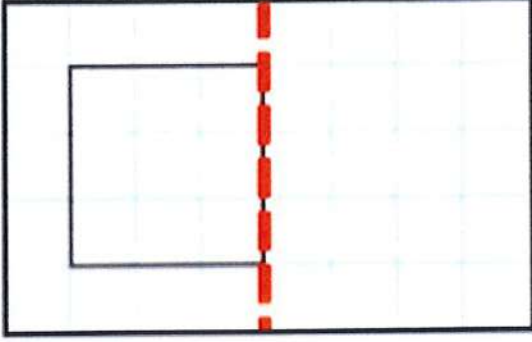
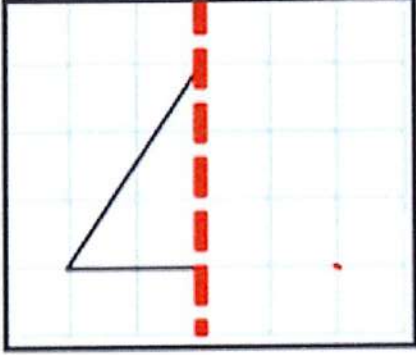
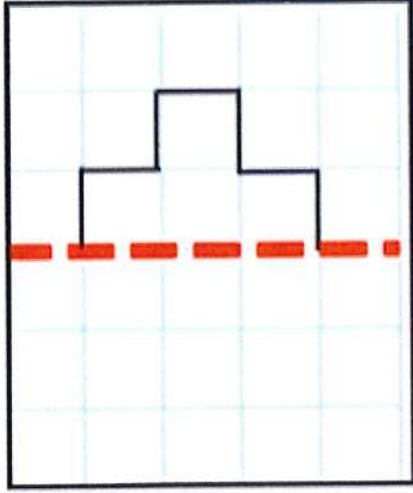
L.O. to investigate a problem using symmetry <https://classroom.thenational.academy/lessons/to-investigate-a-problem-using-symmetry/>

#### Friday

L.O. to investigate a problem using symmetry <https://classroom.thenational.academy/lessons/to-investigate-a-problem-using-symmetry-3b9d09/>

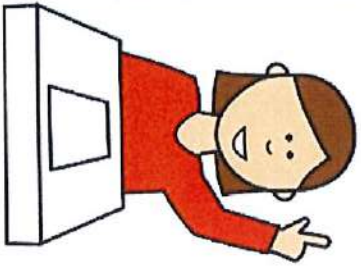
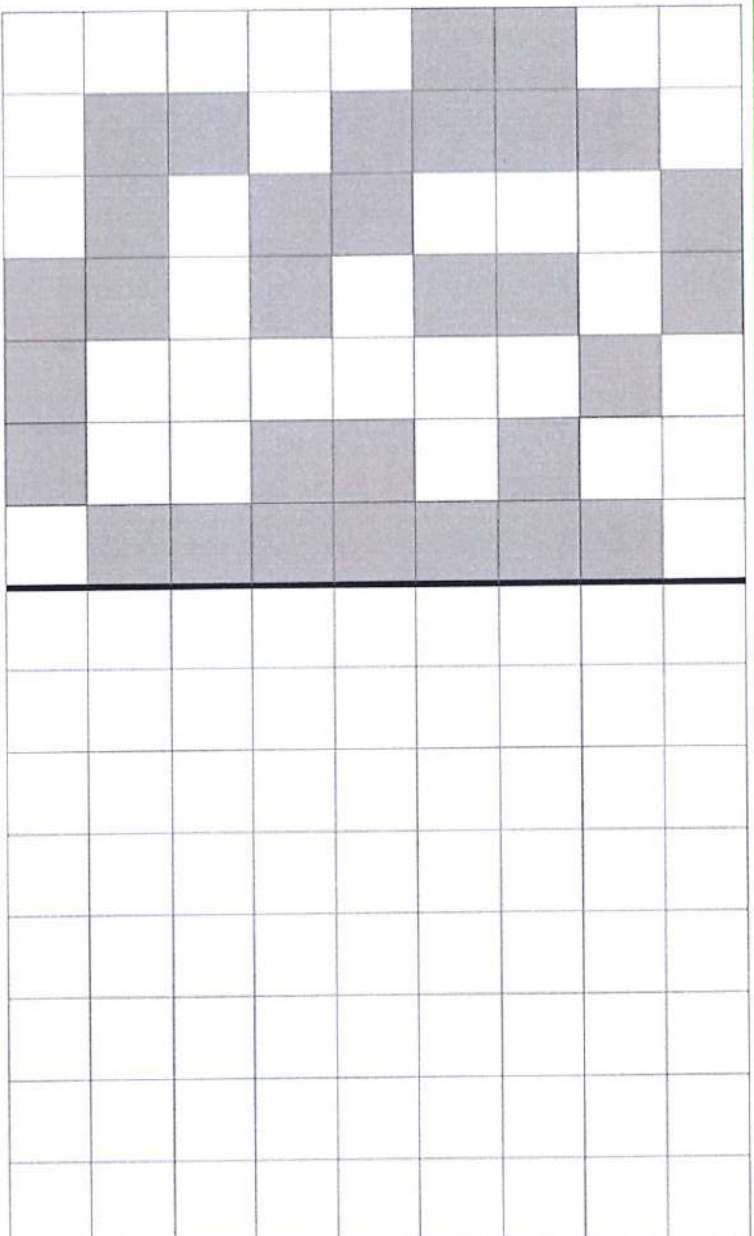
## Main Task - 2

Can you complete each of the symmetrical pictures using the red line as the mirror line?



# Moving On

Complete the block picture using symmetry to fill in the correct squares



















11

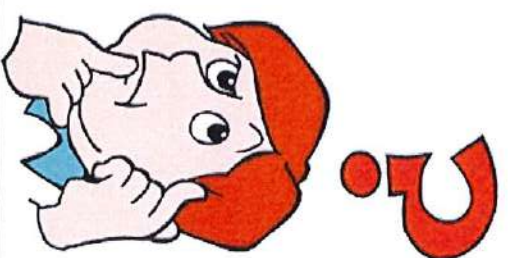








## To Start

Can you work out what each symbol is worth in this maths square? Use the clues to help you

