Pine & Lime Isolation Learning

The Grange Academy
Wade Deacon Trust

PERGIS OPUS

Aspire for Excellence

2 week pack

English

Writing
- Retelling a story
- Non-chronological reports.

Grammar
- Adverbs, prepositions, noun phrases, conjunctions and inverted commas.

PE
Athletics
Fitness

Science
Sound
Find patterns between pitch and its source.
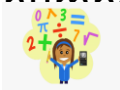Volume, strength and vibration.

History
Ancient Greeks

Pine & Lime

Maths
- Place Value of 4-digit numbers.
- Addition and subtraction- 4-digit numbers.
- Ordering and comparing 4-digit numbers.

RE
Buddah's Teachings
Is it possible for everyone to be happy?

Art/DT
- Using a range of tools accurately
- Use mod rock to create ancient Greek mask.

Reading
Reading for pleasure
- Reading common exception words.

MFL
Spanish
Identify Spain on a map and recognize Spanish speaking countries.
Name, count to 10, colours.

Music
Listen and appraise Abba (Charanga)
Exploring rhythms and beats of the songs.

Computing
E-Safety and keeping safe online.

| Time	Lesson/Activity
9-9.20 or 20 minutes	**Reading** Read something from your house. It can be a book, a magazine, something on your tablet.
9.20-9.30 or 10 minutes	Tell somebody about what you have read. You could tell a family member or facetime a friend.
9.30-10 or 30 minutes	**Maths Activity** Pick an activity to complete. If you finish quickly make up some sums for yourself or tesT yourself on what you have learnt.
10-10.15 or 15 minutes	**Common Exception Words** Pick 5 to 10 words and try and memorise them words. You could write them down to try and help you remember them or get someone to test you on them afterwards.
10.15-10.45 or 30 minutes	**Break** **Have a break and move around. Go outside do some exercise. Have some snack and a rest.**
10.45-11.15 or 30 minutes	**Spelling Activity** Choose 5 or 10 spellings. Try to learn them. Look, Cover, Write, Check. Put them into a spoken sentence. Put them into a written sentence.
11.15-11.30 or 15 minutes	**Arithmetic activity** Try and have a go at some of your time tables or numberbonds. You could also play on TTRS or some maths games on your tablet/phone or laptop.
11.30-11.45	**Movement break. Put on go noodle and have a dance. Run around your garden or do some exercises.**
11.45-12 or 15 minutes	**Handwriting Activity** Practise some of the letters and words from your handwriting sheet.
12-1 or 1 hour	**Lunch** Have your lunch. Go outside and get some fresh air or watch some TV and relax.
1-1.30 or 30 minutes	**Comprehension** Complete one of the comprehension activities and answer the questions.
1.30-2 or 30 minutes	**PE** Have a go at some of the PE links. Go in your garden and do some exercise. Play football or make an obstacle course.
2-2.30 or 30 minutes	**English** Write in your isolation diary. Think about what you have done today and write about it. You may want to add more later on when the day has nearly finished.
2.30-2.50 or 20 minutes	**Choosing Time** Play on your computer and tablet and can you challenge your friends to a TTRS battle?

Year 4		Half term 1
English	<u>Reading</u>	Book: Tar Beach : Farther Reading for Pleasure https://www.bbc.co.uk/bitesize/articles/zfjxdp3
	<u>Writing</u>	Retelling a story https://classroom.thenational.academy/units/the-robin-narrative-writing-edb9 https://www.bbc.co.uk/bitesize/articles/zt6nm39 Non chronological reports https://classroom.thenational.academy/units/angler-fish-non-chronological-report-217f https://www.bbc.co.uk/bitesize/articles/zr93p4j
	<u>SPAG</u>	Conjunctions Adverbs https://www.bbc.co.uk/bitesize/articles/z62ckmn Prepositions https://www.bbc.co.uk/bitesize/articles/zh8nscw Inverted commas https://www.bbc.co.uk/bitesize/articles/z7s6t39 Noun phrases https://www.bbc.co.uk/bitesize/articles/zhfgcqt Sentence structure and paragraphs https://www.bbc.co.uk/bitesize/articles/zv4j7nb
	<u>Spoken language</u>	Group work Group work presentations Click to add text
Maths	Arith	Addition and subtraction https://www.topmarks.co.uk/maths-games/7-11-years/addition-and-subtraction Addition https://www.bbc.co.uk/bitesize/articles/z72dwty Timetables https://teachers.thenational.academy/units/multiplication-and-division-70b8 Count backwards through zero to include negative numbers
English	Maths	Place value 4 digit numbers https://classroom.thenational.academy/units/reasoning-with-4-digit-numbers-ffd2 Ordering and Comparing 4 digit numbers https://www.bbc.co.uk/bitesize/articles/zb86t39 https://www.bbc.co.uk/bitesize/articles/zhpq7nb Addition and subtraction https://teachers.thenational.academy/units/addition-and-subtraction-48c0 Addition https://www.bbc.co.uk/bitesize/articles/z72dwty Subtraction https://www.bbc.co.uk/bitesize/articles/zvm72sg
	SPAG	

