Two Waters
PRIMARY SCHOOL

Year 4

Homework Pack

Autumn 2

Dear Parents/Guardians

Thank you for supporting you child with their learning at home. I am very impressed with the quality of work children have produced. It's lovely to see children completing the challenge. Please encourage them to continue challenging themselves.

- Each pack will contain one piece of homework per week. The tasks will be either a maths focus or literacy focus.
- Each task will need to be completed during a specific week to ensure that the work is aligned to the learning in the classroom.
- The tasks will be pitched at the Year 4 curriculum and will contain an additional 'challenge'. All children will complete the main task. The challenge is optional for those children who would like to further challenge themselves.
- Each task should be glued carefully into the homework book.
- At the end of the homework pack is an answer sheet (where applicable). I hope you find it useful when supporting your children with their work.
- Homework should be handed in on the relevant Friday and will be marked and returned to the children on the following Monday.

In addition to the homework pack, it is expected that children will:

- Continue to practice their times tables every day as in year 4 children are expected to recall multiplication and division facts for multiplication tables up to 12 X 12.
- Continue to practice their weekly spellings. Please encourage your child to use their knowledge of spelling rule.
- Read as much as possible. 20 minutes a day is advisable. Please aim to hear your child read at least once a week.

At the end of the pack is our Medium Term Plan which outlines our learning for this half term and includes suggestions of how you can further support your child at home.

Finally, if your child is finding a piece of homework very challenging, please encourage them to come and talk to me during the week. I am always happy to help.

Kind regards,

Mrs Clewley.

Task 1: Maths (Addition and Subtraction)

Please hand this completed task in on Friday 13th November

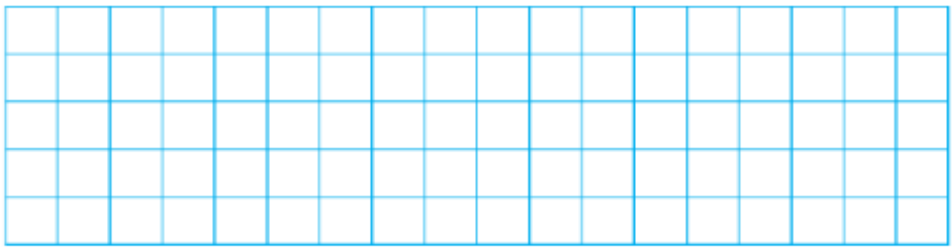
Top Tip: Label the column (with thousands, hundreds, tens and ones) and then write the digit in the right column. Start from the ones column to work out your calculations.

Addition

Use the column method to add the following amounts:

(a) 8273 + 1925 = ☐

(b) 637 + 1882 = ☐

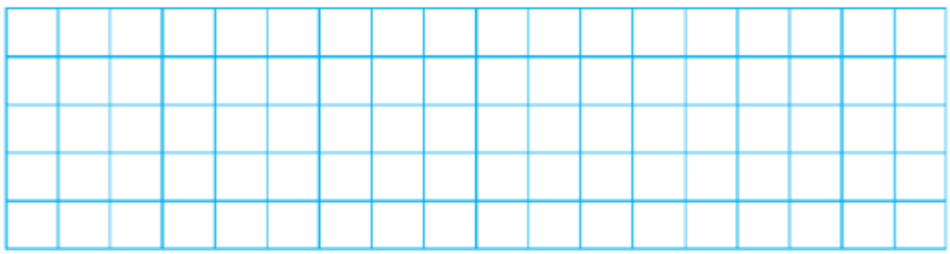


Subtraction

Use the column method to subtract the following amounts:

(a) 6872 – 3951 = ☐

(b) 6027 – 573 = ☐



Complete the missing boxes!

(a)

☐	2	☐	1
+ 1	8	5	☐
9	☐	5	0

(b)

9	☐	0	8
– 4	4	☐	☐
4	5	1	7

Extension

Can you use the inverse operation or estimation to check your calculations?

Challenge (optional)

Solve the following multi-step addition and subtraction word problems. Read the question carefully (a couple of times maybe) and underline the key vocabulary. Decide which calculation is required and calculate. You must show your workings.

Q1.) In a weekend, a French supermarket baked **5000** baguettes. **2228** were sold on Saturday and **1709** were sold on Sunday.

How many baguettes were not sold?

Q2.) Sarah wants to go on holiday to Paris. She finds a return flight for **£124** and a hotel for **£257**. However, a holiday website offers her a cheaper deal of **£350** for both.

How much could Sarah save with the internet deal?

Q3.) There are **704** steps to climb up the Eiffel tower. Manuel has decided to walk up and down the steps, instead of taking lifts all the way. So far, he has climbed **537** steps.