				=24
				=30
				=26
				=24

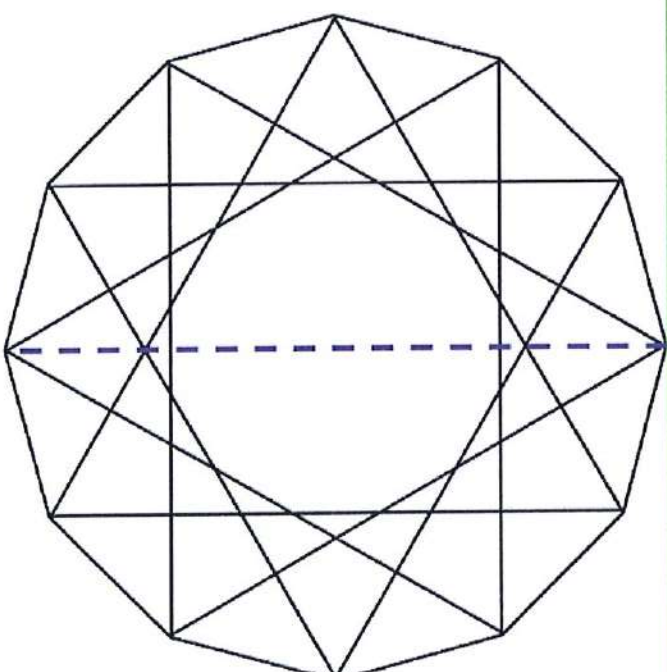
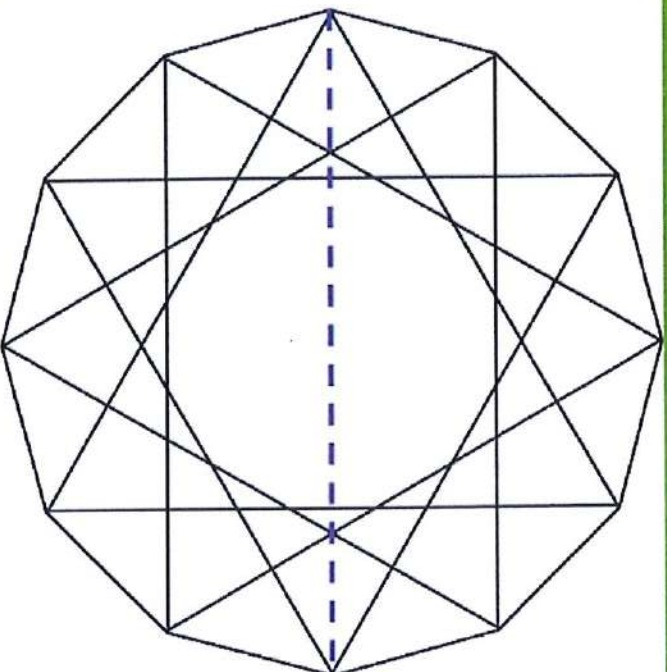


	=	
	=	
	=	
	=	



## Challenge

Can you create 2 different symmetrical patterns on these shapes below? To really spice it up, try using colour.



23



## Main task

How many different symmetrical patterns can you create on these 3 x 3 grids?  
Remember to show where the mirror line is.







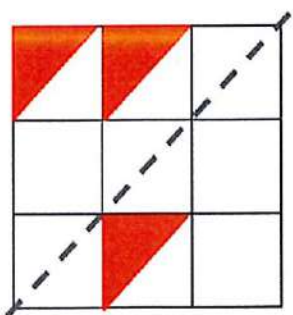
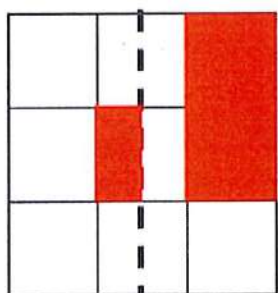
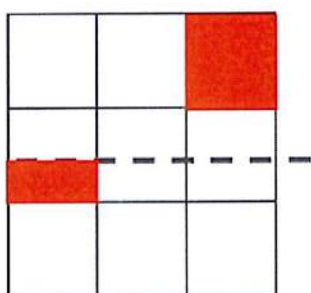
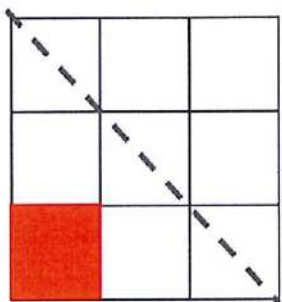
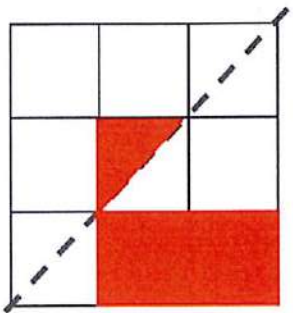


14:16

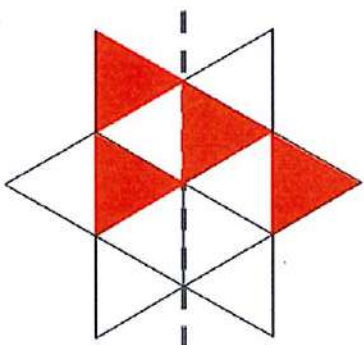


# Moving on

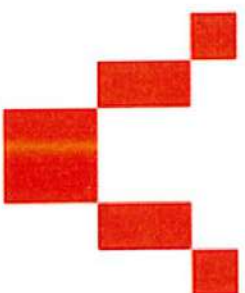
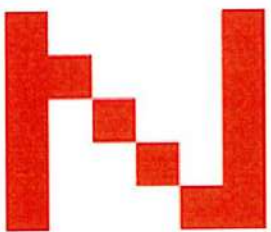
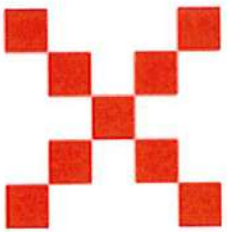
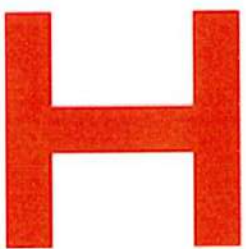
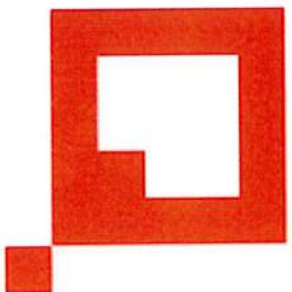
Complete these symmetrical patterns



16



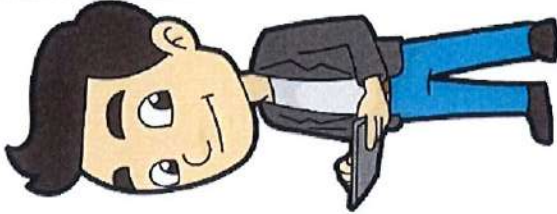
**Can you spot the letters with diagonal lines of symmetry?**



# To Start

## Times tables speed challenge

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



7

# Main task

Complete the symmetrical patterns by shading in the correct squares.

The image shows three 5x5 grids, each with a vertical dashed line down the center (column 3) and a horizontal dashed line across the middle (row 3). The patterns are as follows:

- Grid 1 (Left):** Shaded squares are at (row, col): (1,1), (1,2), (1,4), (1,5), (2,1), (2,2), (2,4), (2,5), (3,1), (3,2), (3,4), (3,5), (4,1), (4,2), (4,4), (4,5), (5,1), (5,2), (5,4), (5,5).
- Grid 2 (Middle):** Shaded squares are at (row, col): (1,1), (1,2), (2,3), (2,4), (3,1), (3,2), (3,4), (3,5), (4,3), (4,4), (5,1), (5,2), (5,4), (5,5).
- Grid 3 (Right):** Shaded squares are at (row, col): (1,1), (1,2), (1,4), (1,5), (2,1), (2,2), (2,4), (2,5), (3,1), (3,2), (3,4), (3,5), (4,1), (4,2), (4,4), (4,5), (5,1), (5,2), (5,4), (5,5).



