

Maths											
<p>Challenge 1: Converting measurements</p> <p>Have a look at this video all about converting measurements. The video explains everything to you and there are activities to complete in your exercise book during and afterwards. You can also do the online quiz at the start and end to assess how much you have learnt.</p> <p>https://www.thenational.academy/year-4/maths/measures-converting-between-mm-and-cm-year-4-wk3-2</p>	<p>Challenge 2: Money, Money, Money</p> <p>Can you find the missing numbers using your inverse skills in these money calculations?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;">$£ 2 _ . 4 _ +$</td> <td style="text-align: center; border-bottom: 1px solid black;">$£ 1 _ . 8 _ +$</td> <td style="text-align: center; border-bottom: 1px solid black;">$£ 4 _ . 6 _ +$</td> </tr> <tr> <td style="text-align: center; border-bottom: 1px solid black;">$£ _ 5 . _ 2$</td> <td style="text-align: center; border-bottom: 1px solid black;">$£ _ 7 . _ 2$</td> <td style="text-align: center; border-bottom: 1px solid black;">$£ _ 5 . _ 8$</td> </tr> <tr> <td style="text-align: center; border-bottom: 1px solid black;">$£ 3 9 . 8 6$</td> <td style="text-align: center; border-bottom: 1px solid black;">$£ 5 4 . 2 7$</td> <td style="text-align: center; border-bottom: 1px solid black;">$£ 7 1 . 4 9$</td> </tr> </table>	$£ 2 _ . 4 _ +$	$£ 1 _ . 8 _ +$	$£ 4 _ . 6 _ +$	$£ _ 5 . _ 2$	$£ _ 7 . _ 2$	$£ _ 5 . _ 8$	$£ 3 9 . 8 6$	$£ 5 4 . 2 7$	$£ 7 1 . 4 9$	<p>Challenge 3: Measurements</p> <p>It is approximately 65km from Nottingham to Birmingham. How many metres (m) is this? How far would a return journey be in metres (m)?</p> <p>Challenge – How far would this be in centimetres (cm)?</p>
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<p>Writing</p> <p>Watch the video on Literacy Shed and focus on the character wearing a red scarf. Can you write character description of this character?</p> <p>https://www.literacyshed.com/roads-end.html</p> <p>Here are some sentence stems to help you get started.</p> <p>The mysterious man standing at the side of the road appeared to be...</p> <p>The eerie, old man looked like...</p> <p>His grim, pale weathered face...</p> <p>His red bandana covered his gaunt, dirty face and...</p> <p>The spooky, clouded goggles that the man wore...</p> <p>His dusty, old coat was covered in....</p> <p>The silent beast, whose breath smelled like rotting eggs, stared at....</p> <p>The man's body was...</p>	<p>Grammar</p> <p>Bob has had a go at contracting some words and he thinks his work is perfect. Do you agree or can you spot some sneaky mistakes? Hint – Check the spelling too!</p> <p>Cannot – car'nt</p> <p>He is – he's</p> <p>We will – well</p> <p>You are – your'e</p> <p>They are – the'yre</p> <p>Do not – dont</p> <p>Could have – could've</p>										
<p>Reading</p>											
<p><i>It was the opening night. Tim took another deep breath. Inside his chest, he could feel his heart pounding like a bass drum. Again, he took slow, deep breaths and picked up his script. Flicking through the pages, he read through his lines quietly to himself, mumbling under his breath. All his hard work over the last few months had been for tonight. Crossing his fingers tightly, he wished for good luck. "Tim, are you ready? You're on in 2 minutes," said Mr. Smith. "I think so, Sir," said Tim in a shaky voice. "Don't worry, you'll be fine, Tim. Break a leg!" Slowly, Tim stood up and made his way towards the heavy, red velvet curtain. He pulled it to the side and stepped through.</i></p>	<p>Use the extract to have a go at answering these questions:</p> <ol style="list-style-type: none"> How do you think Tim is feeling at the beginning of the text? Explain how you know by using quotes. What do you think Tim is waiting to do and why do you think this? Who do you think Mr Smith is? What phrases or sentences show you that Tim is trying to calm himself down? Where do you think Tim is and what evidence supports this? 										
<p>Flashback to our Chocolate Story vehicle</p>											
<p>Our digestive system is a very important part of our body. It helps us break down food so our body can get the energy and nutrients that we need. If you remember, we did an experiment using crackers, orange juice and a bag to demonstrate the process and change that happens to food as it travels through our body. Can you have a go at either drawing or creating a model of the human digestive system. After, have a go at adding these labels to identify the different body parts: mouth, oesophagus, stomach, liver, pancreas, large intestine, small intestine, rectum and anus.</p>											
<p>Weekly Learning Project</p>											
<p>Scavenger hunt! We would love for you to have a look around your house, garden or even go on a walk to see if you can spot any items that might work using batteries, mains electric or doesn't require a power supply to work. How you record this can be your choice. You may wish to do a table, a list or even some simple drawings of your observations with labels. You can be as creative as you want and remember your class teachers would love to see what you found so don't forget to take photos of your work and email us!</p>											

A kind act can make someone else's day be much easier and brighter. Could you help your adults by doing some chores around the house? You might wash the pots, tidy your room or even Hoover up! Have a think about what other jobs might help.