How many more steps will he have to climb up, and back down again?

Task 2: Literacy (SPAG – adverbs and fronted adverbials**)**

Please hand this completed task in on Friday 20th November

Adverbs

Learning Outcome: To use adverbs in a sentence.

Task: Add an adverb, from the table below, to these sentences.

1. Mum _____ washed the sharp knives. 

2. Jack was ravenous and ate his burger _____. 

3. The snow fell _____ through the night. 

4. The crowd cheered _____ when a goal was scored. 

5. The snail crawled _____ along the path. 

6. _____ it began to rain. 

7. _____ I am going bowling. 

8. The children sang happy birthday with _____ . 

9. The fire burned _____ in the grate. 

10. _____ I went to the cinema with my friend. 

quickly	suddenly	silently	on Friday	loudly
brightly	brightly	slowly	cautiously	yesterday

Fronted Adverbials

Learning Outcome: To place an adverbial phrase at the front of the sentence separated from the rest of the sentence with a comma.

Task: Rewrite the sentences so that the adverbial phrase is at the front, separated from the rest of the sentence with a comma.

1. The bus is due to leave the station in ten minutes.

_____

2. I am going to see the dentist this afternoon.

_____

3. The slimy slug crawled along the path very slowly.

_____

4. The chef washed his sharp knives very carefully.

_____

5. Ella tiptoed down the stairs without making a sound.

_____

6. Harry goes to the gym twice a week.

_____

7. Alfie runs three miles every day.

_____

8. Emma looked for shells on the beach.

_____

9. The snow covered peaks could be seen in the distance.

_____

10. Layla has an interview at the college on Friday.

_____

11. We are going walking in the Lake District at the weekend.

_____

Challenge (Optional)

1. Tick **all** the sentences that contain a **fronted adverbial.**

Walking across the field, the children became very muddy. ☐

It was great fun doing the washing up. ☐

Her mum works in an office. ☐

Standing by Emma, Jack hopped on one leg. ☐

2. Make three fronted adverbial sentences from the blue and orange tiles. Your sentences must make sense.

After that,	As quickly as possible,	Without reason,
In the morning,	Back at the house,	Unexpectedly,
Fortunately,	Once a year,	While I was waiting,

I tried again.	we are going to the seaside.	my computer screen turned off.
Dad was cleaning the kitchen.	we celebrate Christmas.	she reappeared right in front of us.
I checked my coat pocket and my lunch money was there.	she ran back from school.	I drew a picture in my journal.

1. _____

_____

2. _____

_____

3. _____

_____

Task 3: Maths (Compare areas)

Please hand this completed task in on Thursday 26th November

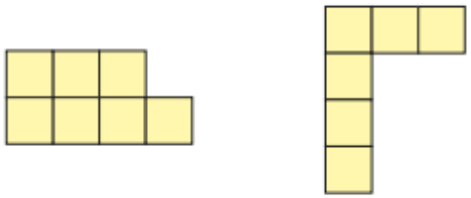
Compare areas

White Rose MATHS

1 **a)** Tick the shape with the greater area.

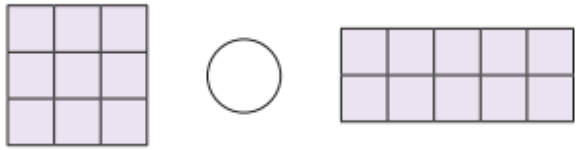


b) Tick the shape with the smaller area.

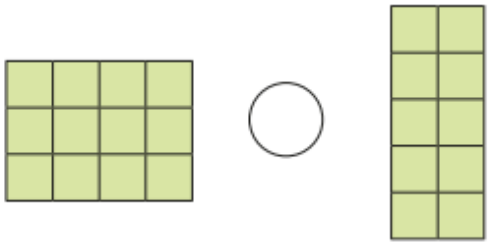


2 Write <, > or = to compare the areas of the shapes.

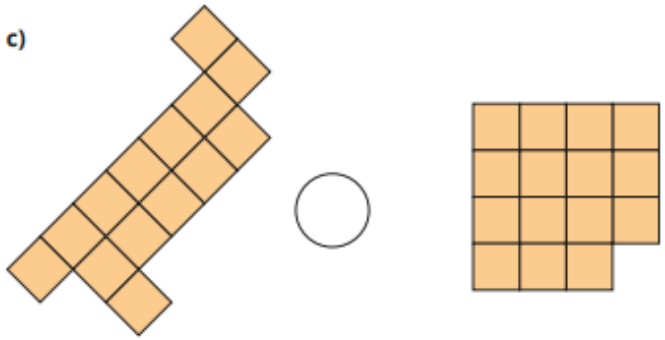
a)



b)

