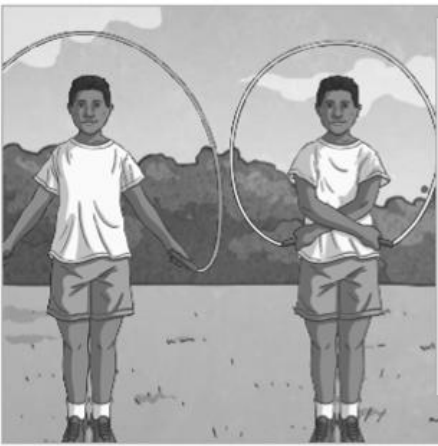


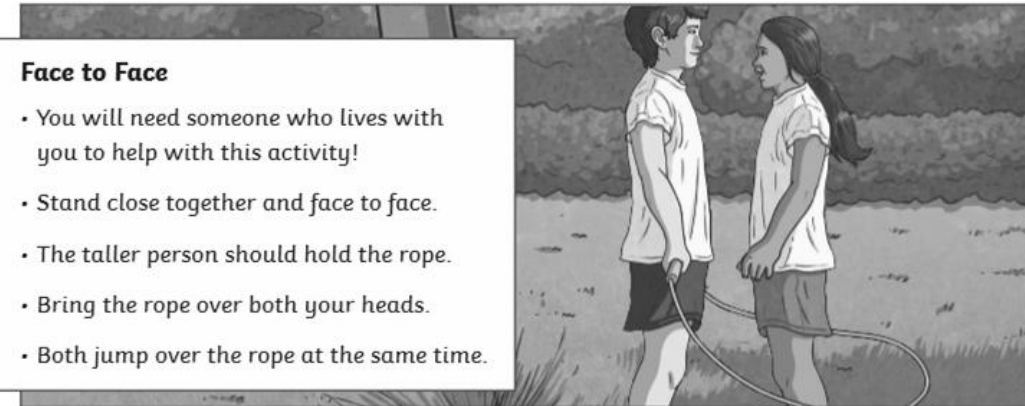
Wednesday 1st July

Daily activities



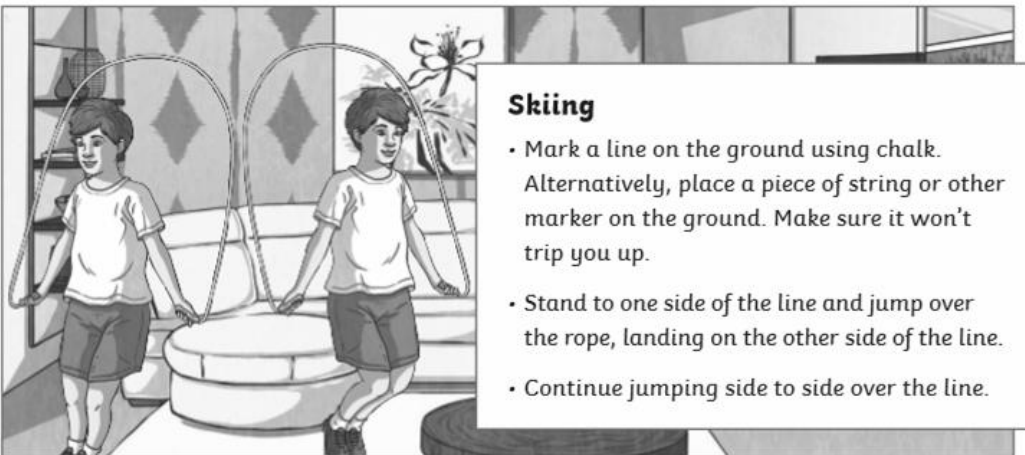
Criss-Cross

- Hold the rope behind you, as you normally would, to start.
- Complete a 'normal' skip.
- As the rope comes over your head again, cross your arms over so that your hands are by your hips.
- Jump the rope as it comes down to your feet.
- Repeat this pattern and keep it up!



Face to Face

- You will need someone who lives with you to help with this activity!
- Stand close together and face to face.
- The taller person should hold the rope.
- Bring the rope over both your heads.
- Both jump over the rope at the same time.