Science	Working scientifically	**Science Skills** **https://www.bbc.co.uk/bitesize/articles/z26ftrd**
	Units	Sound-Find patterns between pitch and its source. Volume, find patterns between volume, strength and vibration. https://www.bbc.co.uk/bitesize/articles/zmjmwnb https://classroom.thenational.academy/units/sound-d324
Computing		E – safety – respectful and responsible use of the internet and recognising acceptable / unacceptable behaviour.
History		Ancient Greeks https://www.bbc.co.uk/bitesize/articles/zv39bqt https://classroom.thenational.academy/units/ancient-greece-79e7
RE		Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv
Music		Listen and appraise songs from Abba Explore rhythms and beats of the songs through movement and instruments. https://charanga.com/resources/14410-Abba-Mamma-Mia E-mail for Charanga log in
DT		Use mod rock to build an ancient Greek mask and paint to create a final piece. Know how to sculpt clay and other mouldable materials
PE		Baseline testing Athletics/fitness https://www.thepeshed.com/video-channel
MFL		Identify Spain on a map. Name the capital of Spain and other Spanish cities. Name other Spanish speaking countries. Say my name. Say how I am feeling. Count to 10. Identify 5 colours. https://www.languageangels.com/homeschool/
SMSC		Relationships and living in the wider world

Click to add text

Words to practice reading.
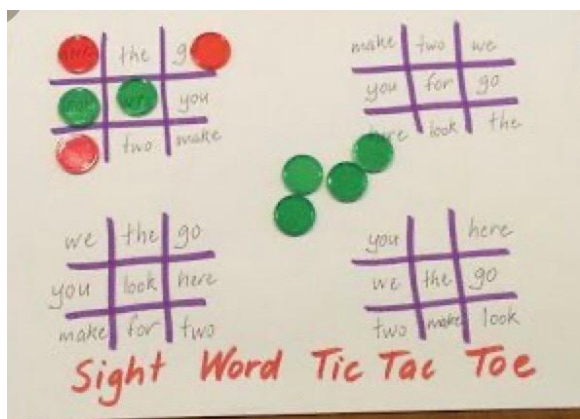
You could practise reading these words by:
-Reading them in a funny/different voice
-Thinking of a rhyme to go with the word
- Playing tic tac toe (pictured)

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose

Words to practice spelling.

heard

heart

height

history

imagine

increase

important

interest

island

knowledge

learn

length

library

material

medicine

mention

Write the word 5 times practising your handwriting

Complete a word pyramid for each word

Can you illustrate the word? What picture could you draw?

Write the words in a sentence

breath

breathe

build

busy

business

calendar

caught

centre

century

certain

Times tables/Number bonds.

28 ÷ 7 =	1 × 2 =	121 ÷ 11 =	4 × 1 =	63 ÷ 7 =	4 × 5 =
3 × 1 =	12 ÷ 6 =	9 × 12 =	99 ÷ 9 =	6 × 1 =	18 ÷ 2 =
56 ÷ 8 =	4 × 3 =	44 ÷ 11 =	11 × 7 =	54 ÷ 6 =	3 × 9 =
5 × 1 =	55 ÷ 5 =	5 × 5 =	45 ÷ 5 =	2 × 7 =	18 ÷ 6 =
32 ÷ 8 =	6 × 3 =	70 ÷ 7 =	2 × 11 =	9 ÷ 9 =	1 × 7 =
5 × 3 =	24 ÷ 8 =	7 × 5 =	22 ÷ 2 =	7 × 9 =	40 ÷ 5 =
8 ÷ 8 =	10 × 1 =	20 ÷ 2 =	6 × 5 =	40 ÷ 8 =	8 × 11 =
9 × 1 =	48 ÷ 8 =	3 × 10 =	110 ÷ 11 =	4 × 7 =	20 ÷ 5 =
24 ÷ 3 =	6 × 8 =	8 ÷ 4 =	10 × 7 =	30 ÷ 5 =	10 × 11 =
11 × 1 =	9 ÷ 1 =	11 × 5 =	27 ÷ 3 =	4 × 11 =	48 ÷ 8 =
84 ÷ 12 =	12 × 12 =	12 ÷ 12 =	12 × 7 =	49 ÷ 7 =	12 × 11 =
2 × 1 =	120 ÷ 12 =	6 × 7 =	80 ÷ 10 =	1 × 10 =	10 ÷ 2 =
48 ÷ 4 =	9 × 11 =	88 ÷ 8 =	2 × 8 =	54 ÷ 9 =	7 × 6 =
11 × 4 =	72 ÷ 12 =	5 × 9 =	88 ÷ 8 =	2 × 4 =	54 ÷ 6 =
40 ÷ 10 =	4 × 4 =	45 ÷ 9 =	6 × 9 =	48 ÷ 6 =	9 × 5 =
5 × 2 =	77 ÷ 11 =	12 × 1 =	32 ÷ 8 =	3 × 6 =	54 ÷ 9 =

