



## Learning pack – Week beginning 9.11.20

Year group – 4

## 'Cities / Holiday Brochure'

SUBJECT	DESCRIPTION OF TASK	RESOURCES
Reading	<p><b>Activity 1:</b> Mr Majeika Read the text (Resource 1) Then complete the questions using the 'Reading Rainbow' lenses:</p> <ul style="list-style-type: none"> <li>• Feeling (emotions of the character)</li> <li>• Author assessment (evaluating the author's choice of words)</li> <li>• Inferring / deducing (practicing drawing conclusions and summarising)</li> </ul> <p><b>Activity 2:</b> The Worst Witch Read the text (Resource 2) Then complete the questions using the same 'Reading Rainbow' lenses as above.</p> <p><b>Activity 3:</b> Complete a question about your staged reader book or a book from home using your reading journal.</p> <p>Remember to read for at least 10 minutes each day.</p> <p>Additionally, you could log-in to 'Oxford Reading Buddy' and read your choice of eBook and complete the subsequent quiz (link in resources).</p>	<p>Resource 1: Mr Majeika</p> <p>Resource 2: The Worst Witch</p> <p>Reading book and journal</p> <p><a href="https://www.oxfordreadingbuddy.com/uk">https://www.oxfordreadingbuddy.com/uk</a></p>
Spelling	<p><b>Activity 1:</b> Using the 'Rainbow arc' resource write the following spelling words as many times as you can in each stripe using a different colour for each stripe:</p> <ul style="list-style-type: none"> <li>• experience</li> <li>• experiment</li> <li>• extreme</li> <li>• famous</li> <li>• favourite</li> <li>• February</li> </ul> <p><b>Activity 2:</b> Draw a picture of your choosing. Hide the above spelling words somewhere in your picture and get a grown up to try and find them all.</p> <p><b>Activity 3:</b> Use the website Spelling Frame (link in resources) to practice common exception words.</p>	<p>Rainbow arc (Resource 3)</p> <p><a href="https://spellingframe.co.uk/spelling-rule/44/26-Word-list-years-3-and-4---br--to-ce-">https://spellingframe.co.uk/spelling-rule/44/26-Word-list-years-3-and-4---br--to-ce-</a></p>

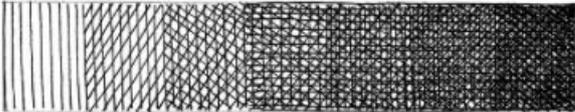


<p><b>Maths</b></p>	<p><b>Activity 1:</b> In class, we have been practicing subtracting with regrouping. Please complete the column subtraction questions (using the attached resource 4a/b). Top tip: Don't forget to check – if the bottom number is larger than the top number then you must regroup in the column to the left!</p> <p><b>Activity 2:</b> Play the online subtraction game on 'Top Marks'.</p> <p><b>Activity 3:</b> Complete the homework set on MyMaths.</p> <p><b>Activity 4:</b> Complete the 'Garage' sessions assigned on 'Times Table Rockstars' and practice daily (Don't forget there is the national competition running this week!).</p>	<p>4-digit column subtraction with regrouping (Resource 4a) 4-digit column subtraction with regrouping - <b>answers</b> (Resource 4b)</p> <p>Top Marks subtraction game: <a href="http://www.learnalberta.ca/content/me3us/flash/lessonLauncher.html?lesson=lessons/07/m3_07_00_x.swf">http://www.learnalberta.ca/content/me3us/flash/lessonLauncher.html?lesson=lessons/07/m3_07_00_x.swf</a> (you may need a paper and pen)</p> <p>MyMaths: <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></p> <p>Times Table Rockstars: <a href="https://play.ttrockstars.com/auth/school">https://play.ttrockstars.com/auth/school</a></p>
<p><b>Maths puzzle</b></p>	<p>Complete the maths puzzle attached below.</p>	<p>Resource 5</p>
<p><b>Writing</b></p>	<p>In English, we are exploring ways to write a holiday brochure. We examined the different jigsaw pieces that help. Watch the video clip attached to help with each activity (opposite).</p> <p><b>Activity 1:</b> Write a main heading and the options of your holiday brochure.</p> <ul style="list-style-type: none"> <li>• Heading – can you use alliteration? E.g. Stunning Sicily.</li> <li>• Overview – can you give the reader options using the conjunction 'or'? Describe two different options / choices for your reader using adjectives and verbs. My example – Whether you're looking to unwind on a golden beach or fill your lungs with fresh mountain air in a wild volcanic landscape, then Sicily is for you.</li> </ul> <p><b>Activity 2:</b> Write a sub-heading and overview for your holiday brochure. Think of Sicily's geography e.g. hilly terrain, citrus groves, active volcanoes. Think of reasons of why it may have been voted the 'World's Favourite Holiday Island'. Write an overview/introduction of some of the key things that will be featured in your brochure.</p>	<p>A tour of Sicily video clip: <a href="https://www.youtube.com/watch?v=Q_19Z1ntxLY">https://www.youtube.com/watch?v=Q_19Z1ntxLY</a></p>