Skiing

- Mark a line on the ground using chalk. Alternatively, place a piece of string or other marker on the ground. Make sure it won't trip you up.
- Stand to one side of the line and jump over the rope, landing on the other side of the line.
- Continue jumping side to side over the line.

Daily Physical Exercise

If you have a skipping rope at home, you could try this skipping workout as a way of getting active today. The children that are in school have access to skipping ropes and they've enjoyed using them to practise their skipping as well as to play socially distanced games, so I may suggest they do this one in school this week too-I may even join them!

Reading at home

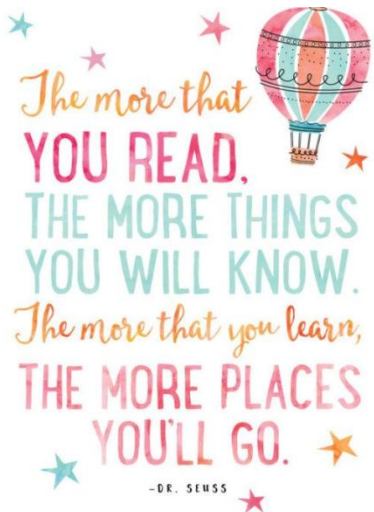
You should still be aiming to read for *at least 20 minutes everyday*.

If you're running out of reading material at home, there are lots of books that you can read or listen to online for free! Two websites we would recommend to do this are: <https://readon.myon.co.uk/> and <https://stories.audible.com/start-listen>

Remember, you can now take Accelerated Reader quizzes from home by using this link [Howley Grange Renaissance at home](#) and logging on as usual using your username and password.

To check that the book you are reading has a quiz, you can check it using on [Accelerated Reader Bookfinder](#). It's okay to read books which haven't got a quiz - just keep a record of what you have read.

Keep reading and exploring new worlds and adventures!



PSHE

Wonderful Wednesday

Positive Thinking

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Think a Happy Thought



Let's all sit very quietly.

Try to clear your mind.

If it helps, you can close your eyes.

Now, think of a happy thought...

This could be something you are looking forward to or a happy occasion that you were part of. It might be a thought about a particular person or place that makes you feel happy.

What Is Positive Thinking?

Is the bottle half-full or half-empty?

People say that someone with a positive attitude will see the bottle as half-full.

They look at the positive (noticing that there is still some drink left), rather than the negative (noticing that some drink has gone).



A Positive Attitude

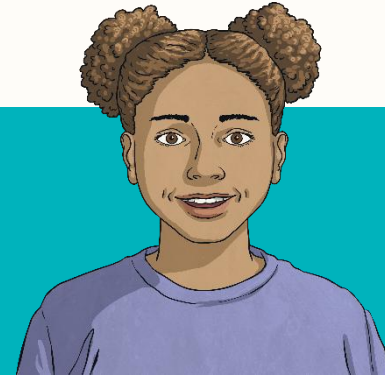
Thinking positive thoughts and trying to see the best in a situation is called having a positive attitude.

It can help to make you a happier person and plays an important part in improving your mental health.



A Positive Attitude

Someone who usually has a positive attitude is an **optimist**. They look on the bright side, look for the positives and approach problems as challenges to be overcome.



A person who tends to focus on the negatives and see problems in things is a **pessimist**.

It would be difficult to be an optimist all the time, but **optimistic** people are often happier, which can help them in their everyday lives and make them enjoyable people to be around.

Positive Thoughts

Read the quotes below. What do they mean? Which one do you like the best?

"Every day may not be good, but there is good in every day." – Alice Morse Earle

"A positive attitude will lead to positive outcomes."

"Every cloud has a silver lining." – John Milton

"Attitude is a little thing that can make a big difference." – Winston Churchill

"Having a positive attitude is asking how something can be done rather than saying it can't be done." – Bo Bennett

"We can complain because rose bushes have thorns, or rejoice because thorn bushes have roses." – Abraham Lincoln

"A bad attitude is like a flat tyre; you can't go anywhere until you change it."

A Positive Attitude

Which quote was your favourite?

Can you explain why you chose it?

Will you remember and use the quote you liked?

Why are quotes like these helpful?

How can positive thinking, or having a positive attitude, help us to have happy, healthy minds?