36 ÷ 12 =	6 × 4 =	56 ÷ 8 =	12 × 3 =	88 ÷ 11 =	8 × 4 =
7 × 2 =	64 ÷ 8 =	2 × 10 =	5 ÷ 1 =	1 × 8 =	48 ÷ 12 =
3 ÷ 3 =	6 × 10 =	12 ÷ 2 =	12 × 4 =	77 ÷ 7 =	8 × 2 =
10 × 4 =	8 ÷ 8 =	3 × 12 =	4 ÷ 2 =	12 × 8 =	28 ÷ 7 =
24 ÷ 3 =	9 × 6 =	30 ÷ 10 =	3 × 2 =	8 ÷ 2 =	9 × 10 =
11 × 2 =	42 ÷ 7 =	5 × 12 =	18 ÷ 6 =	11 × 10 =	24 ÷ 8 =
66 ÷ 11 =	10 × 10 =	24 ÷ 4 =	7 × 10 =	9 ÷ 3 =	10 × 8 =

Day 1

Counting in 1,000s

Discover

a) How many lemon sweets are there on the pallet?
b) How many strawberry sweets are there on the pallet?

Share

a) There are 4 boxes of lemon sweets.
Each box contains 1,000 sweets.

There are 4,000 lemon sweets on the pallet.

b) There are 6 boxes of strawberry sweets.
Each box contains 1,000 sweets.

There are 6,000 strawberry sweets on the pallet.

Think together

1. How many lemon and strawberry sweets are there altogether?
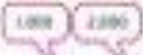
There are ☐ strawberry sweets.
There are ☐ lemon sweets.
In total there are ☐ sweets.

2. Complete the number sequences.

What number is represented below?
Write your answer in words and numerals.

The number represented is _____.
The number represented is ☐

Day 2

→ Textbook 4A p20

Unit 1: Place value – 4-digit numbers (1), Lesson 4

Counting in 1,000s

1 How many cups are there altogether?

Write your answers in numerals and words.

a)

There are [   ] cups.

There are _____ cups.

b)

There are [   ] cups.

There are _____ cups.

c)

There are [   ] cups.

There are _____ cups.

15

PUPIL PRACTICE BOOK 4A PAGE 15

Unit 1: Place value – 4-digit numbers (1), Lesson 4

2 Complete the number tracks.

a)

2,000	3,000			6,000		8,000

b)

0		2,000		4,000		

c)

10,000	9,000			6,000		4,000
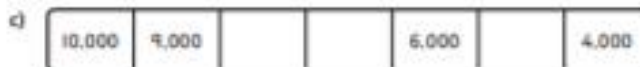
3 a) What numbers are being represented? Write your answers in numerals and words.

Numerals: [   ] Words: _____

b)

Numerals: [   ] Words: _____

4 Draw three thousand in base 10 equipment.

16

PUPIL PRACTICE BOOK 4A PAGE 16

Day 3

Representing 4-digit numbers

Discover

Share

Day 4

Representing 4-digit numbers

1 Write the numbers represented in numerals and words.

Base 10 equipment	Numerals	Words
		_____ thousand, _____ hundred and _____

2 Complete the part-whole models.

a)

6,521

20

b)

3,000 700 80 4

c)

8,034

18

PUPIL PRACTICE BOOK 4A PAGE 18

3 Draw lines to match the base 10 equipment to the correct part-whole model.

500
40
6,000
2

5,000
600
20
4

4 Which of the three numbers represented is different from the other two?

A   B   C

3,000

3

Explain your answer.

19

PUPIL PRACTICE BOOK 4A PAGE 19

Day 5

1,000s, 100s, 10s and 1s

Discover

a) What number has Ale made using 7 place value counters? Represent the number using base 10 equipment.

b) Make a different number using 7 place value counters on a place value grid.

Share
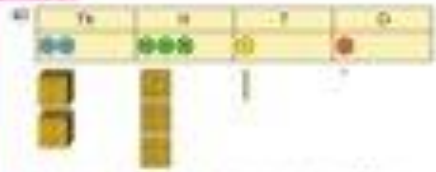
3 thousands, 3 hundreds, 1 ten and 1 one = 2,311

2,000 + 300 + 10 + 1 = 2,311

Ale has made two thousand, three hundred and eleven.

b) Here are some other numbers you can make with 7 counters.

1,114 has 1 thousand, 1 hundred, 1 ten and 4 ones.

1,000 + 100 + 10 + 4 = 1,114

This is one thousand, one hundred and fourteen.

5,020 has 5 thousands and 2 tens.

5,000 + 20 = 5,020

This is five thousand and twenty.

I think there are more. I will try to write them in order.