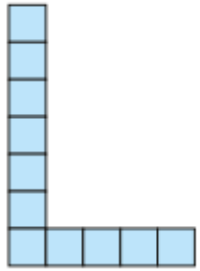


c)

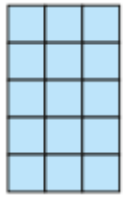


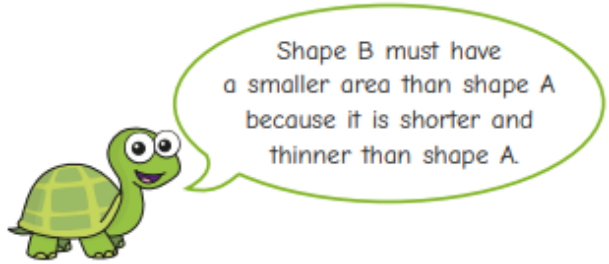
3 Tiny draws these two shapes.

A



B

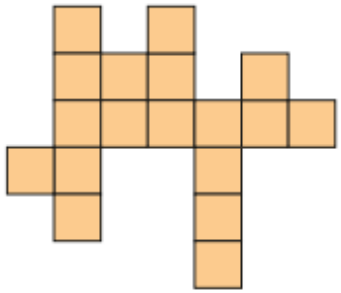




Do you agree with Tiny? _____

Explain your reasoning.

4 Here is a shape.

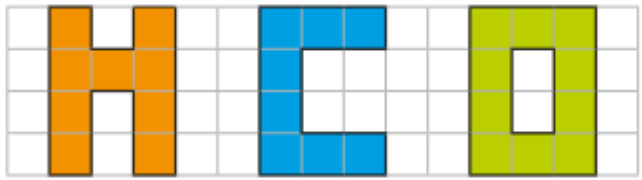


a) What is the area of this shape? ☐ squares

b) Draw a different shape with an area that is 2 squares greater.

5 Put these letter shapes in order of size.

Start with the shape with the smallest area.



_____ _____ _____

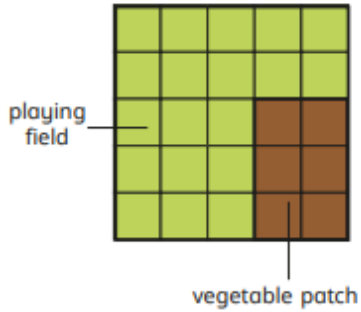
6 Here are the plans of two school fields.

Each has a playing field and a vegetable patch.

High Street School



Main Road School



a) What is the difference in the area of the playing fields?

☐ squares

b) What is the difference in the area of the vegetable patches?

☐ squares

c) High Street School doubles the size of its vegetable patch.

Main Road School adds 1 square to its vegetable patch.

Which school now has the larger vegetable patch?

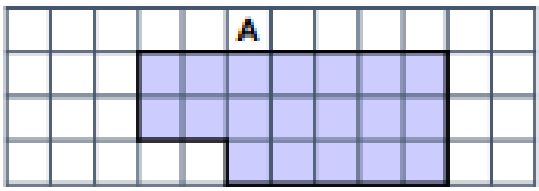
Show your workings.

_____ School now has the larger vegetable patch.

© White Rose Education 2022

Challenge (optional)

4a. Using the clues below, give the possible area of shape B.

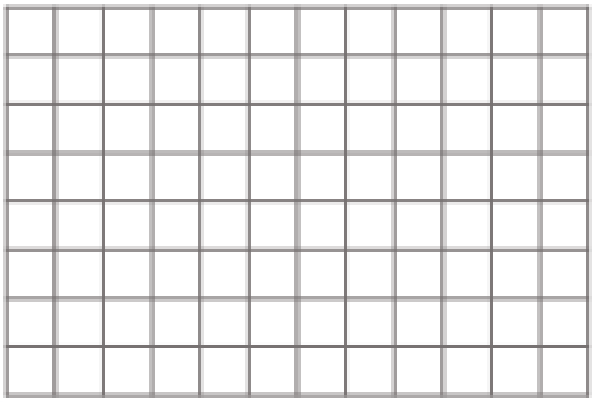


The area of B is multiple of 4.

B is larger than A but its area is less than 25 squares.

PS

5a. Draw a rectilinear shape with an area greater than 12 squares and six sides.



PS

6a. Anna and Simon are comparing the area of two shapes.





Shape B has a larger area.

Anna

The shapes have the same area.



Simon

Who is correct? Prove it.

