



4<sup>th</sup> May 2020

Dear Parents

**Hello everyone! Thank you for your continued support with the children's learning. We are delighted with the uptake of Seesaw and are pleased to be able to offer the children support and feedback to continue their learning. Please note that as it is Bank Holiday on Friday this week to commemorate VE Day, I will be providing learning opportunities for four days and then we can all have a break over the long weekend.**

I have been so impressed with the children's resilience as lockdown continues. Obviously, continuing with a routine that includes learning, active and creative activities and fun family times will help them to cope with these uncertain times. As always, the learning pack is designed to support the children with this and we completely understand that things work differently for different families. Nevertheless I hope that the information provided is of use. It has been great to see the activities being completed on Seesaw and many of the children are really enjoying adding to their journals with details of the other activities that they have been doing. It is great to see these and of course I really appreciate the lovely messages from the children.

This week I will be setting a maths and literacy activity each day on Seesaw and am providing a range of foundation subject learning which the children can choose from in the afternoons. It may be that they choose to do a different foundation subject each day or that they take longer on one activity. They are not required to try all the activities but hopefully there will be plenty for everyone to engage with.

Please don't hesitate to get in touch via [headteacher@jerryclayacademy.wakefield.sch.uk](mailto:headteacher@jerryclayacademy.wakefield.sch.uk) with any issues.

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## **Maths**

The children are continuing to do so well with the White Rose Maths lessons on Seesaw. It is important to follow through the sequence of lessons to ensure good understanding and I will continue to add daily activities on Seesaw from [whiterosemaths.com/homelearning/year-4](http://whiterosemaths.com/homelearning/year-4). Watch the videos which give a very clear explanation of the maths before completing the worksheets. The children should then check their own answers to get instant feedback and allow them to understand where they went wrong if they made a mistake.

From the learning pack this week: For an additional challenge, the children might like to have a go at the Being the teacher sheets. Here you have to check calculations with the inverse so if it's an addition check with a subtraction and vice versa. (Answers at end of letter)

Time Tables Rock Stars – Battles this week are Boys v Girls in Y4 and Colour Team battles, Reds v Greens and Blues v Yellows.

*Remember these websites are great for keeping up with mental maths strategies and key areas of maths in fun games and quizzes.*

Manga High Games and quizzes to practise key areas of maths.

Numbots – use TTRS login Use the Challenge mode to develop quick fire mental maths skills.

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### Writing – Matilda’s Special Powers

After the wonderful book wandering adventures last week, this week we are going to try a short creative writing task based on Matilda’s special powers. Many of you will know that Roald Dahl’s Matilda has special powers and can move things with her mind!

In chapter 14 The First Miracle, the horrible Miss Trunchbull accuses Matilda of putting a newt into her glass of water. Matilda is so enraged by this horrible headmistress that she feels her powers



coming on!

You can listen to a primary school teacher reading this chapter on Youtube by following this link.

<https://www.youtube.com/watch?v=VD61KZnYwMA>

Watch the same passage from the book as it appears in the 1996 film of Matilda – it’s a little different but might help if the children don’t know the story.

[https://www.youtube.com/watch?v=leCZqVq7\\_pY](https://www.youtube.com/watch?v=leCZqVq7_pY)

### **Wednesday – Descriptive writing techniques. (Seesaw activity)**

On Wednesday I will set a Seesaw activity to explore a passage from Chapter 14 and discover how Roald Dahl uses adjectives, verbs, superlatives and imagery including similes to describe the moment Matilda feels her powers coming on.

The children will then make notes on the following:

If you could have a special power, what would it be? –

What would you be able to do? –

When could you use it? –

How could you use your special power to help people? –

How can you discover your special power?

### **Thursday – (Seesaw activity)**

Role play discovering a super power and how you might use it.

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Using their notes and word banks from the day before, write a descriptive piece of writing about discovering their powers and what they used them for.

### Spellings (Seesaw activity)

I will set a See saw activity on Tuesday to explore the meanings of our new spelling words as well as how the –ion suffix is added to the root words ending in t or te.