Think together

1 What is the number shown in each place value grid? Write your answer in numerals.

a)
b)
c)
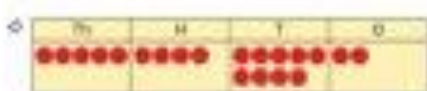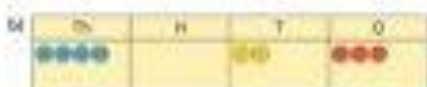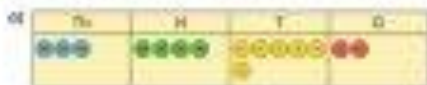
2 Complete the number sentences and write the numbers in numerals.

a) ☐ thousands, ☐ hundreds, ☐ tens and ☐ ones.

b) ☐ thousands, ☐ hundreds, ☐ tens and ☐ ones.

3 Kate and Isla have made numbers on a place value grid.

Kate

Isla
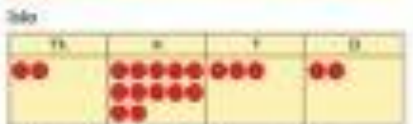
Kate says: 'We have made the same number.'

Isla says: 'We have made different numbers.'

Who do you agree with? Explain your answer.

I think the numbers are different. They do not look the same.

I wonder if the numbers have to look the same.

Maths

Day 6

→ Textbook 4A p20

Unit 1: Place value – 4-digit numbers (1), Lesson 6

1,000s, 100s, 10s, and 1s

1 Write in the number that is represented.

a)

Th	H	T	O

b)

Th	H	T	O

2 Draw counters on the place value grid to represent each number.

a) 2,356

Th	H	T	O

b) Four thousand, eight hundred and four

Th	H	T	O

c) 2,000 + 200 + 50 + 6

Th	H	T	O

21

PUPIL PRACTICE BOOK 4A PAGE 21

Unit 1: Place value – 4-digit numbers (1), Lesson 6

3 Complete to make the number sentences correct.

a) 3,458 = ☐ + ☐ + ☐ + ☐

3,458 = 3,000 + 400 + 50 + ☐

3,458 = 400 + 3,000 + ☐

b) 3,000 + 700 + 70 + 2 = ☐

3,000 + 50 + 7 = ☐

3,000 + 500 + 70 = ☐

4 Which one is the odd one out? Explain why.

a) 3,000 + 1,700 + 40 + 9

b) Four thousand, seven hundred and forty-nine

c)

d)

700

9

4,000

40

_____

_____

_____

_____

22

PUPIL PRACTICE BOOK 4A PAGE 22

Maths

The number line to 10,000

Discover

Counting Stick A   *Counting Stick B*

1. a) What numbers are missing from Counting Stick A?
   b) What numbers are missing from Counting Stick B?

32

Share

a) There are 10 equal intervals on Counting Stick A.

The counting stick starts at 0 and ends at 10,000.

I will check by counting in 1,000s.

The counting stick goes up in 1,000s. The missing numbers are:

| 0 | 1,000 | 2,000 | 3,000 | 4,000 | 5,000 | 6,000 | 7,000 | 8,000 | 9,000 | 10,000 |

b) There are also 10 equal intervals on Counting Stick B, so it must also go up in 1,000s.

I don't think that is right. The 10 intervals make 1,000, so I think each one must be 100.

The counting stick starts at 1,000 and ends at 2,000.

There are 10 equal intervals, so this counting stick goes up in 100s.

The missing numbers are:

| 1,000 | 1,100 | 1,200 | 1,300 | 1,400 | 1,500 | 1,600 | 1,700 | 1,800 | 1,900 | 2,000 |

33

Think together

1. What are the missing numbers?

| 3,500 | 3,510 | | | | 3,560 | | 3,580 | | 3,600 |
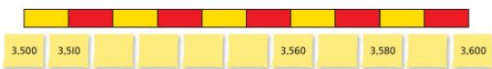
2. What number is the arrow pointing to?

4,560   4,570

3. What are the missing numbers?

3,000   5,000

34
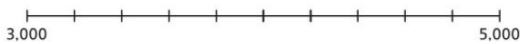
4. Reena and Max have both drawn a number line.

CHALLENGE

Reena

9,800 9,810 9,820 9,830 9,840 9,850 9,860 9,870 9,880 9,890 9,900

Max

9,800 9,801 9,802 9,803 9,804 9,805 9,806 9,807 9,808 9,809 9,900
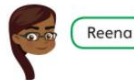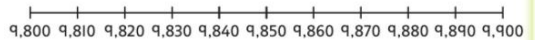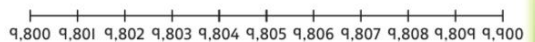
Whose number line is incorrect?

How do you know?

If there were 20 intervals between the two numbers, what would each jump be?

I will check by counting up.

35

Maths

Day 8

Unit 1: Place value – 4-digit numbers (1), Lesson 7

→ Textbook 4A p22

The number line to 10,000 ❶

❶ What number is being shown on each number line?

a)

0   1,000   2,000   10,000

The number ⬚ is shown.

b)

4,000   4,100   4,200   5,000

The number ⬚ is shown.

c)

3,200   3,210   3,300

The number ⬚ is shown.

