

23rd March – Weekly Learning

One week project: Goals and Dreams – A Key Historical Figure

Spelling

Adding 'ly' to a root word creates an adverb that describes HOW the verb in the clause/sentence is being carried out.

Example:

The fox jumped **quickly** – the adverb 'quickly' describes how the fox jumped.

Rules:

- If the root word ends in 'e', remove the 'e' and add 'ly' (gentle/gently)
- If the root word ends in 'y', change the 'y' for 'i' and add 'ly'. (sleepy/sleepily).

reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously

Challenges:

- 1) Use a dictionary (either a hard copy or an online version) to find the meanings of each of the words above
- 2) Use rainbow writing to learn the 'ly' spellings above e.g.



- 3) Create your own 'ly' word crossword or word search to share with a family member
- 4) Create a poster based on the 'ly' spelling rule

Reading

Please log into your Read Theory accounts as this will support you with key reading skills (scanning, skimming, retrieval and inference etc.)

Your Read Theory logins should be in your link books. If you cannot locate this, please contact your teacher via email (samtobie@lhaines.herts.sch.uk or mah-noorali@lhaines.herts.sch.uk)

Writing

Our class text, 'Cloud Tea Monkeys', is set in India. As you are watching the video linked below, note own key nouns and verbs to describe the tea plantation.

<https://www.youtube.com/watch?v=vKDg1bT7PoI>

Now, combine these with adjectives and adverbs to create expanded noun phrases and subordinate clauses e.g. As the fog drifted across the field, vibrant leaves bashfully waved hello.



Maths

Last week in maths, we started working on symmetry. Can you spot any symmetrical shapes in your house/garden?

Fruit/vegetable symmetry investigation:

With the help of an adult, carefully cut a piece of fruit or vegetable in half (vertically).



Can you find any lines of symmetry on the inside of the fruit/vegetable? What if you were to cut it in another place – would you get the same result?



You can try this with apples, oranges, melons, tomatoes, cucumbers, cauliflower etc.

Can you think of a food item that would have no lines of symmetry when you cut it down the centre?

Log into IXL to practise Year 4 W.18 Symmetry and Year 5 Q.16 Identify lines of symmetry.

Art

In class, we began reading our text, 'Cloud Tea Monkeys'.

Use the link below to learn how to sketch a monkey:

<https://www.youtube.com/watch?v=xWzxbf7Ervs>

You may wish to watch the video through once before attempting your sketch. Remember to pause the video after each stage.

As a challenge, you may wish to shade your monkey in, either using your sketching pencil or colour pencils/pastels if you have them.

Blog

We understand that during this time, it can be difficult being away from your classmates and teachers. It is ok to feel worried or anxious – do remember to speak to someone at home about this. Please head over to our Twiducate blog to share your top tips for feeling good this week. This could include telling jokes, baking with your family or even creating an obstacle course!

Extra ideas for this week

Read for 20 minutes every day, recording the names of the book with the number of pages read in your link book. Remember to use your bookmarks to support your understanding of the text.

If you want to complete additional learning, please find some maths and reading questions below. You can also utilise accounts such as TTRockstars and Spelling Shed to support your learning.

We are really looking forward to keeping up to date with your learning. Feel free to share with us via email (samtobie@lhaines.herts.sch.uk or mah-noorali@lhaines.hertssch.uk)

Project

Over the last term, we have been learning all about the importance of having goals and dreams for the future.

For your project this week, please pick someone from history who has inspired you or who you believe has made a positive impact on the world.

Your task is to research your key historical figure before publishing your findings. You may choose to create a poster, a lapbook, a leaflet, an informative video, a slideshow presentation or something else.

It is important that you use a range of sources to investigate your historical figure, ensuring that they are reliable.

Please include:

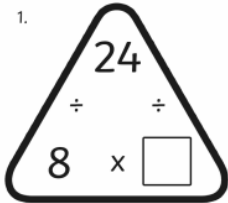
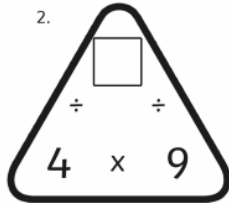
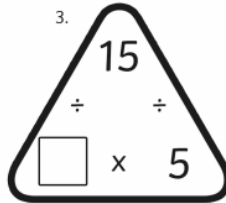
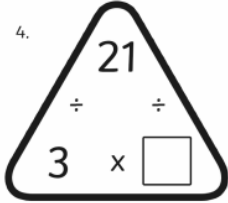
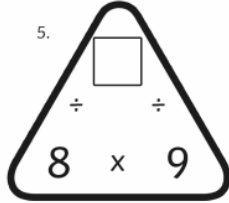
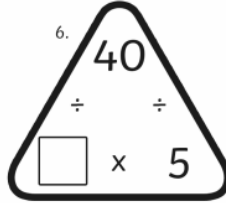
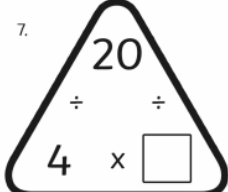
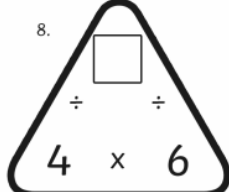
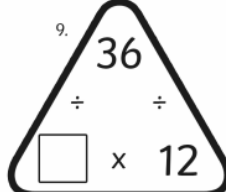
- 1) Who your historical figure is and why you have chosen them in particular
- 2) What period of history they are from and how this compares to the present day e.g. Emmeline Pankhurst was born in 1858. During this time, women did not have the rights that they do today.
- 3) How the world may be different if they had not made the impact that they did
- 4) What you/we can learn from them and their achievements

Addition and Subtraction:

Calculate the answers to the following, choosing the most appropriate method. Write the method you use, show any working, and write the answer in your book:

1. $3935 + 5711 =$
2. $9983 - 5544 =$
3. $8376 - 6246 =$
4. $5383 + 4359 =$
5. $2116 + 1222 =$
6. $7166 - 1934 =$
7. $8207 - 7761 =$
8. $9913 + 1072 =$
9. $3575 + 7049 =$
10. $9584 - 8758 =$

Multiplication and Division

1.	2.	3.
		
4.	5.	6.
		
7.	8.	9.
		

Fractions

1. $\frac{1}{6}$ of 60
2. $\frac{1}{9}$ of 54
3. $\frac{1}{7}$ of 28
4. $\frac{1}{8}$ of 96
5. $\frac{2}{5}$ of 20
6. $\frac{4}{6}$ of 36

Emma's Puppy Problem

11 As soon as she turned eight years old, Emma knew that
21 she was old enough for the responsibility of looking after
33 a puppy. She had even promised to start doing all of the
46 things you would do with a dog to prove to her boring dad
58 that she could. Emma knew she had to go on long walks
70 twice a day, although she did not get out of bed before
80 midday. She watered the plants in the house every day
89 to prove that she could keep something alive, although
100 she watered them a bit too much. Emma also knew one
110 thing for certain: she would not be picking up anything
122 that the dog left in the back garden. Not once. Not ever.
127 That was her dad's job.



Quick Questions



1. Who is stopping Emma from getting a puppy?



2. Why do you think that the author describes dad as 'boring'?



3. What makes you think that Emma is not ready to get a puppy? Use evidence from the text.



4. Summarise the main point of this story in 20 words or less.