Think Positive

Using the words below, compose a positive statement to share with your family.

fantastic

laugh

best

love

great

enjoy

smile

brilliant

special

nice

good

better

amazing

English: Word Class Wednesday

Don't worry we won't do this every Wednesday between now and the end of term but when I've been teaching the children that are in school recently it seemed that word classes are something that many of us would still benefit from revisiting. I totally get why as the English language can be incredibly confusing!

Revision-just checking you still can...

W.A.L.T: identify which word class words belong to.

We have explored word classes both in school (often as part of our warm ups in English) and as part of home learning more recently, particularly over the last couple of weeks, but today we're going to identify various words from an extract of Chapter 4: An Impossible Possibility and decide which word class they belong to.

Before you begin the task, take a look at the next 3 slides to remind you about word classes- you do not need to print them-they haven't been designed to be printed.

Adverb

Adverbs **describe** a verb, adjective, another adverb or a whole sentence and usually end in 'ly'.



Examples:

She laughed **loudly**.

We are always told to eat **healthily**.

twinkl

Adjective

Adjectives **describe** a noun.



Examples:

The cheese was rather **smelly**!

The pancakes were **hot** and **delicious**.

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Verb

Verbs can be **action words**, e.g. dancing, to think or said. They can also show a state of being, e.g. is, am, was or were. Every sentence needs to include a verb.



Examples:

She **ran** to school.

They **had** a really good time **talking** to each other.

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Conjunction

Conjunctions **join** sentences or clauses.



Examples:

The sweets were sour **but** tasty.

I used my banknote **because** I had no change.

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Pronoun

Pronouns take the place of a noun.

Examples:

I bought a pet tortoise.
She played football every week.



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Noun

Nouns are people, places, things or animals.

Examples:

My teacher wears a tie in school every day.



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Proper Noun

Proper nouns are the names of specific people, things and places. They always start with a capital letter.

Examples:

I am going to Germany with Alice on Friday.



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Determiner

Determiners tell you whether something is known or unknown.

Example:

I put the spoon down on a table.
That team has some big players.



twinkl



Preposition

Prepositions are where or when something is in relation to something else. Usually followed by a noun.



Examples:
He looks inside the box that was beside the door.



Task: Now that you have reminded yourselves of some of the word classes and examples of words belonging to each word class, look at the extract from the story: History Hackers: Roman Rescue on the following slide. Sort the circled words according to their word class. You may choose to print this slide and complete the table below or alternatively, draw your own table, similar to the one below, and fill it in. I have done the first one for you. As you know by now, you'll find the answers at the end of the presentation-no cheating though!



If you usually start with 1 star in English, complete the colour by word class on slide 19.

<u>Adverb</u>	<u>Adjective</u>	<u>Verb</u>	<u>Conjunction</u>	<u>Noun</u>	<u>Pronoun</u>	<u>Proper noun</u>	<u>Determiner</u>	<u>Preposition</u>
	small							

across the small room and navigated the contents of the bookcase. "Got it!"

"Seventh book from the left should be a slim black diary."

Charlie counted across the shelf until his finger dropped onto a book that matched Tilda's description. "What is it this time?"

Tilda leaned back against the chair and exhaled loudly. She refused to believe what the professor's note was claiming. "Shakespeare's pocket book."

Charlie snatched his finger back as if he'd just been bitten. "The famous play-writing guy?"

Tilda closed the journal with a thud. "It can't be true."

Charlie gazed around the room. His eyes seemed to sparkle brighter than the various treasures. "These things all seem genuine enough, Tils. Why would the professor go to all the trouble of forging everything?"

"But time travel isn't possible!" Tilda swung the chair around until she was facing the room. "Everyone knows that."

"Everyone except the professor, maybe?"

"Wait, wait, wait!" This was all beginning to make Tilda's head hurt. "How would he go back in time? There's not one single mention of a time machine."

Charlie thought for a moment. "Perhaps he used something else."

Tilda snorted. "Like what, a magic potion?"

Charlie pointed to a section of wall behind his sister's head. "He might have used one of those."



So much for her aspiring to become a detective, Tilda couldn't believe that she had missed something so obvious.