24

PUPIL PRACTICE BOOK 4A PAGE 24

Unit 1: Place value – 4-digit numbers (1), Lesson 7

❷ Write the missing numbers.

a)

5,000 ⬚ ⬚ ⬚ ⬚ ⬚ ⬚ ⬚ ⬚ 6,000

b)

1,100 ⬚ ⬚ ⬚ ⬚ ⬚ ⬚ ⬚ ⬚ 1,120

c)

7,000 ⬚ ⬚ ⬚ ⬚ ⬚ ⬚ ⬚ ⬚ 4,000

❸ Draw an arrow to show each number on the number line.

a) 4,160

4,100   4,200

b)

2,000   3,000

c) 8,450

8,000   9,000

25

PUPIL PRACTICE BOOK 4A PAGE 25

Day 9

The number line to 10,000 ❷

Discover

1 a) The arrow shows how far Sofia has already run.

How far has Sofia run?

b) A few minutes later, Sofia has run 1,950 m.

Where is the arrow now?

36

Share

a)

It looks like a number line. I worked out that the number line went up in 100s. I checked by counting in 100s.
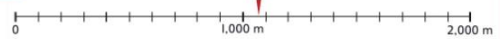
The arrow is pointing to a number that lies between 1,000 and 1,100.

1,050 would be the half-way point.

The arrow points to a number greater than the half-way point.

Sofia has run about 1,070 m.

b) 1,950 is half-way between 1,900 and 2,000.
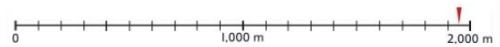
The arrow is now pointing half-way between 1,900 m and 2,000 m.

37

Think together

1 Sofia now uses the bike. The arrow shows how far she has cycled.
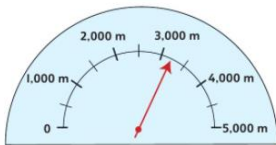
How far has Sofia cycled?

2 Sofia rows 8,990 m on the rowing machine. Point to this **distance** on each of the three number lines.
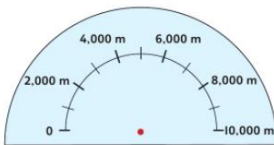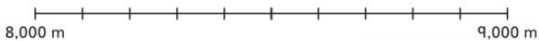
I wonder what 8,990 is close to. This might help me to work out where the number lies.

38

3 a) Which numbers **can** be placed on the number line? How do you know?

1,135   1,650   2,490   1,001
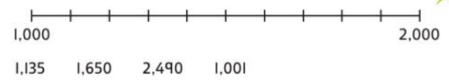
b) Which numbers **cannot** be placed on the number line?

9,300   6,750   2,330   6,000   8,999
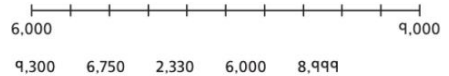
c) All of these numbers can be placed on the number line. Where could the number line end?

3,400   4,550   5,420   3,260
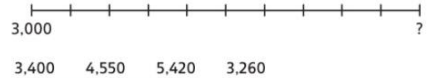
I think there are lots of answers for the last question.

I wonder if it could be one of the numbers in the list.

39

Day 10

→ Textbook 4A p26

Unit 1: Place value – 4-digit numbers (1), Lesson 8

The number line to 10,000 ②

1 Show the numbers on the number lines provided.

a) 7,800

0 1,000 2,000 3,000 4,000 5,000 6,000 7,000 8,000 9,000 10,000

b)

2,000   3,000
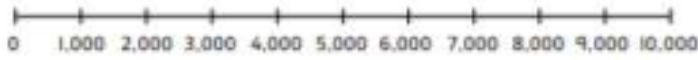
c) Four thousand four hundred

3,000   4,000   5,000
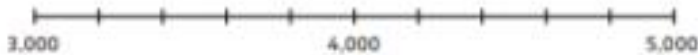
27

PUPIL PRACTICE BOOK 4A PAGE 27

Unit 1: Place value – 4-digit numbers (1), Lesson 8

2 Show 4,600 on each of the number lines.

a)

4,000   4,500   5,000

b)

0 1,000 2,000 3,000 4,000 5,000 6,000 7,000 8,000 9,000 10,000
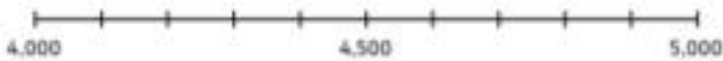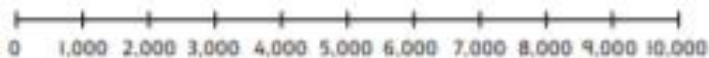
3 Write three numbers that could appear on each number line.

a)

0   10,000

☐ ☐ ☐

b)

1,100   1,200

☐ ☐ ☐

c)

9,990   10,000

☐ ☐ ☐
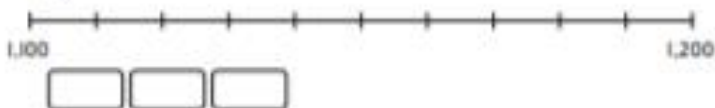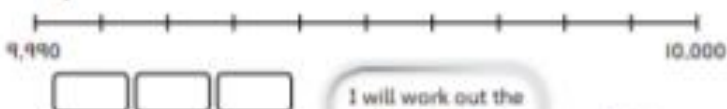
I will work out the intervals on the number line first.