	<p>My example – <u>An inspiring destination</u>. Sicily has been voted the 'World's Favourite Holiday Island' thanks to its divine landscapes and enchanting beaches. Have you ever dreamed of picnicking beneath the orange trees of a shady citrus grove? Well what's stopping you? The fascinating island of Sicily is the destination for you.</p> <p><b>Activity 3:</b> Write a sub-heading and explain what the weather is like for your holiday brochure. My example – <u>Feel the Heat!</u> With temperatures regularly soaring to around 34°C, the Sicilian sun glows as yellow as the island's vibrant lemon orchards.</p> <p><b>Activity 4:</b> Write a sub-heading and explain what Italian food is like for your holiday brochure. My example – <u>A taste of Sicily</u>. Don't just settle for any food. Why not sample fresh, locally-sourced ingredients from one of Sicily's abundant markets? Sample succulent mozzarella salad with a delicious drizzle of Sicilian olive oil. And to follow? Try the authentic dish Sicily is famous for – the Arancini. If you can manage a pudding, the Sicilian ice-cream is out of this world. Our gelato is a mouth-watering, sweet, tongue-tingling dessert. Dining in Sicily is a little slice of heaven!</p>	
<p><b>Punctuation &amp; grammar</b></p>	<p>Adverbs We are recapping on grammar already taught. Click on the BBC Bitesize link (opposite) and then click on the follow activities:</p> <ul style="list-style-type: none"> <li>• Watch the video clip explaining what an adverb is.</li> <li>• Highlight the adverbs in the sentences.</li> <li>• Play the adverb quiz.</li> </ul>	<p>BBC Bitesize – adverbs: <a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr">https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr</a></p>
<p><b>Science</b></p>	<p><b>RE</b></p>	
<p>This week we will be starting our new science topic 'States of Matter'. Our new topic question is: 'How would we survive without water?'</p> <p>Watch the BBC Bitesize link explaining the three different states of matter: <a href="https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/zsgwwxs">https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/zsgwwxs</a></p> <p>Play the game 'Choose the correct state'. Then check your understanding by tackling the quiz.</p>		<p>This week in RE we would be finding out about a different religion 'Judaism'. The 'Torah' is the Jewish people's holy book, just as the Bible is the Catholic people's holy book. Watch the video clip to find out why the Torah is so important to the Jewish people. <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-torah/zhs2t39">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-torah/zhs2t39</a></p> <p>Then create an information poster so you can explain the importance of the Torah to others in our school.</p> 