R

Task 4: Literacy (Grammar)

Please hand this completed task in on Friday 4th December

Top Tip: In class, we have been learning about **alliteration.**

The aim of this activity is for children to practise using alliteration in sentences. The first part of the activity allows children to learn and use the subordinating conjunctions. The second part of the work sheet allows children to use the skill they have learnt.

Alliteration is a writing technique in which the same initial sound is repeated in a series of words. Many song titles, film titles and brand names are alliterative.

leaping lizard	blue balloons	Make a mountain out of a molehill.
buzzing bee	grumpy goat	Sam's shop stocks socks.
Jen jumps	shining shark	The green goat gobbled gooseberries.

Not all words in a sentence or title need to have the same initial sound, but they do need to be close together to count as alliteration.
Remember: It's the initial sound that's important, not just the letters. This following sentence would not count as alliteration as the 'th' in each word has a different sound.

This is **Th**omas **Th**atcher.

Can you find examples of **alliteration** in this poem?

Rapid Rabbits

Rabbits running so very fast
In the field of green, green grass
Sniffing for scents of snack-time treats
Hippity hopping on their happy bunny feet
When carrots and other fabulous foods are found
The rapid rabbit's prance and pounce
As they jump for joy in the massive meadow
The rabbits return home running, ready for dinner
And nod off for a much needed night's nap
So, in the misty, moist morning, the rapid rabbits are ready to run once more.



Challenge (optional)

Write 4 sentences about animals you would find at a zoo using alliterative language. Remember to use verbs, emotions or adjecives.

Can you turn these sentences into a poem?

Task 5: Maths (multiplication and division)

Please hand this completed task in on Friday 11th December

Multiply and divide by 7

White Rose MATHS

1 Complete the sentences.

a)



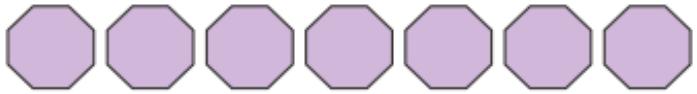
There are ☐ triangles.

There are ☐ sides on each triangle.

7 × 3 = ☐

There are ☐ sides altogether.

b)



There are ☐ octagons.

There are ☐ sides on each octagon.

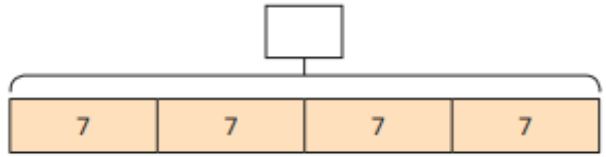
☐ × ☐ = ☐

There are ☐ sides altogether.

2 There are 7 players in a netball team.

a) How many players are there in 4 netball teams?

Label the whole on the bar model.

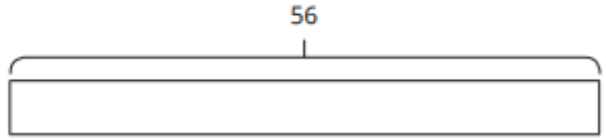


Complete the sentences.

☐ × ☐ = ☐

There are ☐ players in 4 netball teams.

b) If there are 56 players, how many full teams are there?



There are ☐ full teams.

c) How many players are there in 9 netball teams?

There are ☐ players in 9 netball teams.

3 Complete the sentences.

a) 1 week has ☐ days.

b) 5 weeks have ☐ days.

c) ☐ weeks have 70 days.

d) ☐ weeks have 63 days.

4 The Patel family went on holiday for 6 weeks.

The Logan family went on holiday for 40 days.

Which family went on holiday for longer?

_____

How do you know?

_____

_____

5 Complete the number sentences to describe the array.



2 × 7 = ☐

☐ ÷ 7 = 2

7 × ☐ = ☐

☐ ÷ ☐ = 7

6 A flower has 7 petals.

How many petals are there on 6 flowers?

☐

7 A computer mouse costs £7

A keyboard costs 6 times as much as the mouse.

How much does a mouse and a keyboard cost in total?

£ ☐

8 Use the cards to write a division calculation.

1	1	7	7	7	=	÷

_____

Find as many different divisions as you can.

Can you use all the cards?

9 Use counters to make an array to show 3 × 5 and 3 × 2

How can you use these arrays to work out 3 × 7?

_____

_____

Talk about it with a partner.

Challenge (optional)

7a. Which is the odd one out? Prove it.