# Main task

Complete the symmetrical patterns by shading in the correct squares.

The image shows three 5x5 grids, each with a dashed line representing a line of symmetry. The first grid has a vertical dashed line in the center. The second grid has a vertical dashed line on the right side. The third grid has a vertical dashed line on the left side. Each grid contains a partial pattern of shaded squares that must be mirrored to complete the pattern.



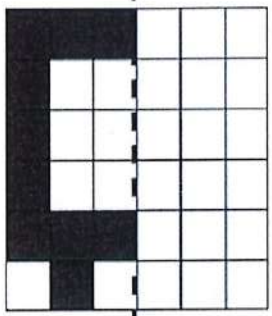
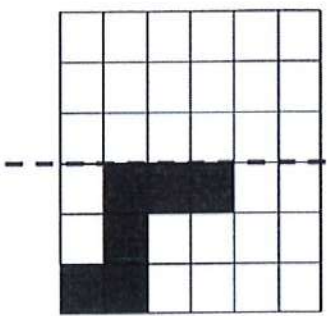
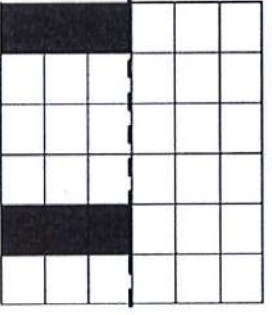
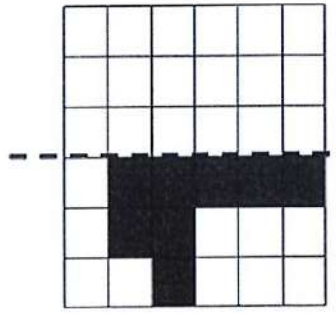
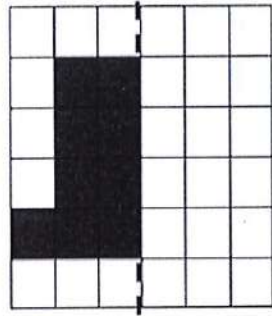
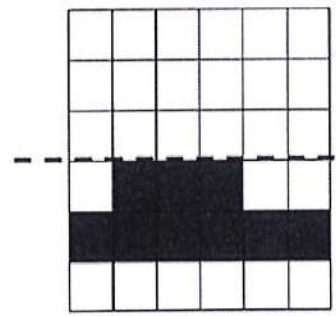

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14:51 15/06/2020



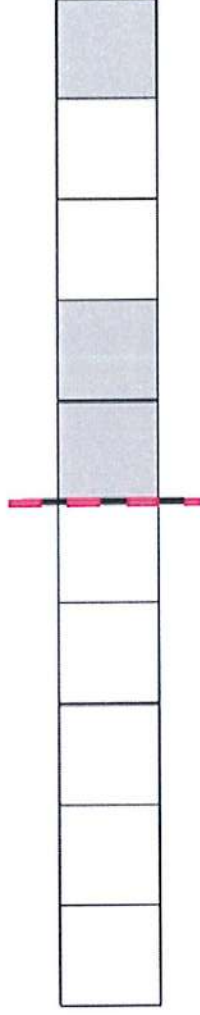
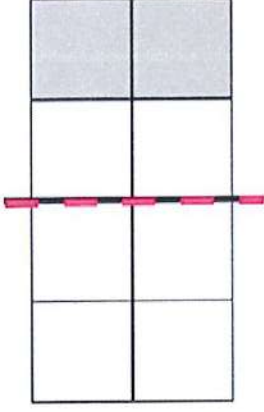
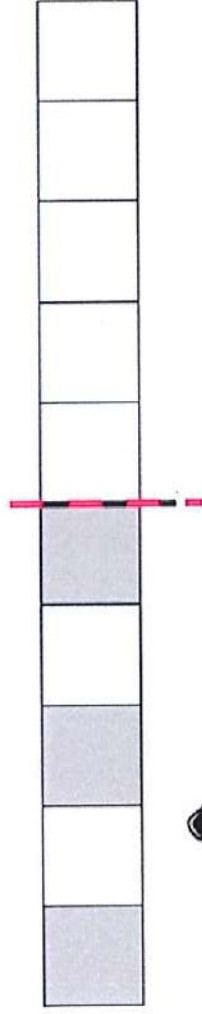
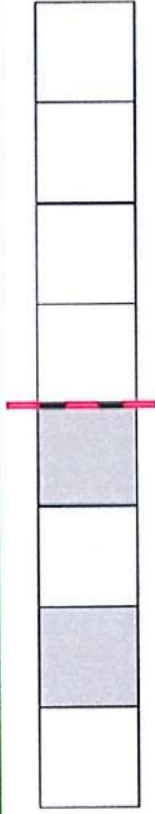
# Moving on

Complete the shape by using the line of symmetry.



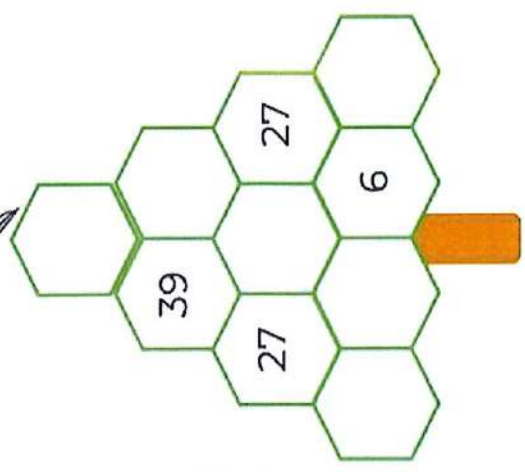
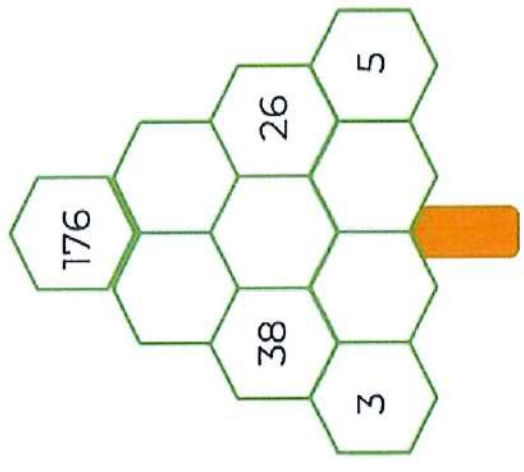
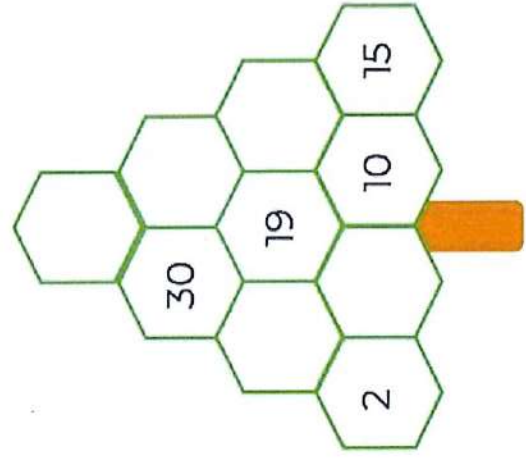
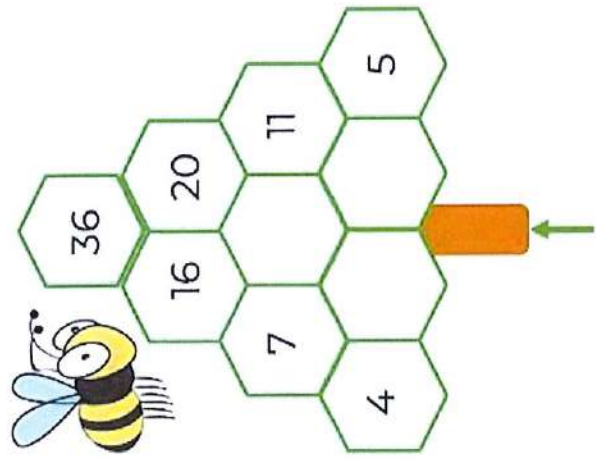
# Moving on