WIDER CURRICULUM	
Geography	Art
<p>In English, we are learning how to write a holiday brochure. At the minute we are practicing using the holiday destination of Sicily. For our final written piece, we will be writing about a European capital city of our choosing to link in with our current geography topics.</p> <p>Research a European capital city of your choosing e.g. Rome, Paris, Athens, Madrid, Berlin.</p> <p>Look at what this city has to offer in the following areas:</p> <ul style="list-style-type: none"> <li>• Interesting sights</li> <li>• Weather</li> <li>• Adventurous activities</li> <li>• Food and eating out</li> <li>• General overview</li> </ul> <p>Note down some facts under these sub-headings or print information and pictures off. We will then use these to support us in our writing.</p>	<p>Having chosen your European capital city (see 'Geography' task). Choose one of the favourite landmarks from this city. Can you sketch it from an image simply using a grey pencil? Challenge: Can you show shading tone by using hatching (see image)?</p>  <p>Watch this video clip to give you an introduction in hatching: <a href="https://www.youtube.com/watch?v=117AN3MQuVs">https://www.youtube.com/watch?v=117AN3MQuVs</a></p>
Music	In the news...
<p>Can you research a composer who comes from your chosen European capital city (see 'Geography' option)?</p> <p>Examine the following areas:</p> <ul style="list-style-type: none"> <li>• What instrument(s) did they play?</li> <li>• What examples of music did they compose?</li> <li>• Listen to their most famous piece of music. <ul style="list-style-type: none"> <li>○ What instruments can you hear?</li> <li>○ How does the music make you feel?</li> </ul> </li> </ul>	<p>On Wednesday it is Remembrance Day. Explore the Royal British Legion website: <a href="https://www.britishlegion.org.uk/">https://www.britishlegion.org.uk/</a></p> <p>Create a poster informing others why it is important to buy poppies and remember fallen soldiers, as well as those soldiers still serving to protect us.</p> 



## Resource 1:

## Mr Majeika by Humphrey Carpenter

Mr Majeika is a supply teacher and has just arrived at a new school. Unfortunately, he is late and Mr Potter, the head teacher is not pleased.

"Now, you're rather late, Mr Majeika. You might have telephoned me."

"I'm so sorry," said Mr Majeika. "You see, my magic carpet took a wrong turning. It's normally quite good at finding the way, but I think the rain must have got into it. I do beg your pardon."

"Never mind," said Mr Potter. "And now ... Wait a minute, did I hear you say *magic carpet*?"

It was Mr Majeika's turn to look bothered. "Oh, did I really say that? How very silly of me. A complete slip of the tongue. I meant – *bicycle*, of course. I came on a bicycle."

"Quite so," said Mr Potter. "Bicycle, of course ..." His voice tailed off. He was staring at the magic carpet.

"What's that?" he said rather faintly.

"That?" said Mr Majeika cheerily. "That's my magic – " He cleared his throat. "Oh dear, my mistake again. That's my bicycle." And as he said these last words, he pointed a finger at the magic carpet.

There was a funny sort of humming noise, and the carpet rolled itself up and turned into a bicycle.

Mr Majeika leant cheerily against the handlebars and rang the bicycle bell. "Nice bike, isn't it?" he said, smiling at Mr Potter.

You could have heard a pin drop.



Mr Majeika by Humphrey Carpenter

Lesson 1

Wk. 10

 Feeling	Why do you think Mr Majeika " <i>looked bothered</i> " (paragraph 4) when Mr Potter asked about the magic carpet?
 Author assessment	a) Write a word from the text that describes how someone spoke. b) Explain why you think the author chose that word.
 Inferring / deducing	Choose the sentence that summarises the most important information about Mr Majeika's arrival at the school. <ul style="list-style-type: none"> <li><input type="checkbox"/> Mr Majeika was late.</li> <li><input type="checkbox"/> Mr Majeika said he came on a bicycle.</li> <li><input type="checkbox"/> Mr Majeika came on a magic carpet.</li> <li><input type="checkbox"/> Mr Majeika made a mistake when he said "<i>magic carpet</i>".</li> </ul>



## Resource 2:

## The Worst Witch

Jill Murphy

- 1 The smile faded from the headmistress's face and she sighed, as if with deep disappointment. Mildred felt about an inch high.
- 3 "Really, Mildred," Miss Cackle said in a tired voice, "I have run out of things to say to you.
- 5 "Week after week you come here, sent by every member of staff in the school, and my words just seem to go straight in one ear and out of the other. You will never get the Witches' Higher Certificate if this appalling conduct continues. You must be the worst witch in the entire school. Whenever there's any trouble you are nearly always to be found at the bottom of it, and it's just not good enough, my dear. Now, what have you to say for yourself *this time*?"
- 13 "I don't really know, Miss Cackle," Mildred said humbly. "Everything I do just seems to go wrong, that's all. I don't *mean* to do it."
- 18 "Well, that's no excuse, is it?" said Miss Cackle. "Everyone else manages to live without causing an uproar wherever they go. You must pull yourself together, Mildred. I don't want to hear *any* more bad reports about you, do you understand?"