- 3 bags of seven apples in 2 boxes
- 7 aliens with 4 legs and 3 aliens with 7 legs
- 7 lions with 1 lioness and 2 cubs each
- half of 12 rows of 7 chairs empty
- half of the 6 rows of 7 chocolates eaten

R

8a. Complete the statement below

$\square \times 7 - \square \boxed{>} \square \times 7 + \square$

3	9	8	14	21

PS

9a. Write a 2-step word problem for each of the following calculations.

half of $56 \div 7$	$9 \times 7 + 2 \times 7$

Now solve your word problems.

PS

Task 6: Literacy (Comprehension)

Please hand this completed task in on Friday 18th December

Top Tip: Read the text twice before answering the questions. Look up the difficult words in a dictionary.

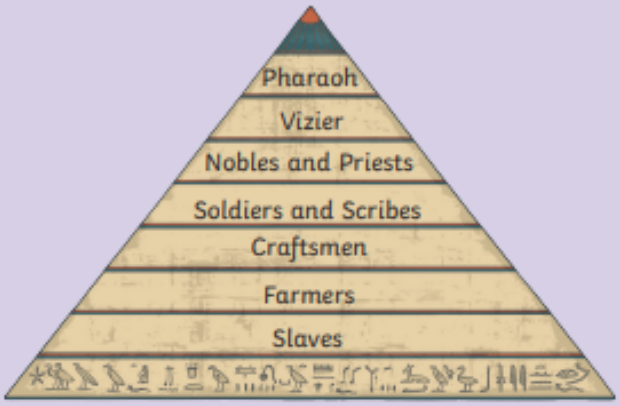
Life in Ancient Egypt

The ancient Egyptian period began over 5,000 years ago in North Africa. It was a place of beliefs, inventions and a long-lasting legacy.

Society

Ancient Egyptian culture lasted for over 3,000 years. Many features of society can be found in ancient Egypt. For example, ancient Egyptians were expert farmers and made one of the first calendars as well as a writing system called **hieroglyphics**.

People of ancient Egypt were split into different classes. The pharaoh was at the top of this pyramid.





Pharaoh
God on earth.



Vizier
Pharaoh's second-in-command.



Nobles and Priests
Made laws and performed rituals.



Soldiers and Scribes
Warriors and record-keepers.



Craftsmen
Tradespeople.



Farmers
Farmed the land.



Slaves
Worked for others.



Markets and Merchants

Markets were important for trade. Ancient Egyptians grew lots of grain and used it to trade. Stones named 'debens' weighed the value of items during a trade.

Trading with other people and countries was vital to make sure people had the food and materials they needed to live well. Some popular items for trade included linen, papyrus, grain and various precious metals and stones.

Did You Know...?

- The ancient Egyptians believed the 2,000 gods and goddesses were linked to many natural forces.
- The afterlife was incredibly important. As such, ancient Egyptians prepared for what would happen after they died.
- Important people's bodies were preserved through mummification. The god Anubis weighed their hearts.



Transport and the Nile

Due to the hot **climate**, the Nile was critical. Ancient Egyptian life grew around it. The heavy rainfall that came during the monsoon season caused the river to flood. Towns and cities relied on the **fertile** ground that the water created.

In addition to this, the Nile was an important route for people to travel and trade. All over the area, the ancient Egyptians used skiffs (simple sailboats) to trade.

Glossary:

climate – Weather conditions in a place over a period of time.
fertile – Land able to produce lots of crops.
hieroglyphics – Language using symbols and pictures.

Questions

1. Which of the following is **not** an item used for trade? Tick **one**.

   - ○ linen
   - ○ papyrus
   - ○ flags
   - ○ wheat

2. How long ago did ancient Egyptian civilization begin? Tick **one**.

   - ○ 2,000 years ago
   - ○ 3,000 years ago
   - ○ 4,000 years ago
   - ○ over 5,000 years ago

3. List the top three classes in ancient Egyptian society.

   1. _____
   2. _____
   3. _____

4. Draw three lines to match the social class to its description.

Vizier	**Tradespeople.**
Craftsmen	**Pharaoh's second-in-command.**
Farmers	**Farmed the land to grow food.**

5. Find and copy a phrase which describes how important the river Nile was to ancient Egyptians.

   _____

6. Fill in the missing words.

   Important people's bodies were preserved through _____.

   The god _____ weighed their _____.

7. What system did the ancient Egyptians use for trade in their markets?

8. Why are some words written in **bold** in the text?

Below are our times table grids that we use every Friday. The challenges are in order from easy – hardest. In class we normally have a time limit of 15 minutes to complete the grid. Children can challenge themselves by reducing the time if they wish.