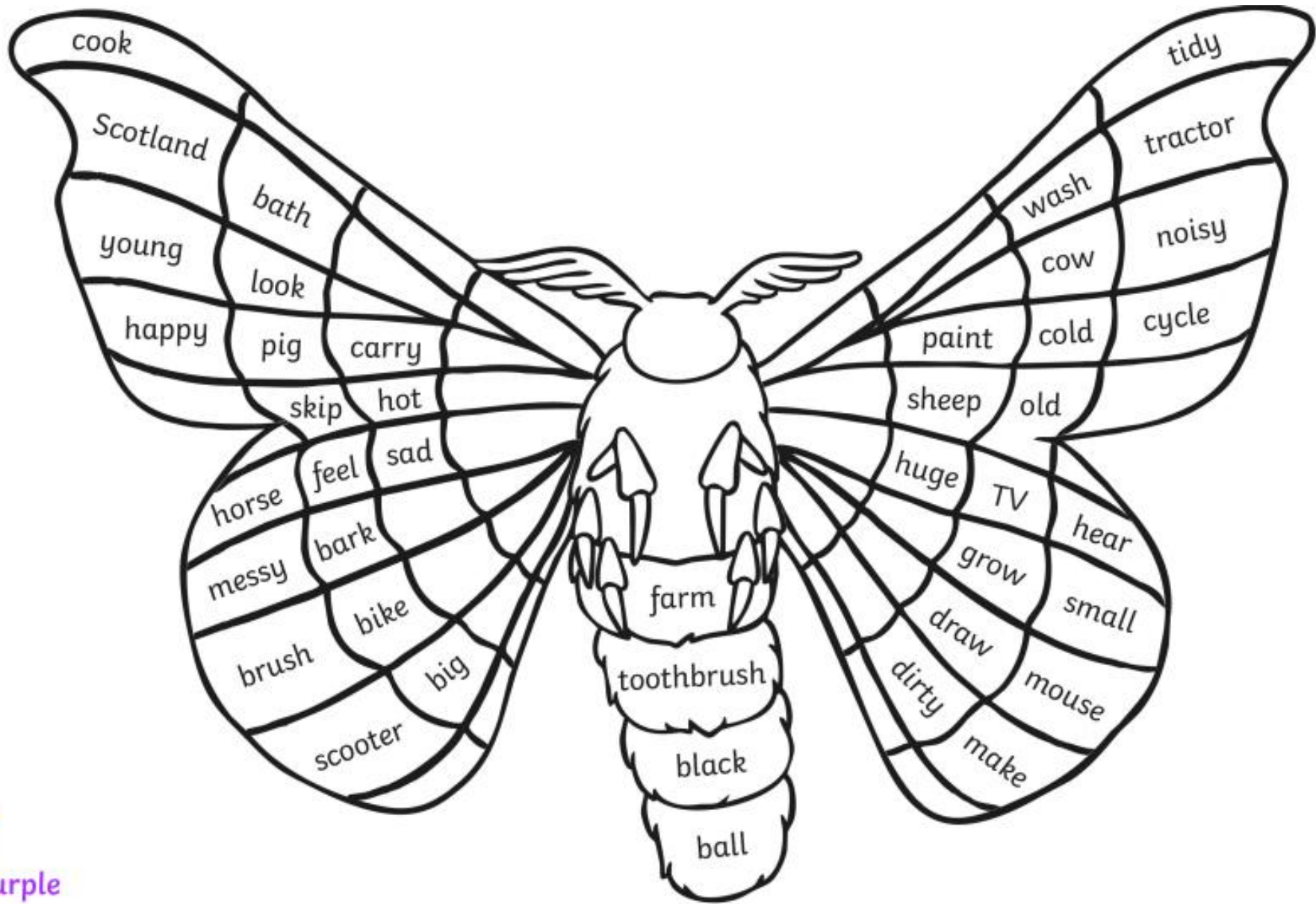
The two children stood staring at the large square cork board that had been screwed to the wall. A collection of tiny leather pouches hung from pins, each with a handwritten label showing various periods of time. One hook read **Brigantes**; another read **World War Two**.



Helpful Hints:

- Look back at the reminders on slides 15 and 16 to help you.
- Remember a noun=a thing; a verb= an action and an adjective describes something!