The Worst Witch by Jill Murphy

Lesson 2

Wk. 10

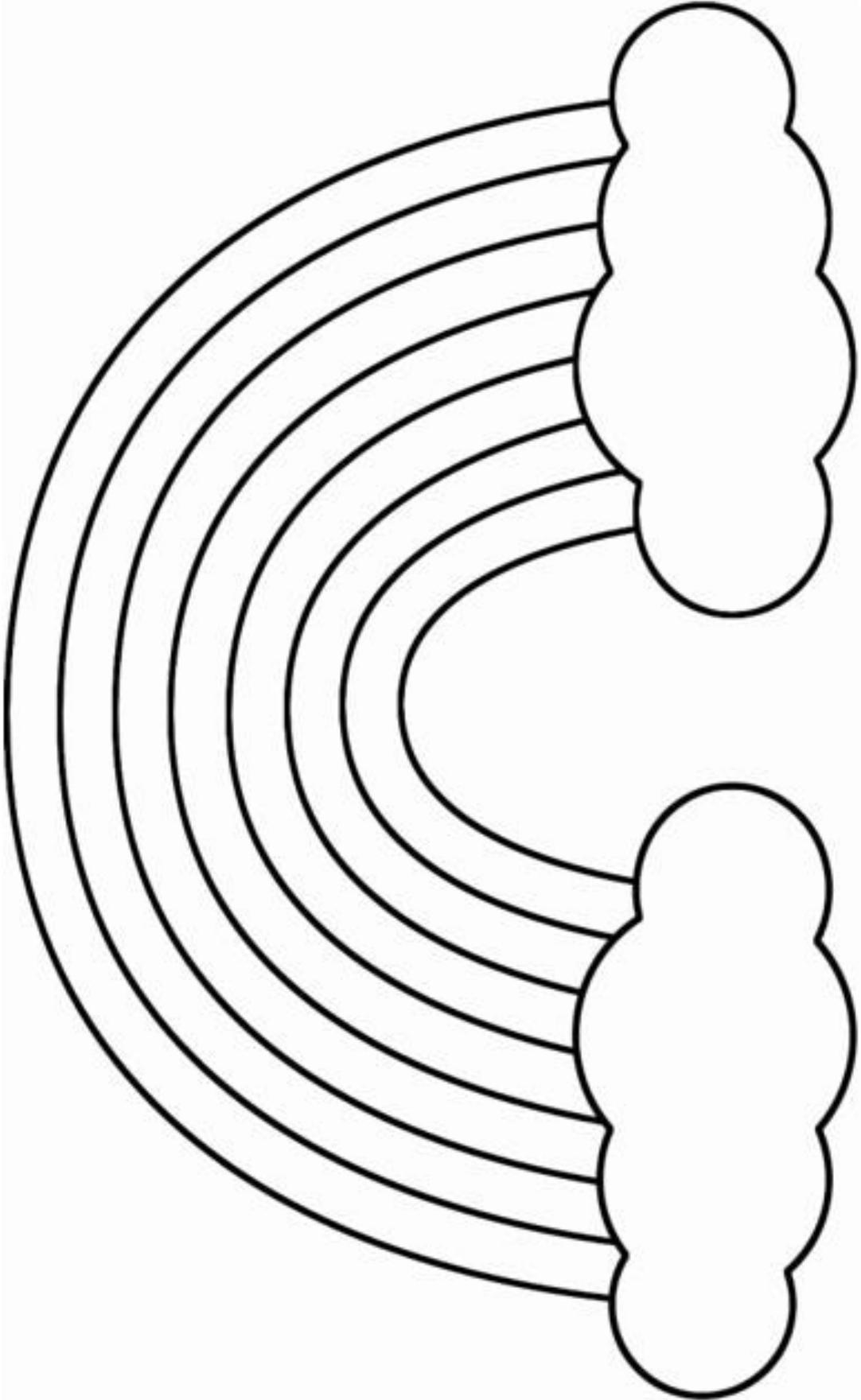
 Feeling	Tick and copy the sentence that summarises how Mildred feels in this extract. Tick <b>one</b> . <ul style="list-style-type: none"> <li><input type="checkbox"/> She is angry that she is being blamed for something she did not mean to do.</li> <li><input type="checkbox"/> She hates Miss Cackle and the school.</li> <li><input type="checkbox"/> She is upset that she is in trouble again.</li> <li><input type="checkbox"/> She is worried that she will not get her Witches' Higher Certificate.</li> </ul>
 Author assessment	a) Write a word from the text that describes how someone spoke. b) Explain why you think the author chose that word.
 Inferring / deducing	The text is from the beginning of The Worst Witch. Do you think Mildred stops getting into trouble after this? Explain your answer.