28

PUPIL PRACTICE BOOK 4A PAGE 28

The Exam

It was the day after my maths test and we were just sitting down at the table in my favourite restaurant, The Royal Dragon.
"Choose whatever you like Danny," Dad said, "You deserve it."

Why do you think Danny has gone out for a meal?

Haunted

Everyone at school was talking about it. They were convinced that there was something in there, something...awful.
I didn't believe them and I was going to prove them all wrong, there had not been anyone living there for years. I knocked on the door. Three loud knocks.
My heart froze at what happened next....

Where is the child in the story?
What do you think happened next?

twinkl.co.uk

Fireworks

Whistle, bang, clap, whizz!
The fireworks flew up into the cold November sky. Zainab was standing at the lounge window watching in amazement, when Robbie, her pet dog, came dashing past.
"Oh no!" Zainab exclaimed and ran after Robbie to see if he was ok.

What is wrong with Robbie?
How do we know something is wrong?

twinkl.co.uk

Garden Birds

Why do Birds Matter?

- They help plant life by scattering seeds. This means that seeds get to travel to different places and grow in other places.

- They control insect growth. Many birds eat insects. Without birds eating them, there would be a dangerously high number of insects.

- Birds, like magpies and crows, eat dead animals. This gets rid of the rotting animals which could cause diseases.

Numbers of Common Garden Birds

There has been a big drop in the number of starlings. The reason could be that farming has made it more difficult for them to find their favourite food – the cranefly larvae.

The number of house sparrows has also dropped. This could be because of cats, or air pollution due to more cars being used. Fortunately, last year, there was an increase in house sparrows reported through an RSPB survey.

There has also been an increase in less well-known birds, like fieldfares. One reason for seeing more fieldfares in gardens seems to be the cold weather that has made them leave the countryside and look for food in gardens.

RSPB
The Royal Society for the Protection of Birds - a charity that protects British birds.

Questions

1. Why is it a good thing that birds help scatter seeds?

_____

_____

2. What would happen if birds did not eat insects?

_____

3. Name one bird that eats dead animals.

_____

4. What is a starling's favourite food?

_____

5. Give one reason why there are fewer house sparrows around.

_____

6. What do the RSPB do?

_____

Isolation Diary Week 1

Success Criteria
I **can include time adverbials**: Earlier this morning, first, next, afterwards, then, finally, this afternoon, this evening, today.

Day 1

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Day 2

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Day 1

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Isolation Diary Week 1

Day 3

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Day 4

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Day 3

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Isolation Diary Week 1

Day 5

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Isolation Diary Week 2

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Day 2

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Isolation Diary Week 2

Success Criteria
can include time adverbials: Earlier this morning, first, next, afterwards, then, finally, this afternoon, this evening, today.

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Day 4

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Success Criteria
can include time adverbials: Earlier this morning, first, next, afterwards, then, finally, this afternoon, this evening, today.

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Isolation Diary Week 2

Day 5

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Online links to learning

Spellings
https://www.bbc.co.uk/bitesize/topics/zqqsw6f

Sentences
https://www.bbc.co.uk/bitesize/topics/z88t97h

History- Ancient Greece –Read through information and create a poster/PowerPoint on what you have learnt
https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4

Times tables
https://www.topmarks.co.uk/maths-games/hit-the-button

Newsround
https://www.bbc.co.uk/newsround

White Rose Hub

Go to whiterosemaths.com
Or google White rose maths,
Click on the menu,
Click on home learning
Click on year 4.

Picture News

A tribe in Brazil have chosen to block a highway that cuts through the Amazon as the Brazilian government is not complying with a list of demands that includes aid to help with the impact of COVID-19. Protesters from the Kayapo group have been blocking traffic on Brazil's BR-163 highway for nearly a week.

Things to talk about at home...

- What do you think about the Kayapo people's actions? Why do you think they made the decision to do what they did?
- Talk about the different communities that you are part of and how they may have helped you during difficult times.

Look at the resource below, where some people share their experiences of their communities during a time they found difficult.

I am part of a rural community. We had a huge amount of rain, which caused the homes of some people living in our community to be flooded. Everyone came together to help. The village hall was opened for people who couldn't stay in their home and donations of food, clothes and toys were made. Once the water went down, people all helped to clear and rebuild the houses affected by the floods. Other communities helped us too by making donations of money online, from where they lived in the UK.