Verbs = Yellow
Nouns = Blue
Adjectives = Purple



Maths

Every Wednesday, we will share a 'Hall of Fame' similar to the one in the Year 4 corridor at school. It will be initials only. Well done to the children in this week's hall of fame! Will your name be there next week?

We understand that you may not be able to get involved and are practising your tables in other ways e.g. completing paper booklets, chanting them, saying them as you go up the stairs etc. -that is absolutely fine too!

But if you are able to get involved, we'd love as many of you to do so as possible.



10-4-10

Complete in the same way as we do in school. Aim to complete as many questions as you can in 10 minutes. Miss them out if you're spending too long thinking about how to tackle them. You don't need to write the question. Only show your workings if you need to. You should use the squares in your Maths homework book as this will help you set out any written methods.

1. $5,678 + \underline{\hspace{2cm}} = 9,000$
2. $12 \times \underline{\hspace{1cm}} = 60$
3. What is $\frac{3}{4}$ of 96?
4. What is $\frac{1}{2}$ of 32?
5. Divide 653 by 4.
6. How many degrees in a right angle?
7. $144 \div \underline{\hspace{2cm}} = 12$
8. $45 \times 0 =$
9. $213 \times 1 =$
10. $679 \div 1 =$

Extension

11. How many months have exactly 31 days?
12. How many days in a leap year?
13. $45.7 + \underline{\hspace{1cm}} = 100$
14. $34.2 - \underline{\hspace{1cm}} = 12.98$
15. $3 \times 4 \times 7$
16. Write 6,012 in words.
17. $\underline{\hspace{1cm}} \times 10 = 1.2$
18. A football match begins at 15:00 and lasts for 90 minutes, what time does it finish? Give your answer in 12 hour clock.
19. $\underline{\hspace{1cm}} \times 100 = 14.7$
20. What is the product of 20 and 5.

W.A.L.T: consolidate our understanding of equivalent fractions.

We have already learned about equivalent fractions back when we were in school as we knew it-we're just checking that you've remembered how to calculate equivalent fractions. There are a couple of sheets on the slides that follow for you to have a go at-take notice of the helpful hints on them. You may choose to print them off and write on them (if that is an option to you) or jot down the answers on paper that you have or in your maths homework book.

★ Questions 1-3

★★ Questions 1-4

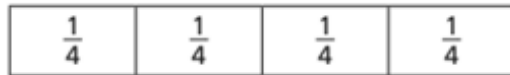
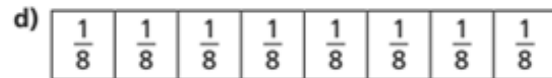
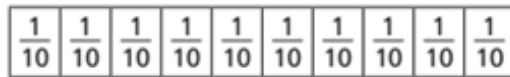
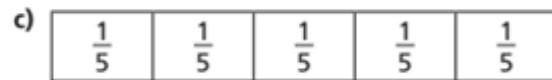
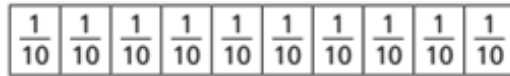
★★★ Questions 1-5

As we're not there to check your understanding throughout the lesson, instead of having challenges for you to move on to, we have used the stars slightly differently-above you will see the question numbers which we'd like you to concentrate on. Start with the star you often start on, in maths, and then you can always continue on if you feel confident but do not pressure yourself to.

Equivalent fractions (1)

Remember equivalent means the same!

- 1 Shade the bar models to represent the equivalent fractions.



$$\frac{1}{2} = \frac{3}{6}$$

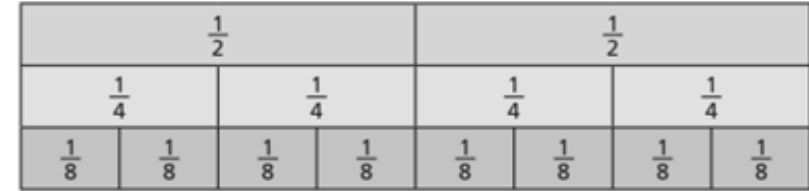
$$\frac{1}{2} = \frac{5}{10}$$

$$\frac{4}{5} = \frac{8}{10}$$

$$\frac{6}{8} = \frac{3}{4}$$

Remember the rule: what ever you do to the bottom, you do to the top! E.g. If you multiply (x) the bottom-denominator- by 2, you must then multiply the top-numerator- by 2!