Complete the symmetrical patterns by shading in the correct squares.



# To Start

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

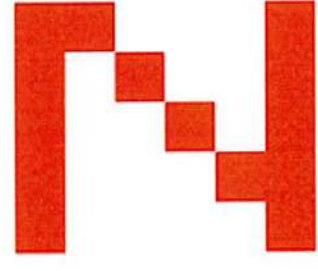
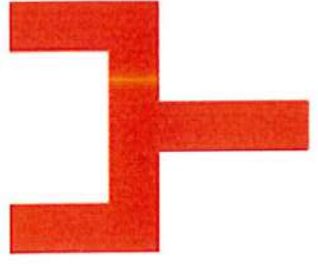
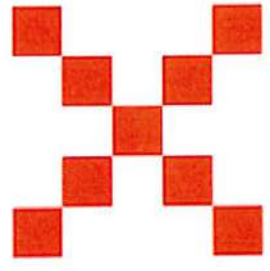
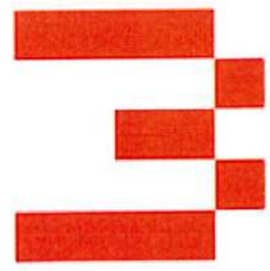


This one has been ALMOST completed for you



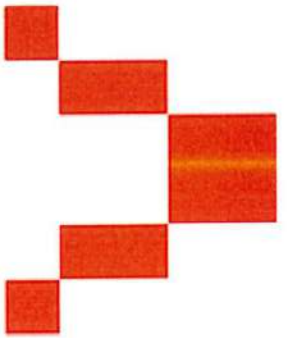
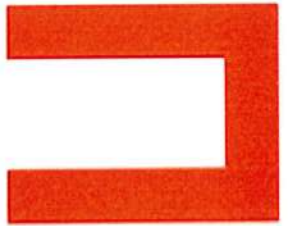
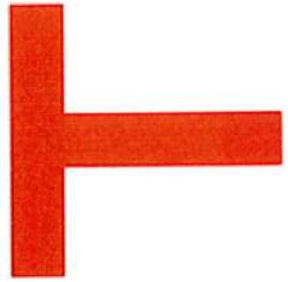
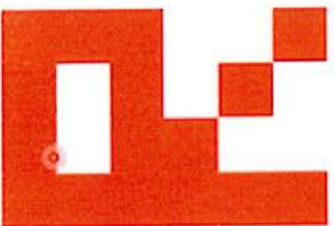
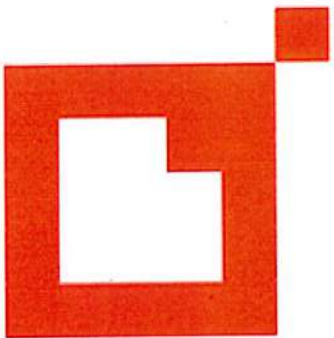
# Main Task

Mark the lines of symmetry on the capital letters. Use a ruler. Which shape has the most lines of symmetry?



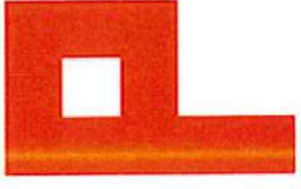
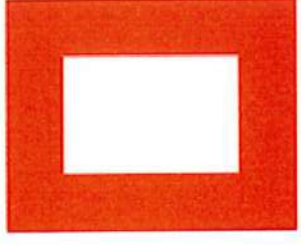
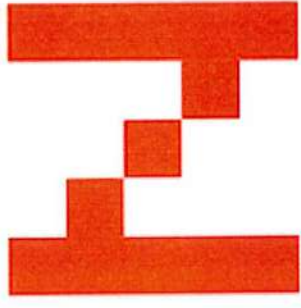
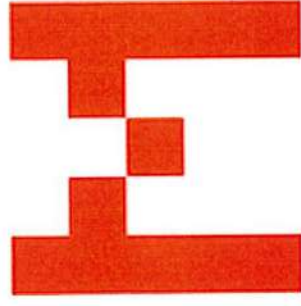
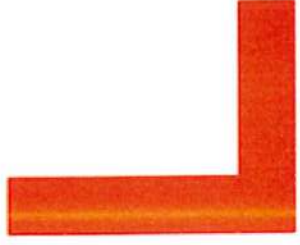
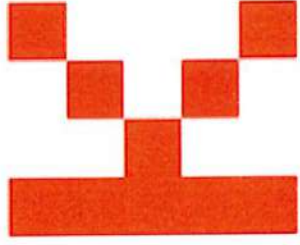
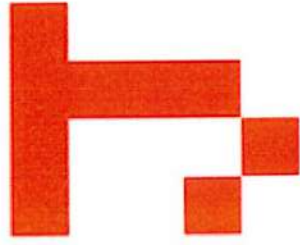
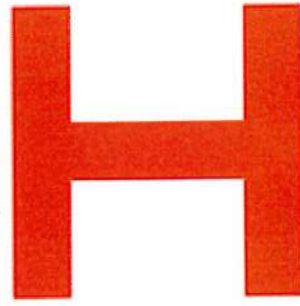
# Main Task

Mark the lines of symmetry on the capital letters. Use a ruler. Which shape has the most lines of symmetry?