*Our new spelling words use the –ion suffix*

Invention, injection, action, hesitation, completion, stagnation, nomination, migration, conservation, selection

*Practise on Spelling Shed ready for our interactive spelling test on **Spelling Shed** on **Thursday 7<sup>th</sup> May at 2pm***

### Foundation Subjects

Here are a range of learning activities that the children could do in the afternoons. It may be that they choose to do a different foundation subject each day or that they take longer on one project. They are not required to try all the activities but hopefully there will be plenty for everyone to engage with. I have also tried to give plenty of information here so that the children can engage with them quite independently if needed.

Science, Geography, History, Art, Music, Computing, PSHE

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## Science – Forces

As we are thinking about Matilda this week, take the opportunity to remind yourselves about the Science of Forces. Forces is not normally a Science topic we cover in Y4. Some part come in Y3 and some in Y5 and 6. Of course it's great to have a little look ahead so this activity is for any keen scientist who would like to explore forces!

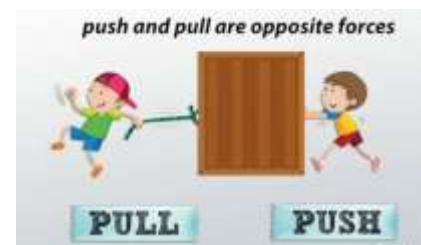
In Roald Dahl's story Matilda can move things with her mind.

Why can't we move things with our minds in real life? What does it take to make an object move in a scientific world?

### 1. The main forces are push and pull.

Learn about them at BBC Bitesize by following this link.

<https://www.bbc.co.uk/bitesize/topics/zrdmsbk/articles/znqthbk>



Pushes and pulls are forces. You can make something start or stop moving when you push or pull it.

#### Activity

Below are some pictures of children using pushing and pulling forces. Write down push or pull in the force box. Does the force cause something to start or stop moving? In the second box write start or stop.

1. force:

2. force:

3. force:

4. force:

5. force:

When you kick a football, what type of force do you use? Can you describe other sports or activities that involve pushing or pulling?

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2. There are other forces that make objects move. Can name the forces shown in each diagram? Notice how each force diagram has an arrow to show the direction of the force.

Friction, Magnetic force, air resistance, water resistance, gravity, static electricity





3. Forces Investigations. Can you demonstrate any of these forces?

- Draw a diagram or take a photo of what you did.
- Explain - what you did - what happened



Magnetic force

- Can you use magnets to make something move or stop something from falling: e.g. using magnets. <https://www.science-sparks.com/how-to-defy-gravity/>

Friction – a force between two objects that are sliding next to each other or trying to slide next to each other.

- Push a wooden block across the floor  
Push a block of ice across the floor.  
Which is easier to push? Why?

Gravity – Gravity is a force that pulls things with mass towards each other. On Earth, gravity pulls us towards the ground which is why when you drop something it falls to the ground.

- Drop a crumpled up piece of paper and drop a ball from the same height. Does one hit the ground first? Why?

Air resistance – Air resistance or drag acts against gravity on falling objects. This is how parachutes work. <https://inspirationlaboratories.com/how-to-make-a-parachute/>



Water resistance – Is a type of force that tries to slow things down that are moving through the water. It is a kind of friction.

- Drop a ball of plasticine and a flat disk of plasticine into a glass of water. Which one hits the bottom first? Why?

Static electricity – is a force that can make things move too.

- Rub a balloon against your jumper for a few seconds. What happens when you put the balloon near your hair? Can you make the balloon stick to the wall?
- <https://www.dkfindout.com/us/science/electricity/static-electricity/>



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## Geography – World Landmark

Find out about a world landmark of your choice. You could choose The Great Pyramid at Giza, in Egypt or Christ the Redeemer in Rio, Brazil or another famous world landmark of your choice.



You can even take a virtual tour of different landmarks at <https://artsandculture.google.com/project/street-view>

Here is some information about The Great Pyramids of Giza which will be interesting as we have been learning about the Egyptians in our reading comprehension. Use this information and present it in your own way.

# Ancient Egypt

## Great Pyramid of Giza



The Great Pyramid of Giza is the largest of all the Egyptian pyramids and is one of the Seven Wonders of the Ancient World. It is located around 5 miles to the west of the Nile River near the city of Cairo, Egypt.

### Why was the Great Pyramid built?

The Great Pyramid was built as a tomb for the pharaoh Khufu. The pyramid once held all the treasures that Khufu would take with him to the afterlife.

