

Year 4 - Tuesday 24th March

Computing - OPTIONAL Why not learn a new skill? – touch typing!

Have a go at Dance Mat typing level 1 (home row) on the BBC Bitesize website.

<https://www.bbc.co.uk/bitesize/topics/zf2f9i6/articles/z3c6tfr>

Weekly Spellings

1. measure
2. treasure
3. pleasure
4. leisure
5. exposure
6. nature
7. future
8. picture
9. puncture
10. adventure

Spend 10 to 15 minutes practising these words.

Miss P's group: keep learning the words on your Pupil passport. If you need new words, then learn the words on the Common exception word list. (It is on the Home Learning).

English

Choose a favourite sea creature. Draw a picture or stick a photograph of your sea creature in the centre of a plain page of your book. Write words around it to describe how it looks and moves. Use your ideas to write sentences, using a rich vocabulary to personify your creature.

Note: You could start by writing a list of things that humans do and matching some of these actions to your sea creature. For example, 'The crab grabbed the seaweed for his lunch' or 'The sea worm snoozed lazily on its rocky couch.'

Maths

Starter – Play 8x table bingo. Draw a rectangle and divide it into four sections with a horizontal and vertical line. Write 4 multiples of 8 from 0 to 72. Use your digit cards to generate the questions. First one to cross off all their numbers wins!

Main –

Choose a whole number from 1 to 9 inclusive. Write all the one-place decimals that round to this number. *How many are there?* How can you tell that you have them all? Will all of the numbers have the same number of decimals rounding to them? How do you know? Can you prove this? Convince your parent.

French

If you can, print off the flashcards on the Home Learning tab – French animals. Use google translate to hear how to pronounce the words (click on the speaker icon). See how many you can learn.

Reading

Read for 20 minutes.

Write a brief summary of what you have read (about 5 sentences should be enough).

PSHE

On a plain side of paper, draw a picture of a child. Write around the picture qualities of a good friend. Elements could be added to the drawing too *e.g. label the ears to show they are a good listener; draw big hands to represent helping hands*. Talk with the children about the many different aspects of friendship, including why friends are important *e.g. they stop us from feeling lonely; we can share good and bad times; they understand and support us*; and who our friends are *e.g. they can include sisters, brothers, pets and grown-ups*.