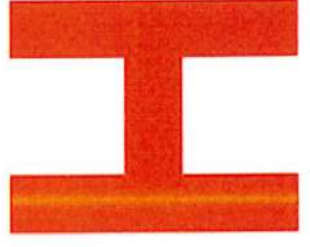
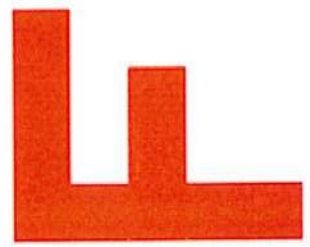
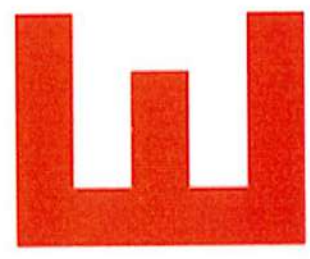
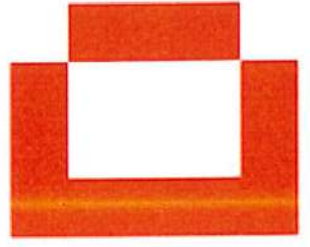
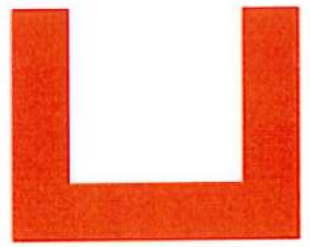
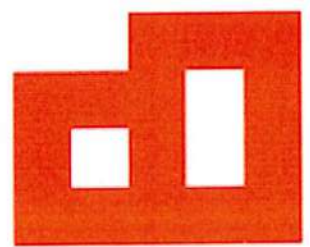
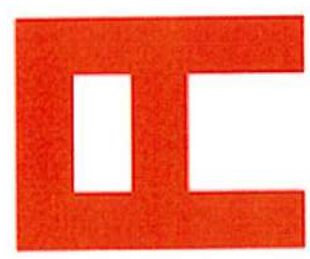
## Main Task

Mark the lines of symmetry on the capital letters. Use a ruler. Which shape has the most lines of symmetry?



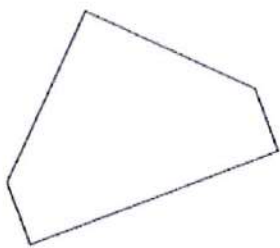
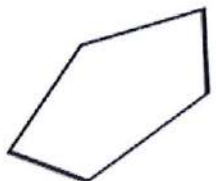
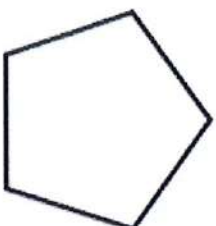



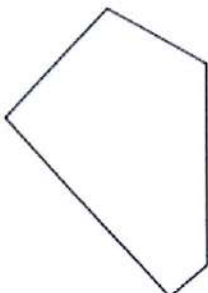
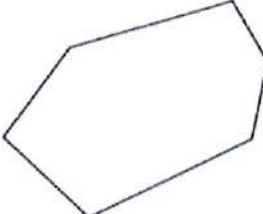
# Main Task

Mark the lines of symmetry on the capital letters. Use a ruler. Which shape has the most lines of symmetry?



# Moving on 2

How many lines of symmetry does each shape have? Write the number inside the shape

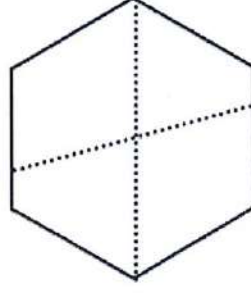
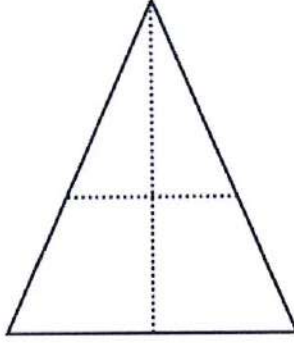
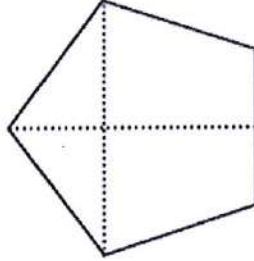
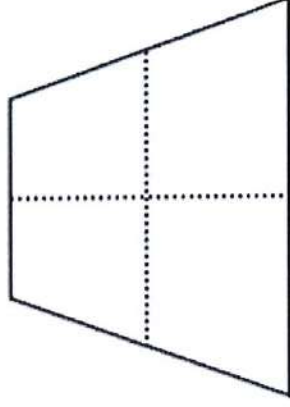
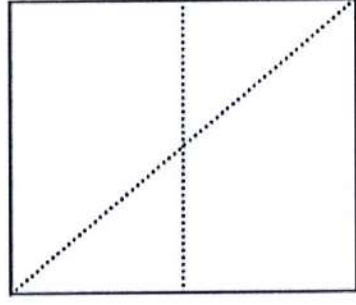
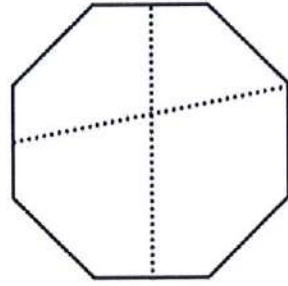




# Moving on 1

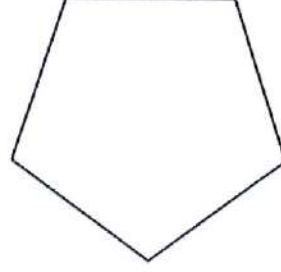
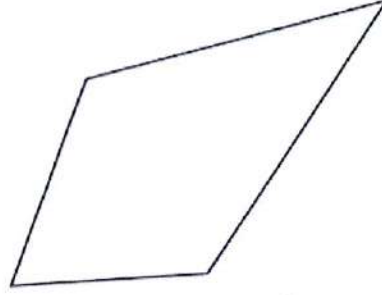
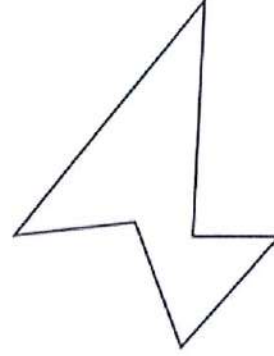
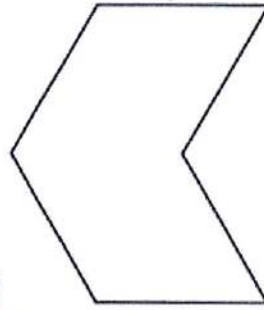
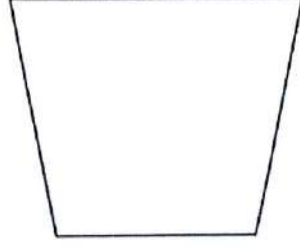
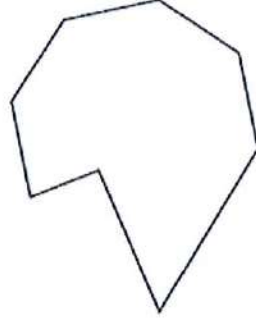
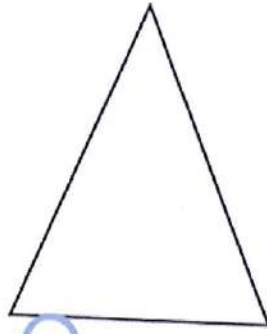
## Line of symmetry or not?

Each shape has 2 lines marked on it. Only one line is a line of symmetry. Tick the correct line of symmetry on each.



## To Start

Regular or irregular. Name each shape?