Noah

I am part of a cycling community. We have a weekly meet, where we cycle in groups depending how far you want to cycle and how fast you want to go. Because of the coronavirus, we had to cancel our meet ups. For some of our members, this was the only time they socialised with others and got out to exercise. To overcome this, we set weekly challenges for cyclists to complete by themselves then had a weekly zoom meet to discuss the routes we had been on and to catch up with each other.

Sophia

The play equipment in a park in my town was taken down as we were told it was unsafe. It was decided it wouldn't be replaced. Many people in our town community worked together to try to get it back. We wrote to our local MP, started a petition, shared banners and flyers saying 'save our park' with everyone in our town but nothing seemed to work. In the end, we decided to try and raise funds to pay for the equipment ourselves. We still haven't got the equipment yet, but we are all determined and will not give up!

Muhammad

What did people do to support their communities? Did it work?

Focus on Muhammad's comment. His town community have still not achieved their goal to get replacement equipment for the park. Do you think they should keep trying? Is there ever a time you should stop and accept defeat?

How should we learn to manage our money?

A mother from Northumberland recently spent £100 on a second-hand vending machine to provide an opportunity for her children to learn about money after tiring of them arguing over snacks and other items during lockdown. Mother of four, Sarah Balsdon, was getting so fed up with her children's constant arguments she and her husband, Kyle, came up with the idea to provide them in a limited and controlled way, whilst helping the children learn how to manage money.

Things to talk about at home...
- Have you received pocket money before, or do you receive it now?
- Do you think the idea of getting pocket money is a good one? Why?
- What age do you think children should start receiving pocket money?
- Can you think of other ways that you can learn about money?

Look at the resource below, which shows how some children have received money. How did they get it? What did they do with their money?

Clara: I was given some money for my birthday. I decided to save half of it by putting it in my bank account and I spent the other half on a remote-control car that I had wanted for ages!

Freddie: My parents give me £2 pocket money every Friday. I usually spend it over the weekend on sweets.

Samir: I have a list of jobs to do at home such as empty the dishwasher, hoover the sitting room, water the house plants. I don't have to do any of the jobs but each one is worth 50p so the more jobs I do, the more I earn. I usually put my money straight into my money box. I haven't decided what to spend it on yet!

Harley: I decided to sell some of my old books to earn some money. I set them all out at the end of my garden. I gave the money I made to a charity I wanted to help.

Mia: I get paid to look after my next-door neighbours' rabbit when they go away. I am saving my money up to buy my first car when I am 17.

Have you ever received/earned some money? What did you do with it?

SPELL YOUR NAME
& DO THE WORKOUT!

A: 15 PUSHUPS
B: 50 JUMPING JACKS
C: 20 CRUNCHES
D: 10 BURPEES
E: 60-SECOND WALL SIT
F: 20 ARM CIRCLES
G: 20 SQUATS
H: 30 JUMPING JACKS
I: 60-SECOND PLANK
J: 20 MOUNTAIN CLIMBERS
K: 40 CRUNCHES
L: 12 BURPEES
M: 15 SQUAT JUMPS

N: 10 PUSHUPS
O: 20 LUNGES
P: 10 TRICEP DIPS
Q: 20 JUMPING JACKS
R: 60-SECOND PLANK
S: 30 BICYCLE CRUNCHES
T: 60-SECOND WALL SIT
U: 40 HIGH KNEES
V: 30 SQUATS
W: 15 TRICEP DIPS
X: 10 MOUNTAIN CLIMBERS
Y: 12 JUMPING LUNGES
Z: 30 CRUNCHES

Can you spell your best friends name?
Can you spell the name of your road?

Word of the Week Recap

```
M  T  A  L  Z  R  Z  K  E  C  E  A  L  O  N
N  B  F  P  Z  Y  L  B  H  N  T  S  Q  Z  G
Z  C  A  A  P  N  I  M  I  X  I  P  N  T  C
E  X  P  L  O  R  A  T  I  O  N  I  D  J  G
K  U  Q  N  C  J  E  R  W  G  I  R  I  Q  E
G  F  L  S  H  F  N  C  E  D  F  E  S  U  L
Z  O  E  F  I  G  L  O  I  T  E  I  A  P  N
P  D  Y  M  W  Q  G  Q  W  A  D  H  S  E  O
E  T  P  U  R  R  E  T  N  I  T  W  T  Q  I
S  F  F  R  A  C  T  I  O  N  P  E  R  W  P
G  N  F  P  Y  F  Z  N  J  S  J  Z  O  L  H
O  X  H  E  O  S  C  F  A  J  O  V  U  P  R
P  Y  E  D  C  M  H  V  L  E  N  N  S  J  M
V  H  I  Y  K  T  B  V  L  J  B  L  B  G  E
T  E  W  T  E  T  C  M  Z  W  L  N  U  R  I
```

Can you find these words in the grid?

ASPIRE

DISASTROUS

FRACTION

DEFINITE

GEOGRAPHY

APPRECIATE

DESCRIBE

EXPORATION

INTERRUPT

These are all Words of the Week from last year. Can you correctly use each one in a sentence?