- 2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{2} = \frac{\square}{4}$

c) $\frac{2}{4} = \frac{4}{\square}$

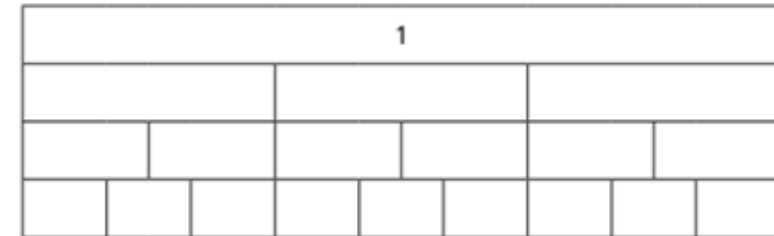
e) $\frac{\square}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

d) $\frac{2}{8} = \frac{\square}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

- 3 a) Label the fractions on the fraction wall.



- b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$

$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

- 4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

- | | True | False |
|---|--------------------------|--------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |

- 5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

- a) The greater the numerator, the greater the fraction.

always sometimes never

- b) Fractions equivalent to one half have even numerators.

always sometimes never

- c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never





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4GA: Clarinets

A message from Mrs Kennedy about your clarinet lessons



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Dear Parents,

Your child was having a clarinet lesson in school once a week. To keep them going, I have created some short films that they can watch and join in with. All you need to do is click on the links below and the lessons will appear.

Before you start watching, get the instrument ready and ask your child to play a few notes and you are ready to go! Remember you can use the films more than once.

https://youtu.be/DOzPqhlEh_g

<https://youtu.be/STe9i7Ls4-s>

<https://youtu.be/OcyYReckUTU>

Regards

Mrs Kennedy



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Do not worry if your clarinet is in school-we understand you won't be able to do this and that is absolutely fine.



4EW: Cornets

A letter from Mr Henton



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Dear Parents

Your child was having a Brass lesson in school once a week. To keep them going I have created some short films that they can watch and join in with. All you need to do is click on the links below and the lessons will appear. Before you start watching get the instrument ready, ask your child to play a few notes and you are ready to go! You can use the films more than once - in fact, the more the better.

- Warm up: [Warm up](#)
- Copy Back 2: [Copy Back 2](#)
- Lemon Squeezy: [Chachachacha](#)
- Lemon Squeezy: [Boogie Shoes](#)
- Lemon Squeezy: [Rock Today: Howley Grange](#)
- Lemon Squeezy: [Achy Breaky Leg: Howley Grange](#)

If you are having a problem with the instrument we have put some advice here.

• Oiling valves: https://www.youtube.com/watch?v=JsE9Y-GT5P4&list=PL3eTyY68iYYg9m_Ts_dUZPObST3s0xOkO&index=5