## 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. Listen to a story

- Read *Sinbad Introduction 1 and 2*. Have you heard of this set of stories? What do you think might happen?
- Listen to the first part of the story of Sinbad's Fifth Voyage.  
[https://www.youtube.com/watch?v=F-3PjZu\\_5WY](https://www.youtube.com/watch?v=F-3PjZu_5WY)

**Stop the video at 6:20**

What did you like about the story? Was there anything about it that you disliked? Record this in your book – you could make 2 columns one headed 'What I liked' and the other 'What I disliked'.

## Tuesday - What to do today

### 1. Listen to a story

- Listen to story of Sinbad and the Giant Bird from yesterday  
[https://www.youtube.com/watch?v=F-3PjZu\\_5WY](https://www.youtube.com/watch?v=F-3PjZu_5WY)

**Stop the video at 6:20**

### 2. Retell the story

- Use *Sinbad and the Giant Bird* to retell the story in four parts.
- Decide the four most important scenes and use words and pictures to show them. Do this on the sheet provided – the larger boxes are for pictures and the slightly smaller ones for your writing.

## Wednesday - What to do today

### 1. Remind yourself about clauses and conjunctions

- Use the **PowerPoint on clauses and conjunctions (Slides 1 to 7)**, or remind yourself using the *Revision Card* on this subject.
- Complete *Multi-Clause Sentences*.

### Try the Fun-Time Extra

- Use your four-part story words and pictures to practise telling the story. You could make a recording of yourself telling the story and share it with your teachers.

## Thursday - What to do today

### 1. Listen to a story

- Look carefully at **Sinbad Illustration**. What do you notice? What could be happening here? Who might the man be? What might be in the pot?
- Listen to the second part of Sinbad's Fifth Voyage  
[https://www.youtube.com/watch?v=F-3PjZu\\_5WY](https://www.youtube.com/watch?v=F-3PjZu_5WY)  
**Start the story at 6:00 and stop it at 11:14**
- What did you find out about the Sinbad Illustration?
- Listen to the last part of Sinbad's Fifth Voyage  
[https://www.youtube.com/watch?v=F-3PjZu\\_5WY](https://www.youtube.com/watch?v=F-3PjZu_5WY)
- Start the story from 11.15, watch until the end.

### 2. Prepositions and Expanding Noun Phrases

- Use the PowerPoint on Prepositions (slide 7 to end) or, if this is not possible, use the Revision Cepositionard to remind yourself about prepositions.
- Complete Expanding Noun Phrases by re-writing the noun phrase and adding a prepositional phrase. Write neatly.
- 

## Friday - What to do today

### 1. Read another version of the story

- Read *Usborne – Sinbad*.
- This is a different version than the one that Wilf told. Write the differences and similarities that you spot on the Comparison Table. Which version do you prefer? Why?

## Comparison Table

Write what you notice about the Usborne version and Wilf's. One example has been done for you.

<b>Similarities</b>	<b>Differences</b>
<p><i>There's a giant bird in each story.</i></p>	<p><i>Wilf doesn't say that the bird is called a roc.</i></p>

## Usborne - Sinbad

*Sinbad has returned home after his adventures which included escaping from a roc – a giant bird.*

The problem was Sinbad found life at home dull after his adventures. One morning he saw a beautiful new ship at the port and decided to buy it.

He loaded the ship with silks and spices, hired an eager crew and set sail.

They came to an island with another roc's egg. Some sailors were curious and went to see it. They threw stones at the egg to see how tough it was.

Fifty stones later, it cracked.

"Fools!" cried Sinbad. "The mother roc will want revenge!"

As they sailed away, a dark shape hid the sun. It was a roc! She dropped a massive boulder on the ship and all but Sinbad perished in the sea.

Yet again, Sinbad was saved. This time, he was swept to a leafy island. As he paused for water by a stream, he saw a sad troll.

Sinbad helped the troll across the stream. But then the troll refused to get down from Sinbad's shoulders. It just tightened its grip around his neck.

For days, Sinbad was the troll's prisoner. He carried it everywhere until he was exhausted. Then he remembered he had a flask of wine.

The troll saw Sinbad take a sip and snatched the flask. It glugged down the wine and was soon swaying from side to side. A few burps later, it toppled to the ground.

Sinbad ran away and met some people carrying baskets. "Can you help me get to Baghdad?" he asked hurriedly.

"If you help us collect more coconuts," replied a bald man.

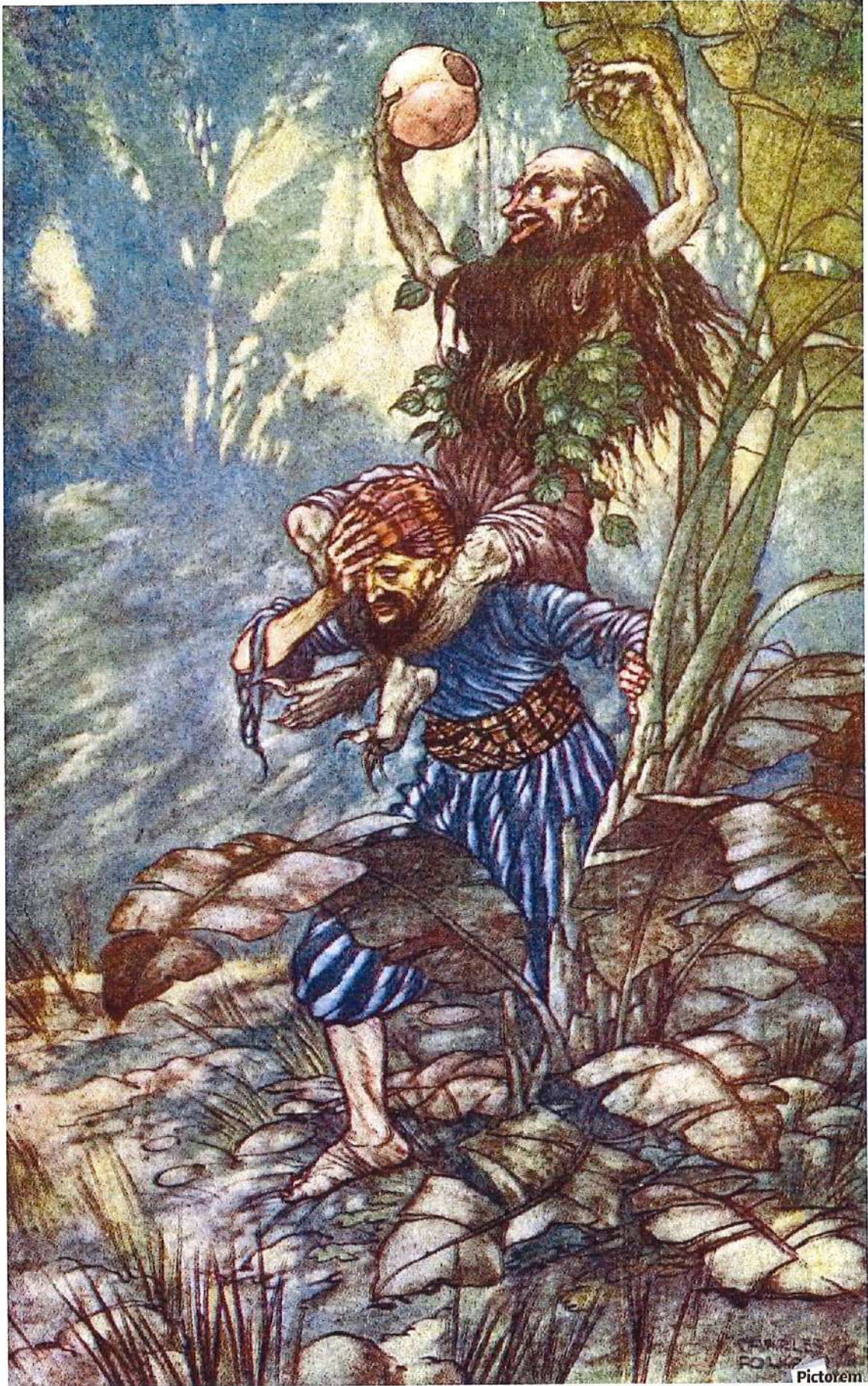
"How?" wondered Sinbad, following the group into a forest of palms. Monkeys chattered in every tree.