Resource 3:

**Rainbow Words**

Write your spelling words using a different colour for each word.





## Resource 4a:

## Column Subtraction (4 digits)

Find the difference.

$$\begin{array}{r} 1. \quad 5,956 \\ - 1,129 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 9,835 \\ - 7,026 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 5,018 \\ - 2,046 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 6,792 \\ - 6,677 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 5,524 \\ - 1,774 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 6,027 \\ - 4,818 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 5,031 \\ - 4,549 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 9,188 \\ - 3,921 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 6,814 \\ - 3,785 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 8,545 \\ - 6,350 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 9,847 \\ - 9,546 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 9,178 \\ - 7,311 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 4,582 \\ - 2,548 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 4,438 \\ - 1,501 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 5,478 \\ - 2,230 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 8,503 \\ - 1,538 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 8,996 \\ - 7,650 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 5,001 \\ - 4,500 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 9,530 \\ - 3,410 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 8,082 \\ - 4,688 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 9,743 \\ - 3,396 \\ \hline \\ \hline \end{array}$$

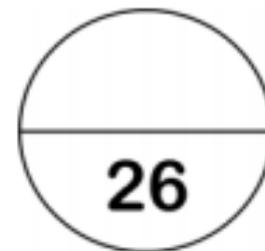
$$\begin{array}{r} 22. \quad 5,880 \\ - 2,665 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 9,522 \\ - 3,776 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 4,642 \\ - 1,868 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 25. \quad 4,804 \\ - 4,011 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 26. \quad 5,714 \\ - 5,005 \\ \hline \\ \hline \end{array}$$





## Resource 4b:

## Column Subtraction (4 digits)

Find the difference.