Times Tables – Challenge 3

x	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Times Tables – Challenge 2

x	1	2	3	4	5	6	7	8	9	10	11	12
3												
8												
1												
6												
11												
4												
9												
2												
7												
12												
5												
10												

Times Tables – Challenge 1

x	4	10	5	1	8	2	6	12	9	11	3	7
3												
8												
1												
6												
11												
4												
9												
2												
7												
12												
5												
10												

Answers

Task 1 – Maths (Addition and Subtraction)

Addition

a) 10, 198 b) 2, 519

Subtraction

a) 2, 921 b) 5, 454

Complete the missing boxes

a) 7291 + 1859 = 9150

b) 9008 – 4491 = 4517

Challenge

1) 1,063 baguettes
2) £31
3) 871 steps

Task 2 – Literacy (SPAG – adverbs and fronted adverbials**)**

Adverbs Answers

Learning Outcome: To use adverbs in a sentence.

Task: Add an adverb, from the table below, to these sentences.

1. Mum carefully washed the sharp knives. 
2. Jack was ravenous and ate his burger quickly. 
3. The snow fell silently through the night. 
4. The crowd cheered loudly when a goal was scored. 
5. The snail crawled slowly along the path. 
6. Suddenly it began to rain. 
7. On Friday I am going bowling. 
8. The children sang happy birthday with great gusto. 
9. The fire burned brightly in the grate. 
10. Yesterday I went to the cinema with my friend. 

quickly	suddenly	silently	on Friday	great gusto
brightly	loudly	slowly	cautiously	yesterday

Fronted Adverbials Answers

Learning Outcome: To place an adverbial phrase at the front of the sentence separated from the rest of the sentence with a comma.

Task: Rewrite the sentences so that the adverbial phrase is at the front, separated from the rest of the sentence with a comma.

1. The bus is due to leave the station in ten minutes.
   In ten minutes, the bus is due to leave the station.

2. I am going to see the dentist this afternoon.
   This afternoon, I am going to see the dentist this afternoon.

3. The slimy slug crawled along the path very slowly.
   Very slowly, the slimy slug crawled along the path.

4. The chef washed his sharp knives very carefully.
   Very carefully, the chef washed his sharp knives.

5. Ella tiptoed down the stairs without making a sound.
   Without making a sound, Ella tiptoed down the stairs.

6. Harry goes to the gym twice a week.
   Twice a week, Harry goes to the gym.

7. Alfie runs three miles every day.
   Every day, Alfie runs three miles.

8. Emma looked for shells on the beach.
   On the beach, Emma looked for shells.

9. The snow covered peaks could be seen in the distance.
   In the distance, the snow covered peaks could be seen.

10. Layla has an interview at the college on Friday.
    On Friday, Layla has an interview.

11. We are going walking in the Lake District at the weekend.
    At the weekend, we are going walking in the Lake District.

Challenge (optional)

1 Tick **all** the sentences that contain a **fronted adverbial**.

Walking across the field, the children became very muddy.	☑
It was great fun doing the washing up.	☐
Her mum works in an office.	☐
Standing by Emma, Jack hopped on one leg.	☑

2 Make three fronted adverbial sentences from the blue and orange tiles. Your sentences must make sense.

After that,	As quickly as possible,	Without reason,
In the morning,	Back at the house,	Unexpectedly,
Fortunately,	Once a year,	While I was waiting,

I tried again.	we are going to the seaside.	my computer screen turned off.
Dad was cleaning the kitchen.	we celebrate Christmas.	she reappeared right in front of us.
I checked my coat pocket and my lunch money was there.	she ran back from school.	I drew a picture in my journal.

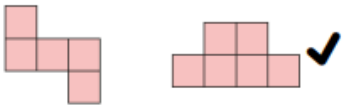
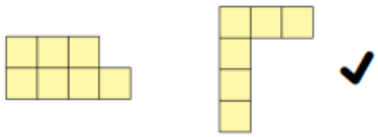
Multiple answers possible. Sentences **must** make sense. Examples:

Once a year, we celebrate Christmas.

While I was waiting, my computer screen turned off.

Unexpectedly, she reappeared in front of us.

Task 3 – Maths (compare areas)

Question	Answer
1	a)  b) 
2	a) < b) > c) <
3	No Shape A has area of 11 squares and shape B has area of 15 squares.
4	a) 18 squares b) shape with area of 20 squares
5	C, H, O
6	a) 2 squares b) 2 squares c) High Street School now has the larger vegetable patch. High Street School: 8 squares, Main Road School 7 squares

Challenge

4a. B can be 20 or 24 squares.

5a. Accept any six-sided, rectilinear shape with an area greater than 12 squares.

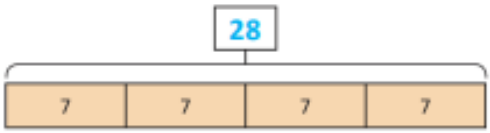
6a. Simon is correct. Both shapes have an area of 7 squares.