_____

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Word of the Week Recap

```
T  P  Q  N  L  D  M  D  S  G  H  R  L  Q  N
L  E  L  L  A  R  A  P  F  S  O  E  A  M  O
R  Y  C  D  C  I  U  Q  R  S  W  S  C  O  J
L  R  T  N  W  N  C  E  C  R  E  P  I  X  W
R  Z  F  N  I  B  D  I  C  D  V  E  S  D  P
V  L  Z  Q  Y  A  E  F  G  B  E  C  Y  E  K
Z  T  U  G  U  N  Y  H  G  A  R  T  H  V  G
L  E  O  S  T  R  O  F  O  A  M  F  P  T  C
U  A  R  I  M  O  N  A  R  C  H  U  Z  Z  O
R  E  F  N  I  N  H  C  I  A  O  L  D  E  D
P  I  S  N  R  W  F  H  Z  N  S  L  R  F  Q
C  A  P  X  K  K  T  Y  Z  U  L  Y  P  J  U
H  W  L  K  O  A  C  H  N  M  Y  H  Z  W  Y
D  F  H  M  F  D  B  O  A  U  J  L  L  S  J
G  M  C  S  E  J  U  U  O  N  T  X  N  E  Q
```

Can you find these words in the grid?

INFER

PARALLEL

RESPECTFULLY

MAGICIAN

PERSUADE

SCIENTIFIC

HOWEVER

MONARCH

PHYSOCAL

UNIQUE

These are all Words of the Week from last year. Can you correctly use each one in a sentence?

_____

_____

_____

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Can you build the sentences below by adding interesting verbs, adjectives, prepositions and adverbs?
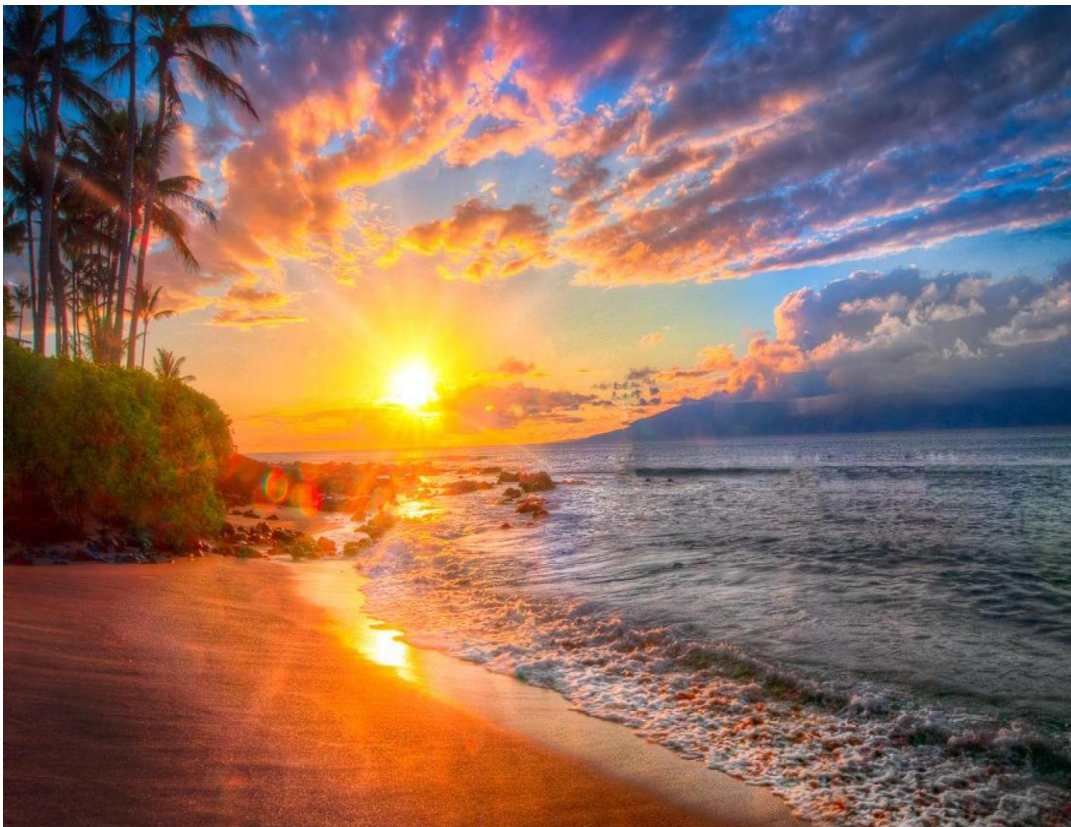
Verbs: doing words   **Adjectives**: Describing words

Prepositions: Tell us where something is

Adverbs: Describe the verb (usually end in ly)

The hot air balloon is flying over the land.

The sun was beginning to set in the sky.

Ancient Greek Pottery

Greek Vase

Decorate your own Greek vase.