$$\begin{array}{r} 1. \quad 5,956 \\ - 1,129 \\ \hline 4,827 \end{array}$$

$$\begin{array}{r} 2. \quad 9,835 \\ - 7,026 \\ \hline 2,809 \end{array}$$

$$\begin{array}{r} 3. \quad 5,018 \\ - 2,046 \\ \hline 2,972 \end{array}$$

$$\begin{array}{r} 4. \quad 6,792 \\ - 6,677 \\ \hline 115 \end{array}$$

$$\begin{array}{r} 5. \quad 5,524 \\ - 1,774 \\ \hline 3,750 \end{array}$$

$$\begin{array}{r} 6. \quad 6,027 \\ - 4,818 \\ \hline 1,209 \end{array}$$

$$\begin{array}{r} 7. \quad 5,031 \\ - 4,549 \\ \hline 482 \end{array}$$

$$\begin{array}{r} 8. \quad 9,188 \\ - 3,921 \\ \hline 5,267 \end{array}$$

$$\begin{array}{r} 9. \quad 6,814 \\ - 3,785 \\ \hline 3,029 \end{array}$$

$$\begin{array}{r} 10. \quad 8,545 \\ - 6,350 \\ \hline 2,195 \end{array}$$

$$\begin{array}{r} 11. \quad 9,847 \\ - 9,546 \\ \hline 301 \end{array}$$

$$\begin{array}{r} 12. \quad 9,178 \\ - 7,311 \\ \hline 1,867 \end{array}$$

$$\begin{array}{r} 13. \quad 4,582 \\ - 2,548 \\ \hline 2,034 \end{array}$$

$$\begin{array}{r} 14. \quad 4,438 \\ - 1,501 \\ \hline 2,937 \end{array}$$

$$\begin{array}{r} 15. \quad 5,478 \\ - 2,230 \\ \hline 3,248 \end{array}$$

$$\begin{array}{r} 16. \quad 8,503 \\ - 1,538 \\ \hline 6,965 \end{array}$$

$$\begin{array}{r} 17. \quad 8,996 \\ - 7,650 \\ \hline 1,346 \end{array}$$

$$\begin{array}{r} 18. \quad 5,001 \\ - 4,500 \\ \hline 501 \end{array}$$

$$\begin{array}{r} 19. \quad 9,530 \\ - 3,410 \\ \hline 6,120 \end{array}$$

$$\begin{array}{r} 20. \quad 8,082 \\ - 4,688 \\ \hline 3,394 \end{array}$$

$$\begin{array}{r} 21. \quad 9,743 \\ - 3,396 \\ \hline 6,347 \end{array}$$

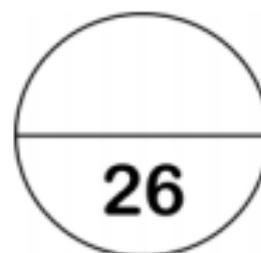
$$\begin{array}{r} 22. \quad 5,880 \\ - 2,665 \\ \hline 3,215 \end{array}$$

$$\begin{array}{r} 23. \quad 9,522 \\ - 3,776 \\ \hline 5,746 \end{array}$$

$$\begin{array}{r} 24. \quad 4,642 \\ - 1,868 \\ \hline 2,774 \end{array}$$

$$\begin{array}{r} 25. \quad 4,804 \\ - 4,011 \\ \hline 793 \end{array}$$

$$\begin{array}{r} 26. \quad 5,714 \\ - 5,005 \\ \hline 709 \end{array}$$

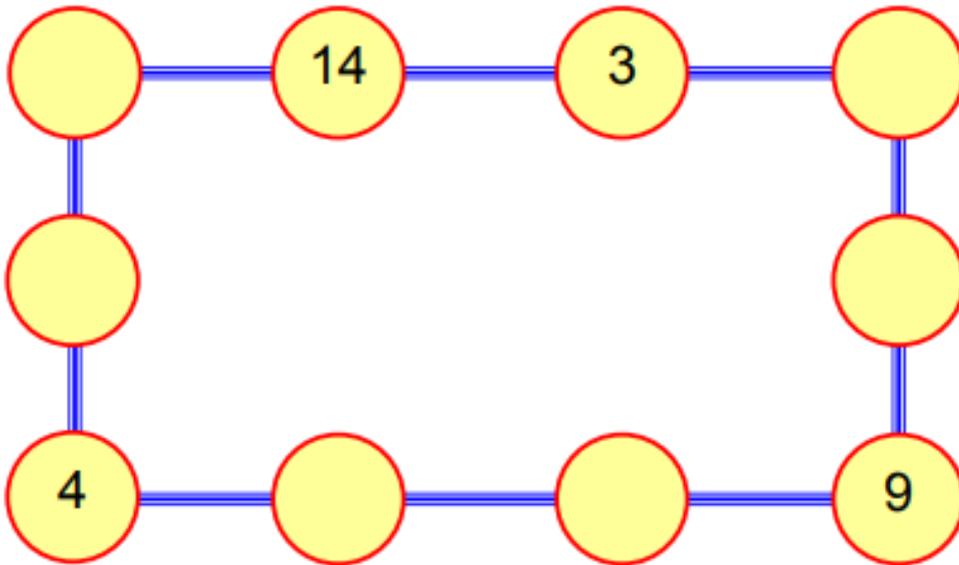




## Resource 5:

**Add up to 20**

**Using any whole numbers as many times as you like make each line of the rectangle add up to 20.**



**Can you find more than one way to do this?**

**Can you make up your own puzzle like this?**