Task 4 – Literacy (Grammar)

Rapid Rabbits

Rabbits running so very fast
In the field of **green, green grass**
Sniffing for scents of snack-time treats
Hippity hopping on their happy bunny feet
When carrots and other **fabulous foods are found**
The **rapid rabbit's prance and pounce**
As they **jump for joy** in the **massive meadow**
The **rabbits return** home **running, ready** for dinner
And nod off for a much **needed night's nap**
So, in the **misty, moist morning**, the **rapid rabbits** are **ready** to **run** once more.

Task 5 – Maths (Multiplication and division)

Question	Answer
1	a) There are 7 triangles. There are 3 sides on each triangle. $7 \times 3 = 21$ There are 21 sides altogether. b) There are 7 octagons. There are 8 sides on each octagon. $7 \times 8 = 56$ There are 56 sides altogether.
2	a)  $4 \times 7 = 28$ There are 28 players in 4 netball teams. b) There are 8 full teams. c) There are 63 players in 9 netball teams.
3	a) 1 week has 7 days. b) 5 weeks have 35 days. c) 10 weeks have 70 days. d) 9 weeks have 63 days.
4	the Patel family 6 weeks = 6 × 7 days = 42 days
5	$2 \times 7 = 14$ $7 \times 2 = 14$ $14 \div 7 = 2$ $14 \div 2 = 7$
6	42
7	£49
8	using all the cards: $77 \div 11 = 7$ other possible calculations: $77 \div 7 = 11$ $7 \div 1 = 7$ $7 \div 7 = 1$
9	arrays of 3×5 and 3×2 counters Add the two arrays together.

Task 5 - Challenge

7a. '7 aliens with 4 legs and 3 aliens with 7 legs' is the odd one out because the other two division calculations can be paired with a multiplication.

8a. $9 \times 7 - 21 > 3 \times 7 + 14$

9a. Various answers, for example: Alice has 56 marbles to share between 7 of her friends. She loses half of them before sharing. How many marbles do they each get? half of 56 is $28 \div 7 = 4$.

Rodney runs 9 miles a day for 7 days. He walks 2 miles every day. How many miles does he cover in total? $9 \times 7 = 63 + 2 \times 7 = 14 = 77$.

Task 6 – Literacy (Comprehension)

Answers

1. Which of the following is **not** an item used for trade? Tick **one.**

   ○ linen
   ○ papyrus
   ⊘ **flags**
   ○ wheat

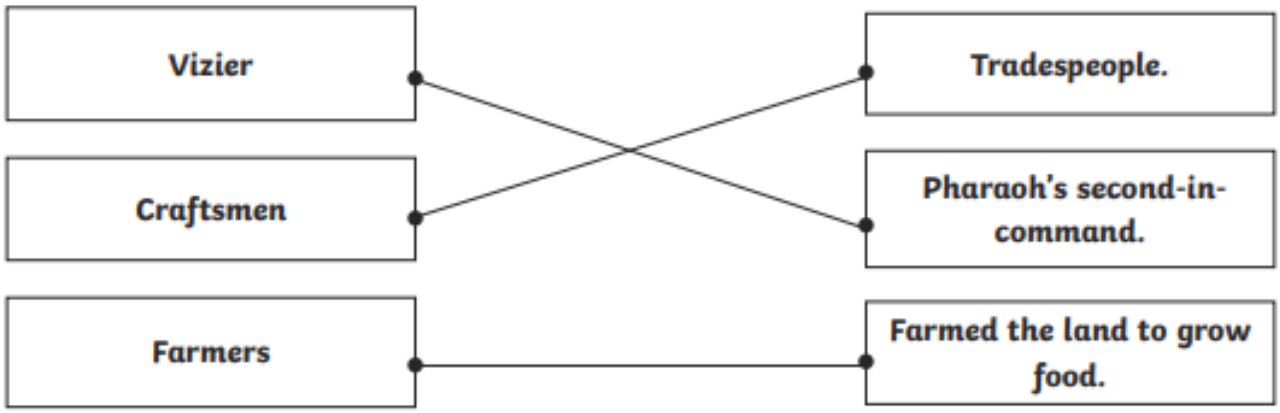
2. How long ago did ancient Egyptian civilization begin? Tick **one**.