**How big is it?** When the pyramid was built, it was around 481 feet tall. Today, because of erosion and the removal of the top piece, the pyramid is around 455 feet tall. At it's base, each side is approximately 755 feet long. That's well over twice as long as a football field.!

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### How long did it take to build it?

It took 20,000 workers around 20 years to build the Great Pyramid. Its construction began around 2580 BC, shortly after Khufu became pharaoh, and was completed around 2560 BC.

### How did they build it?

No one is quite sure how the pyramids were built. There are a lot of different theories as to how the Egyptians were able to lift such large stone blocks all the way up to the top of the pyramids. It is likely that they used ramps to move the stones up the sides of the pyramid. They may have used wooden sleds or water to help the stones slide better and reduce friction.

### Egypt Fact file

**OFFICIAL NAME:** Arab Republic of Egypt  
**FORM OF GOVERNMENT:** Republic  
**CAPITAL:** Cairo  
**POPULATION:** 87, 562, 261  
**OFFICIAL LANGUAGE:** Arabic  
**MONEY:** Egyptian pound, guinay  
**AREA:** 1,001,449 square kilometres  
**MAJOR MOUNTAIN RANGES:** Eastern Highlands  
**MAJOR RIVER:** Nile

#### Map of Egypt



### Facts about Ancient Egypt

- 1) Most Ancient Egyptian **pyramids** were built as tombs for **pharaohs** (rulers of Ancient Egypt) and their families. To date, over 130 pyramids have been discovered in Egypt.
- 2) The afterlife was incredibly important to the Egyptians. They believed that by preserving a dead person's body - which they did through the process of **mummification** - their soul would live on in the after-life forever.
- 3) The **Pyramid of Khufu** at **Giza** is the largest Egyptian pyramid. This incredible structure weighs as much as 16 Empire State buildings!
- 4) Both Egyptian men and women wore make-up. The eye-paint was usually green (made from **copper**) or black (made from **lead**). As well as offering protection from the sun, the Egyptians believed make-up had magical healing powers, too!
- 5) Unwrapped, the bandages of an Ancient Egyptian mummy could stretch for **1.6km**. Yikes!
- 6) The Egyptian alphabet contained more than **700 hieroglyphs**! Uncover the meaning behind these ancient symbols by checking out our awesome **hieroglyphics** feature.
- 7) Ancient Egyptians believed in more than **2,000** deities! They had gods for everything, from dangers to chores! Each had different responsibilities and needed to be worshipped so that life could be kept in balance.
- 8) **Cats** were considered to be a sacred animal by the Ancient Egyptians. It's thought that most families kept a cat as a pet, which they believed would bring the household good luck!
- 9) Love playing boardgames with your pals? Well, gang, so did the Ancient Egyptians! One popular game was **Senet**, which was played for over **2,000** years! The game involved throwing sticks (in the same way we throw dice) to see how many squares to move your piece forward on the board.
- 10) The Ancient Egyptians **invented** lots of things we still use today, such as paper, pens, locks and keys and - believe it or not - toothpaste!

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Art - Art is where home is!

Here are some different ways you might like to explore art during the lockdown.

Can you create a piece of art about lockdown or giving a message of hope to each other? Here are two beautiful pictures from famous illustrators included in The Book of Hope – see below.



*The Hope Tree* Copyright © Axel Scheffler 2020

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*The World Through a Window* Copyright © Lauren Child 2020

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Lay the table for Life, Activity by artists Bob and Roberta Hope

LAY THE TABLE FOR LIFE

LAY THE TABLE  
IN THE SHAPE  
OF A TREE.  
PAUL KLEE  
THOUGHT  
THAT  
TREES  
REPRESENT  
THE  
'LIFE'  
FORCE.  
MY TREE  
HAS A  
RICH CROOP  
OF SPOONS  
READY TO  
BE PICKED.  
YOU'RE  
MAY HAVE  
A CROOP OF  
COOKIES OR  
IT MAY HAVE  
REAL FRUIT.  
DRAW YOUR  
TABLE TOP TREE  
ON TAKE A PHOTO.  
EVERY  
TIME YOU LOOK  
AT THIS IMAGE  
YOU WILL SEE  
AN IMAGE OF  
THE 'LIFE FORCE'.  
STAY WELL STAY IN. X BOB + ROBERTA

CUTTERS OR.