PLEASE DON'T DO ANYTHING THAT MIGHT CAUSE ANY DAMAGE

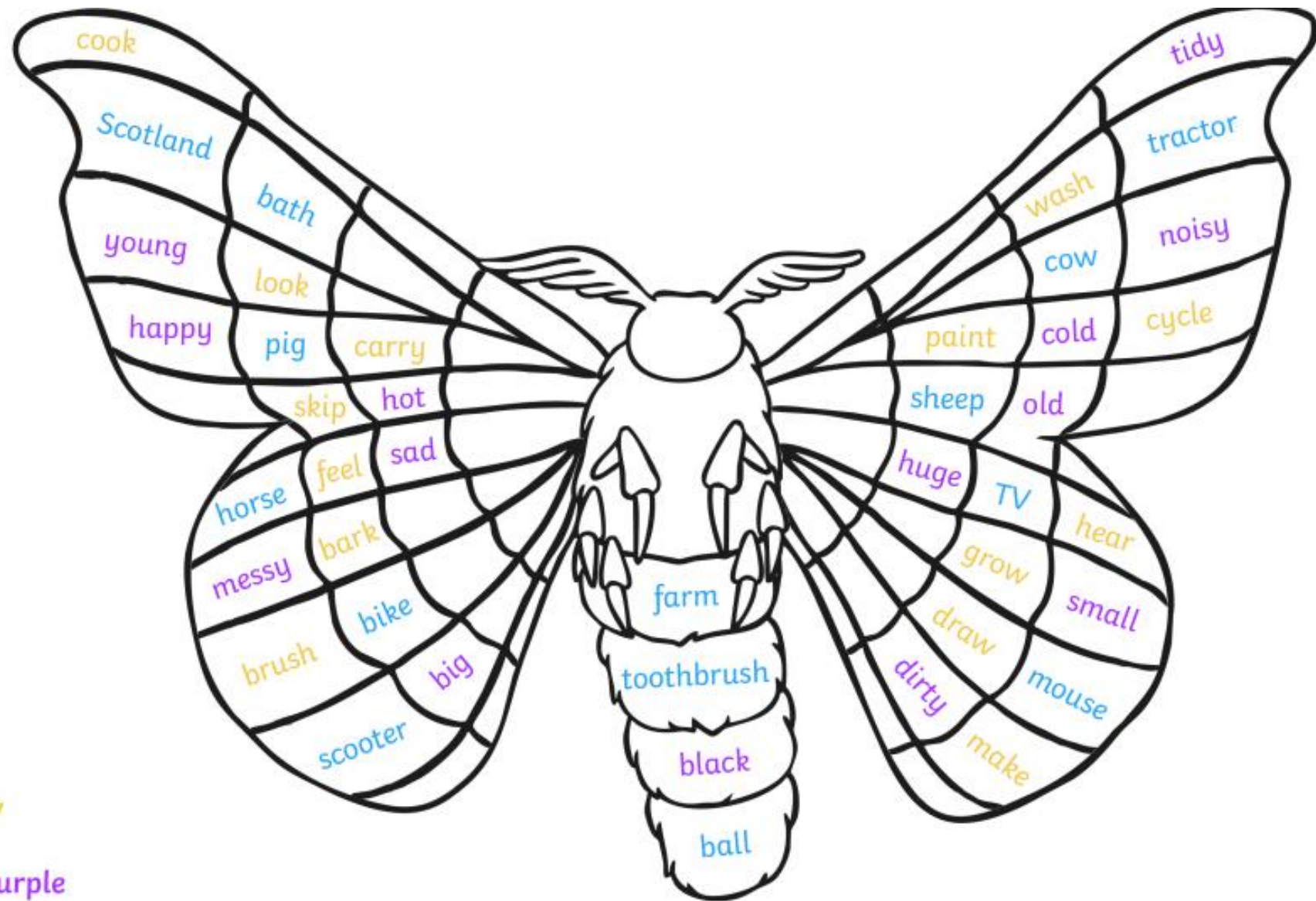
All the best
Steve Henton
Arts Educator
Dudley Performing Arts

Do not worry if your cornet is in school-we understand you won't be able to do this and that is absolutely fine.

Answers

Answers

<u>Adverb</u>	<u>Adjective</u>	<u>Verb</u>	<u>Conjunction</u>	<u>Noun</u>	<u>Pronoun</u>	<u>Proper noun</u>	<u>Determiner</u>	<u>Preposition</u>
loudly might	small obvious	counted refused closed gazed swung wait thought snorted pointed staring	until and	diary finger journal eyes room time machine moment detective collection	his she he	Charlie Shakespeare Tilda	the these two a one	behind to



Verbs = Yellow
 Nouns = Blue
 Adjectives = Purple

10-4-10 Answers

Complete in the same way as we do in school. Aim to complete as many questions as you can in 10 minutes. Miss them out if you're spending too long thinking about how to tackle them. You don't need to write the question. Only show your workings if you need to. You should use the squares in your Maths homework book as this will help you set out any written methods.

