



# Five Ways Primary School

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## Year 4 - Class 4ER

Hello Hawks,

I hope you are all keeping well and that you have had a super week. There have been some amazing thunderstorms this week. I love watching them but Clover gets really stressed out and upset by them. The poor thing pants and tries to hide in places a large dog just can't fit! She also follows me around the house as if she's attached to me by a piece of elastic. I know that some of you may have been a little bit scared too but hopefully not as much as Clover! Often if we find out more about something we find scary, it is less frightening. Do you know what causes lightning? There is a super video on Tigtag that explains what happens; login, search storms and you will see there is a short video called 'Lightning' and it may help you to understand them a little better.

This week, I've have continued to be in school with the key worker's children who attend breakfast club. They have been busy doing maths and English activities as well as taking part in craft and outdoor activities (when the weather allowed). It is the Summer Solstice on Saturday 20th June so we have been learning about this and have made models of Stone Henge out of Lego or card, and sun dreamcatchers.

It's usually around this time of year, that we start to prepare for Sports Day. This year, we need to think outside of the box and challenge ourselves to be Sporty at home. Maybe you could design a sports day for the family in the garden and get family members to join in too. You could have a series of races or even devise an obstacle course with different activity stations. We would love to see you participating. Don't forget, you can send us photographs to the email address further down this letter.

Have you started to prepare an entry for the Caroline Bowers Art Prize? If you have completed yours, we would love to see a photograph! You can email it to the email address below. The 'actual' pieces are still to remain at home until we notify you otherwise.

For this week's home learning, I would like you to aim to complete one bullet point from each section, per day. Please aim to spend between 1 to 3 hours, per day, on your home learning. Please use the resources on the website to help you navigate the learning for this week.

In addition to this, try to exercise for at least 1 hour per day. Remember, you can log on to The Body Coach TV to complete a PE workout with Joe Wicks. Please see the direct link to this on our website.

If you would like your work to be celebrated on our school website then ask your grown-ups to send a photograph of it to: [yr4photographs@fiveways.staffs.sch.uk](mailto:yr4photographs@fiveways.staffs.sch.uk). I have really enjoyed seeing the photographs of you working from home, on our school website.

Enjoy your home learning.

Mrs Robinson



<b>Week Commencing: Monday 22nd June 2020</b>	
<b>Weekly Spelling (pick one per day)</b>	<b>Weekly Reading (pick one per day)</b>
<ul style="list-style-type: none"> <li>Nessy reading spelling challenge</li> <li>This week we are going to be looking at adding the suffix '-ly' to words ending in 'y' or 'le.' There are spelling rules for this:- If the root word ends in consonant + y, change the 'y' to 'i' then add 'ly'               <ul style="list-style-type: none"> <li>angrily (angry), clumsily (clumsy), greedily (greedy)</li> </ul>               If the root word ends in 'le' remove the 'le' and then add 'ly'               <ul style="list-style-type: none"> <li>gently (gentle), simply (simple), favourably (favourable)</li> </ul>               The root word is shown in brackets. Make sure you learn the rules as well as the spellings.             </li> <li>Make a poster to help you learn the spellings that you have been given using lots of different techniques, e.g. pyramid words, rainbow words, bubble writing, writing the vowels in a different colour.</li> <li>Write each spelling into a sentence to show their meanings: angrily, clumsily, greedily, gently, simply, favourably</li> <li>Look, cover, write, check each spelling or ask a grown up to 'quiz' you on the six spellings that you have been given this week.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Bug Club .</li> <li>Oak National Academy, week 9, Monday, reading comprehension.</li> <li>Oak National Academy, week 9, Tuesday, reading comprehension.</li> <li>Oak National Academy, week 9, Wednesday, identify the key features.</li> <li>Humpty Dumpty reading comprehension (found on the website).</li> <li>Hansel and Gretel reading comprehension (found on the website).</li> </ul>
<b>Weekly Writing</b>	<b>Weekly Mathematics (pick one per day)</b>
<ul style="list-style-type: none"> <li>Oak National Academy, week 8, Thursday, SPAG focus.</li> <li>Oak National Academy, week 8, Friday. To use key features to write your own adventure story.</li> <li>Choose any book from home. Copy the first ten lines of the text onto a piece of lined paper using your very best joined handwriting. Think carefully about the size of your letters. Make sure the tall letters stretch to the line above. Remember, we do not join from capital letters.</li> <li>Grammar mat (found on the website).</li> <li>List as many words as you can that help us to describe how we are feeling. For example: excited, deflated,</li> </ul>	<ul style="list-style-type: none"> <li>Oak National Academy - Lesson 1: To describe positions on a 2D grid as coordinates. (Week 9 – Monday).</li> <li>Oak National Academy - Lesson 2: To investigate a problem describing positions on a 2D grid as coordinates. (Week 9 – Tuesday).</li> <li>Oak National Academy - Lesson 3: To plot specific points and draw sides to complete a given triangle. (Week 9 – Wednesday).</li> <li>Oak National Academy - Lesson 4: To describe movements between positions as translations of a given unit to the left/right, up/down. (Week 9 – Thursday).</li> <li>Oak National Academy - Lesson 5: To</li> </ul>

disappointed, anxious. You might like to write each word in a colour that matches the feeling. I would choose to write disappointed in blue, whereas I would write excited in a bright pink. What colour would you use to write the word 'furious'?

describe movements between positions as translations of a given unit to the left/right, up/down. (Week 9 – Friday).

- TTRockstars – Please complete 11 studio games to refresh your rock star status. Let's see how many rockstars we can get in Year Four!
- MyMaths – coordinates 1, translations, mixed tables 2-12.
- Zoo coordinates (worksheet found on website).
- Emoji coordinates (worksheet found on website).
- Translations on a grid (worksheet on the website).

### Weekly Project:

#### Food chains/webs:

Login to Tigtag using the login details at the end of this letter.

In the search bar in the top right corner, type food chains. You should see a topic web that looks like this one:

#### Results for food chains



Watch the video called Butterfly's breakfast.

Using your knowledge from the video, write a definition of a carnivore, a herbivore and an omnivore. Discuss with a grown up which category a human would fit into?

You can now watch the other videos on this topic web: Food Chains and Sharks and Fur Seals. A series of organisms that rely on each other for food form a food chain. Sometimes, food chains can link together to form a food web. I have added a couple of diagrams to the school website called 'Marine Food Web' and 'Land Food Web' that will help to demonstrate the flow of energy through the food web.

Have a go at drawing a food web for a particular animal. For example, a cat or a dolphin.

On the website, you will find a cut and stick activity called 'Food Chain Tubes'. Cut them out and stick the tubes. Place one tube on top of the other to show the order of the food chain.

**Other Useful Resources:**

<https://www.bbc.co.uk/bitesize>

<https://www.tigtagworld.co.uk/>

Username: TigtagStudent

Password: schoolsout