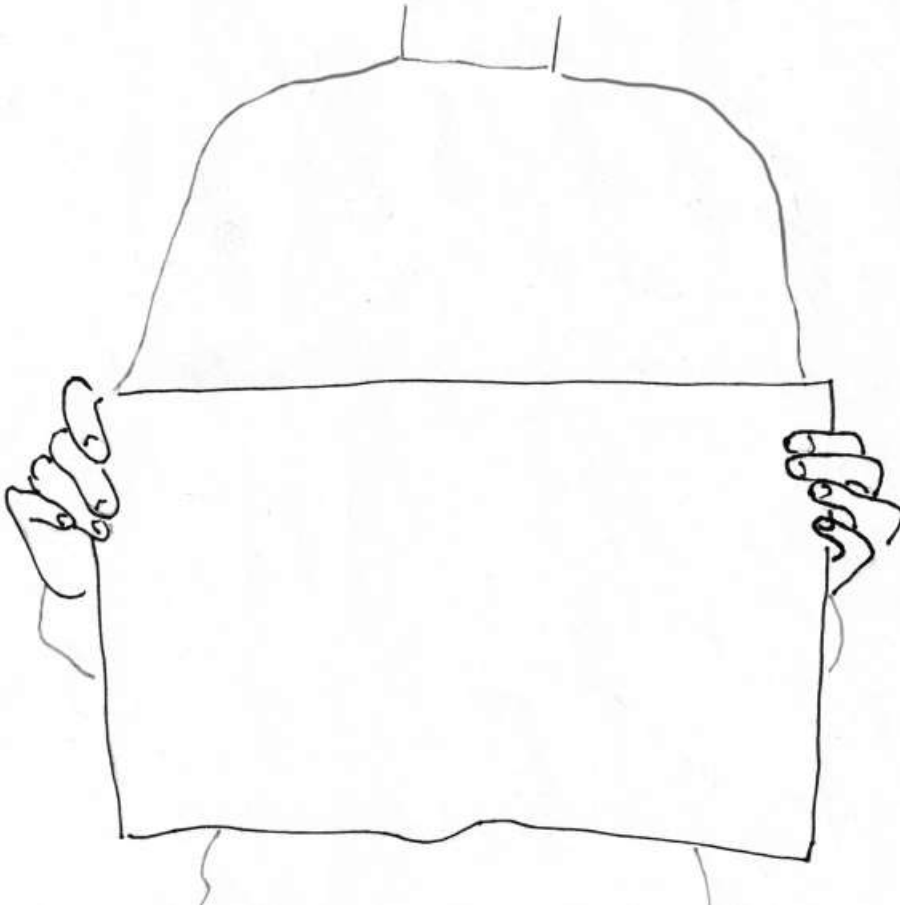
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Draw your head on the body and write a message to cheer someone up!



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## Music

### Reminder! Big Sing 2020

Wakefield Music Hub are organising Big Sing 2020. The first Big Singalong Day is 12<sup>th</sup> May for International Nurses Day. You can learn, record and share the song 'One' These will then be compiled into a big Wakefield video. Share recordings on Twitter @WAKEfieldMus Hub or on Face Book WMS BIG SING 2020 or singalong live on facebook on the day. You can learn the song by following this link. <https://www.youtube.com/watch?v=5UKc2BY7PB0&feature=youtu.be>



### Oak National Academy Music Lesson – Pulse

By clicking on this link you can take part in a really great music lesson about finding the pulse in music, joining in with lots of different types of music and singing some great songs. Have fun!

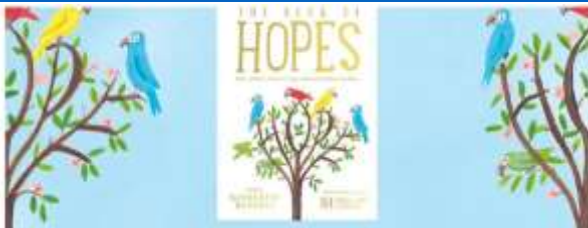
<https://www.thenational.academy/year-4/foundation/pulse-year-4-wk1-5>

## Mental Health and Well being

### The Book of Hope

Here is a link to a book which you can only read online at the moment. It has been put together by author Katherine Rundell (who wrote our class book Explorer) since Lockdown began, with contributions from more than 100 children's writers and illustrators.