1. $5,678 + \underline{3,322} = 9,000$
2. $12 \times \underline{5} = 60$
3. What is $\frac{3}{4}$ of 96? **72**
4. What is $\frac{1}{2}$ of 32? **16**
5. Divide 653 by 4. **163 r: 1**
6. How many degrees in a right angle? **90 degrees**
7. $144 \div \underline{12} = 12$
8. $45 \times 0 = \underline{0}$
9. $213 \times 1 = \underline{213}$
10. $679 \div 1 = \underline{679}$

Extension

11. How many months have exactly 31 days? **7**
12. How many days in a leap year? **366 days**
13. $45.7 + \underline{54.3} = 100$
14. $34.2 - \underline{21.22} = 12.98$
15. $3 \times 4 \times 7$ **84**
16. Write 6,012 in words. **Six thousand and twelve.**
17. **0.12** $\times 10 = 1.2$
18. A football match begins at 15:00 and lasts for 90 minutes, what time does it finish? Give your answer in 12 hour clock. **4:30pm.**
19. **0.147** $\times 100 = 14.7$
20. What is the product of 20 and 5. **100**

Equivalent fractions (1)

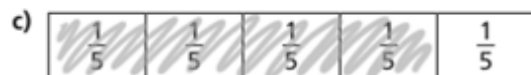
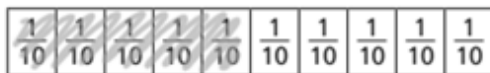
1 Shade the bar models to represent the equivalent fractions.



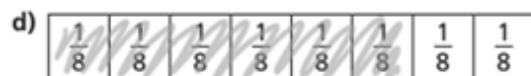
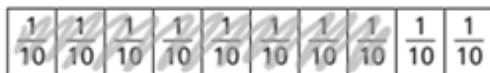
$$\frac{1}{2} = \frac{3}{6}$$



$$\frac{1}{2} = \frac{5}{10}$$



$$\frac{4}{5} = \frac{8}{10}$$



$$\frac{6}{8} = \frac{3}{4}$$



2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{2} = \frac{\boxed{2}}{4}$

c) $\frac{2}{4} = \frac{4}{\boxed{8}}$

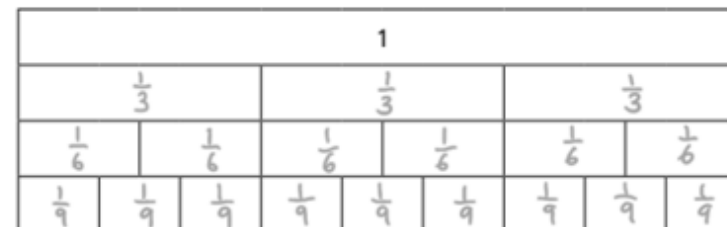
e) $\frac{\boxed{6}}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{\boxed{4}}{8}$

d) $\frac{2}{8} = \frac{\boxed{1}}{4}$

f) $\frac{2}{2} = \frac{\boxed{4}}{4} = \frac{\boxed{8}}{8}$

3 a) Label the fractions on the fraction wall.



b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\boxed{2}}{6} = \frac{3}{\boxed{9}}$

$\frac{\boxed{2}}{3} = \frac{4}{\boxed{6}} = \frac{6}{9}$

$\frac{3}{\boxed{3}} = \frac{6}{\boxed{6}} = \frac{9}{\boxed{9}} = 1$

Answers

4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

- | | True | False |
|---|-------------------------------------|-------------------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$ | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

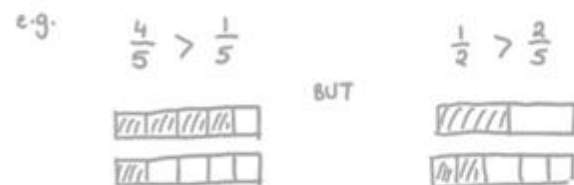
5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

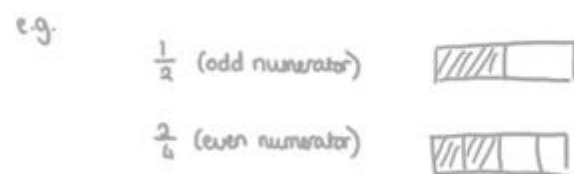
a) The greater the numerator, the greater the fraction.

always sometimes never



b) Fractions equivalent to one half have even numerators.

always sometimes never



c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never



No matter how many parts it's split into, the number shaded (numerator) will be half the total parts (denominator).