"Watch!" said the man. He picked up a stone and threw it at a monkey. The monkey was very annoyed and through a coconut back at the man.

Soon, all the monkeys were throwing coconuts. Sinbad easily collected enough to pay for his trip home.

*From The Adventures of Sinbad the Sailor by Katie Daynes*

Sinbad Illustration



## Expanding Noun Phrases

- Choose prepositions and add phrases to these noun phrases.
- Write each one out neatly.

*(The first has been done for you.)*

**Challenge if you want!** Try to use a different preposition in each one!

a wild and raging sea with waves as high as houses

a beautifully calm island

a sad old man

the devious trick

his powerful legs

his endless commands

a clever idea

a calabash full of wine

an enormous gulp

the lucky escape

## **Prepositions**

with, of, by, from, on, under, below, between,  
beside, inside, next to, over, by, in



## Multi-Clause Sentences

*Make multi-clause sentences. Use the first clauses below.*

*Choose a conjunction and make up another clause. Write out your new sentence.*

*CHALLENGE: Choose a conjunction and make up another clause. Then extend the sentence again with another conjunction. Write your 3-clause sentence out. Does it make sense?*

**Don't forget!**

The clause you add can start the sentence.

### *Conjunctions*

because	while	wherever	after	before	so
since	when	whenever	until	where	as

### *First clauses*

Sinbad found life at home was dull

He saw a beautiful new ship at the port

He decided to buy the ship

The ship was loaded with silks and spices

They arrived at an island

They saw a huge egg

They decided to eat from the egg

They were no longer hungry

The giant bird heard them

She began to attack them

## Revision Card – Conjunctions

### Clauses

**Clauses** are groups of words with an **active verb** and a **subject**.

**Sinbad** kept watch.

**He** looked all around.

Then **he** spotted the island in the distance.

**He** shouted loudly, excited to see it.



The **subject** is 'the doer' of the verb; it can be a noun or pronoun.

### Conjunctions

**Conjunctions** join clauses.

as  
because  
so

before  
after  
when  
since  
until  
as  
while

wherever  
where



**Sinbad** kept watch.

**He** spotted the island.

**He** shouted loudly.

**He** had adventures.

**Sinbad** kept watch **because** **they** needed food.

**He** shouted loudly **when** **he** spotted the island.

**Wherever** **he** went, **he** had adventures.

Remember – a clause always has an active verb.

# Using conjunctions and prepositions to add information





## Clauses

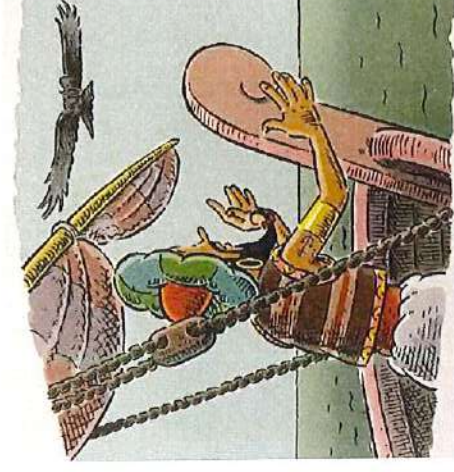
Clauses are groups of words with an **active verb** and a **subject**.

**Sinbad** kept watch.

**He** looked all around.

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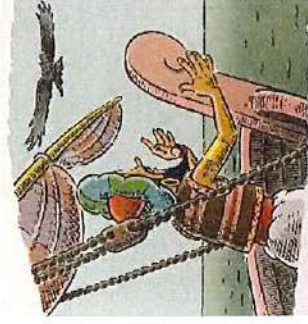
**He** shouted loudly, excited to see it.



The **subject** is 'the doer' of the verb; it can be a noun or pronoun.

# Conjunctions

Conjunctions join clauses.



as  
because  
so

before  
after  
when  
since  
until  
as  
while

wherever  
where

Sinbad kept watch.

He spotted the island.

He shouted loudly.

He had adventures.



Sinbad kept watch **because** they needed food.

He shouted loudly **when** he spotted the island.

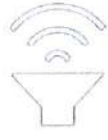
**Wherever** he went, he had adventures.

Remember – a clause always has an active verb.



# Conjunctions

Conjunctions help us express **time**, **place** and **cause**.

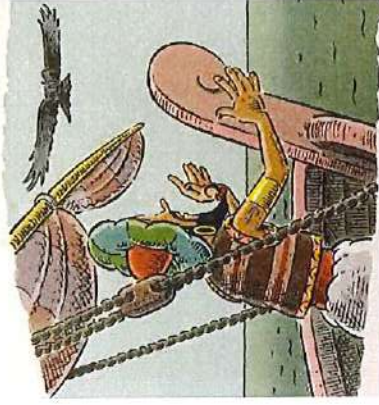


Sinbad kept watch... **while** the other men worked.

Sinbad kept watch... **after** they had travelled for days.

Sinbad kept watch... **when** he was hoping for land.

When?



Spot the active verb in each clause.

*Try adding your own clause to express **time**.*

# Conjunctions

Conjunctions help us express **time**, **place** and **cause**.

He spotted the island... **where** he had been looking.

He spotted the island... **where** the sky met the sea.

He spotted the island... **where** the bird had flown from.

**Wherever** is useful for more general statements.

He has adventures **wherever** he goes.

He finds new treasure **wherever** he lands.

The bird followed **wherever** the ship sailed.

*Try adding your own clause to express place.*



Spot the  
active verb  
in each  
clause.



# Conjunctions

Conjunctions help us express **time**, **place** and **cause**.

He shouted loudly... **because** he was excited.

Why?

He shouted loudly ... **since** he wanted everyone to hear.

Why?

He shouted loudly... **as** he hoped they would eat soon!

Why?



Spot the active verb in each clause.