<https://literacytrust.org.uk/family-zone/9-12/book-hopes/>



Dip into these messages of hope. Maybe you could even draw a picture, write a story or a letter to give hope during these uncertain times.

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### Daily diary

Why not keep a record of this time by writing a diary. Think about everything that has happened today. What were the best moments? The hardest moment? How did you get past those tricky times? Who made today special? I have included a Captain's Log activity on Seesaw or you could write it in a journal of your own.

### Computing

Thanks to Amelia B for this top tip for learning about Coding to create a really fun Dance Party. Great fun and super computing skills.

<https://www.amazonfutureengineer.co.uk/free-virtual-coding-programme>



### History

Look at the optional History Seesaw activity about VE Day on Thursday.

**I do hope you all have a good week and that the children enjoy their learning. I am looking forward to seeing it on Seesaw.**

**Best wishes**

**Mrs Elliott**

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# Answers

## Mummy!

1. What verbs describe what the Egyptians did to the brain?  
**Award a mark for all THREE verbs: bashed, whisked and stirred**
2. Which parts of the body were left inside before the mummy was washed?  
**The heart and kidneys were left inside the bodies before they were washed.**
3. 'a coffin that's rather grand'. What does 'grand' mean here?  
**Accept any word/phrase that shows how the sarcophagus is 'fit for a king'. E.g. magnificent · impressive · awe-inspiring · splendid · superb · majestic · glorious · stately · large · luxurious · fancy · posh · classy**
4. Look at the final line: 'but the good ones made it in!' What do you think this means?  
**Award one marks for answers that show an understanding that:**
  - **The person is being judged (by Osiris) after death. Their heart is being weighed to see if they are good or bad/light or heavy.**
  - **the good hearts/people are allowed into the afterlife.**
  - **the bad people are not allowed into the afterlife/their hearts are eaten.**

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### Being the Teacher

Geoffrey has left his homework until the last minute and has rushed through some of the questions. Can you check his homework using the inverse operation?

Question	Calculation	Inverse	Correct?	If the answer is incorrect, what is the correct calculation?
e.g.	$\begin{array}{r} 776 \\ - 445 \\ \hline 322 \end{array}$	$\begin{array}{r} 445 \\ + 322 \\ \hline 767 \end{array}$	✗	$\begin{array}{r} 776 \\ - 445 \\ \hline 331 \end{array}$
1	$\begin{array}{r} 1984 \\ + 587 \\ \hline 2571 \end{array}$	$\begin{array}{r} 1984 \\ - 587 \\ \hline 1397 \\ \hline 2571 - 1984 \\ \hline 587 \end{array}$	✓	
2	$\begin{array}{r} 972 \\ - 284 \\ \hline 588 \end{array}$	$\begin{array}{r} 588 \\ + 284 \\ \hline 872 \\ \hline 872 - 588 \\ \hline 284 \end{array}$	✗	$\begin{array}{r} 972 \\ - 284 \\ \hline 688 \end{array}$

3	$\begin{array}{r} 298 \\ + 1475 \\ \hline 1663 \end{array}$	$\begin{array}{r} 51513 \\ - 1475 \\ \hline 0188 \end{array}$	✗	$\begin{array}{r} 298 \\ + 1475 \\ \hline 1773 \\ \hline 1773 - 298 \\ \hline 1475 \end{array}$
4	$\begin{array}{r} 9857 \\ - 2743 \\ \hline 7114 \end{array}$	$\begin{array}{r} 7114 \\ + 2743 \\ \hline 9857 \end{array}$	✓	
5	$\begin{array}{r} 1098 \\ + 844 \\ \hline 1942 \end{array}$	$\begin{array}{r} 1098 \\ - 844 \\ \hline 254 \end{array}$	✓	
6	$\begin{array}{r} 3784 \\ - 2542 \\ \hline 1132 \end{array}$	$\begin{array}{r} 1132 \\ + 2542 \\ \hline 3674 \end{array}$	✗	$\begin{array}{r} 3784 \\ - 2542 \\ \hline 1242 \end{array}$

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