*Try adding your own clause to express **cause**.*

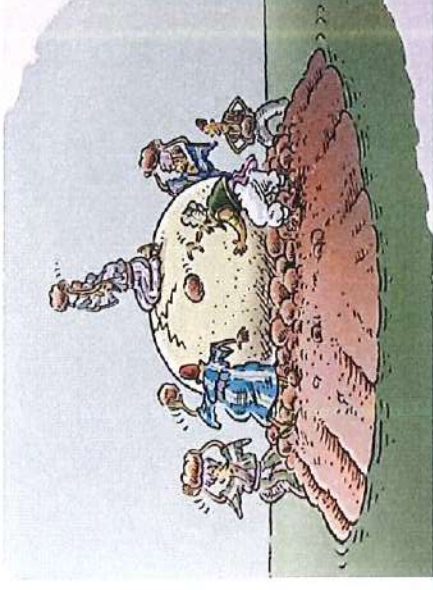




## Phrases

A **phrase** is a group of words which adds meaning to a sentence.

*on the island*  
*with a massive rock*  
*in the sea*  
*because of the hunger*



There is **no active verb** in a phrase.

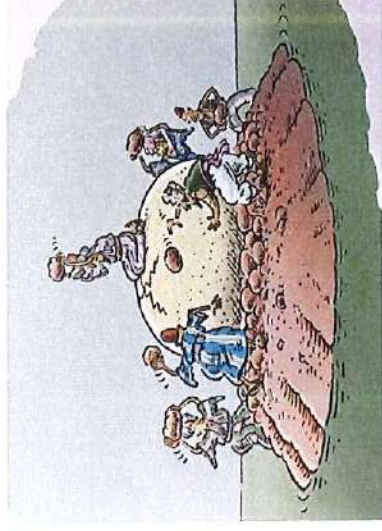
# Prepositions

Prepositions link a **phrase** to a **clause**.

There must be a door **in** here somewhere!

I will hit it **with** this rock.

A crack opened up **in** the middle of the egg.



**under**

**on**

**below**

**over**

**outside**

**inside**

**on**

**above**

**from**

**from**

**after**

**in**

**due to**

**while**

**since**

**between**

**because of**

**before**



## Prepositions

Prepositions help us express **time**, place and cause.

Sinbad spotted the island **at** dawn.

The men struggled **during** the afternoon.

The bird arrived **after** the feasting.

*Try adding your own prepositional phrase to express time.*



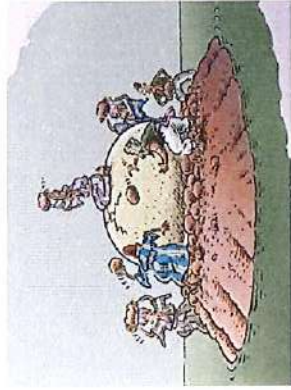
When?

**Prepositions**  
while, since,  
before, during,  
after, at, on



## Prepositions

Prepositions help us express time, **place** and cause.



Where?

The man balanced **on top of** the egg.

The bird flew **above** the men.

They found delicious yolk **in** the middle of the egg.

**Prepositions**  
above, below,  
inside, outside, on,  
in, between

*Try adding your own prepositional phrase to express **place**.*

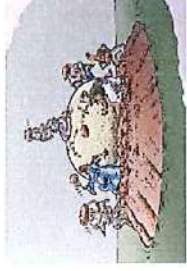
# Prepositions

Prepositions help us express time, place and **cause**.

The men threw rocks **in** a wild effort.

They were desperate **due to** their deep hunger.

They were at risk **because** the bird was near.



How?

Why?

Why?

## Prepositions

because of, due to,  
from, for

*Try adding your own prepositional phrase to express **cause**.*



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## Tuesday - Sinbad and the Giant Bird


## Monday - Sinbad Introduction 2



As they ate, Sinbad the Sailor started to tell them how he had acquired his great wealth:

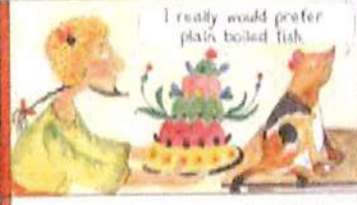


What a handsome fellow!

You're too kind.



Good old Dad!



I really would prefer plain boiled fish.

"Many years ago, when I was younger and thinner,

my father died, leaving me an enormous fortune.

I spent the money foolishly on exotic food and clothes.

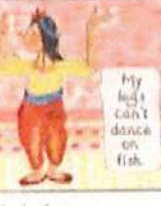


One fish is all that's left.

How stomach-rotting!

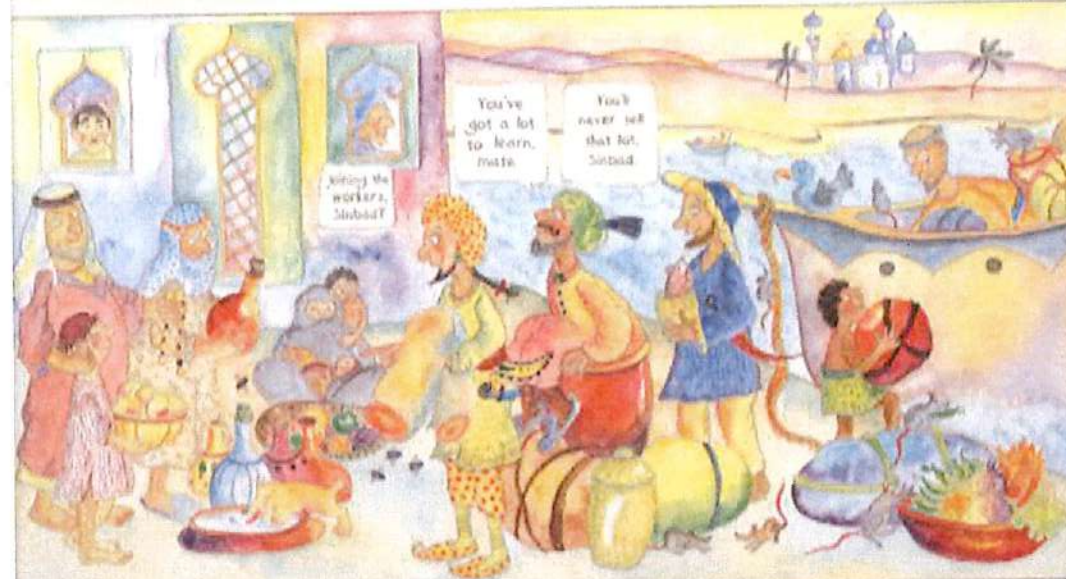


By Allah, if I'm not careful I could end up a porter, scrabbling for a living on the streets.



My legs can't dance on fish.

Then, one morning, I woke in a panic realizing that I had very little wealth left and that if I wasn't careful I would spend my old age in poverty.



Joining the workers, Sinbad!

You've got a lot to learn, mate.

You'll never sell that lot, Sinbad!

So I determined to go to sea and make my fortune. Having sold my few remaining possessions, I went to the market and bought merchandise. This I put aboard a ship just setting sail to Basra.



# Monday - Sinbad Introduction 1