   ○ 2,000 years ago
   ○ 3,000 years ago
   ○ 4,000 years ago
   ⊘ **over 5,000 years ago**

3. List the top three classes in ancient Egyptian society.

   1. **Pharaoh**
   2. **Vizier**
   3. **Nobles and Priests**

4. Draw three lines to match the social class to its description.



5. Find and copy a phrase which describes how important the river Nile was to ancient Egyptians.

   Accept any of the following:

- **the Nile was critical;**
- **ancient Egyptian life grew around it;**
- **towns and cities relied on the fertile ground;**
- **the Nile was an important route for people to travel and trade.**

6. Fill in the missing words.

   Important people's bodies were preserved through **mummification**. The god **Anubis** weighed their **hearts**.

7. What system did the ancient Egyptians use for trade in their markets?

   Pupils' own responses, such as: Ancient Egyptians used stone weights called debens. The weight of the stones would represent an item's value.

8. Why are some words written in **bold** in the text?

   Accept responses which indicate that the meaning of these words can be found in the glossary.

Medium Term Plan: Year 4, Autumn 2

Subject	Overview of Learning	How can you help at home?
Maths	Addition and Subtraction (estimation and formal methods). Formal addition and subtraction of whole numbers with up to 4 digits and problem solving the real life scenarios. Measure- introducing the concept of area to children, giving them a tangible way to measure and compare a shape's size. Multiplication and division facts	***Addition and subtraction:*** • **Practise column addition and subtraction:** Give your child two 3- or 4-digit numbers to add or subtract, encouraging them to set out their calculations using the formal column method. • **Estimate first:** Before calculating, ask your child to round numbers to the nearest 10, 100 or 1,000 to estimate the answer. Discuss whether their final answer is sensible. ***Measure:*** • **Explore area around the home:** Ask your child to identify different rectangular surfaces, such as tables, books, doors and rugs. Which has the greatest area? • **Use squared paper:** Draw different rectangles and count the squares inside to calculate their area. • **Build shapes:** Use Lego, squared paper or square tiles to make different rectangles. Can your child create two different shapes with the same area? • **Compare areas:** Ask questions such as, "Which has the greater area – this book or this magazine? How do you know?" ***Multiplication and division:*** • **Practise division facts:** Ask questions such as "If 24 sweets are shared equally between 4 children, how many does each child get?" • **Play quick-fire games:** Spend five minutes asking multiplication and division questions, encouraging children to recall answers without counting. • **Use online games:** Try Times Tables Rock Stars, Topmarks or Hit the Button to make practising fun. • **Look for multiplication in everyday life:** Ask questions such as "If we need 3 apples each for 4 people, how many apples do we need altogether?"
Literacy	Writing to inform and explain (Until I met Dudley) Using a range of multi clause sentences, fronted adverbials and noun phrases. Writing to entertain (Starbird) Using direct speech to create characters and to set the scene	• **Use time conjunctions:** Practise using words such as *when, before, after, until, while* and *as* to join ideas together. • **Use fronted adverbials:** Encourage your child to start sentences in different ways, using phrases such as *First of all, A few moments later, Carefully, As soon as the switch is pressed*. • **Develop noun phrases:** When describing objects, encourage your child to add detail. For example, instead of "the machine", try "the large, noisy washing machine". • **Write instructions:** Ask your child to write simple instructions explaining how to do something, such as make a sandwich, brush their teeth or play a favourite game. • **Ask questions:** When your child explains something, ask them to expand their ideas using questions such as "Why does that happen?", "What happens next?" and "How does it work?" • **Read stories together:** Look at how authors use speech to show what characters are thinking and feeling. Discuss how dialogue helps us understand the characters.

Science	Electricity (identifying electrical appliances, constructing simple series circuit, recognising the purpose of a switch and learning about some conductors and insulators)	Encourage your child to notice different appliances in the home. Talk about the difference between battery-powered and mains-powered. Discuss the difference between conductors (materials that allow electricity to pass through them) and insulators (materials that do not). Look at everyday objects made from different materials, such as metal spoons, wooden pencils, plastic rulers and rubber items. Ask your child to predict which materials might conduct electricity and explain their thinking. If you have a circuit kit, test different materials safely as part of a simple investigation.
Computing	Sound stories - This unit introduces children to 2Cast, an audio recording tool in Purple Mash. Children will explore the features of effective audio books and work as a team to script, record and edit their own. Unpacking hardware and software - This unit allows children to further their understanding of technology and computer systems in relation to their hardware and software. Children will understand the role of hardware, the role of software and how they interact together to complete tasks.	***Sound stories*** • **Practise reading aloud:** Encourage your child to read with expression, changing their voice to match different characters and using pauses to build suspense. • **Listen to audiobooks:** Listen to an audiobook together and discuss what makes it enjoyable to listen to. How does the narrator bring the story to life? ***Unpacking hardware and software*** • **Talk about how technology works:** Discuss how hardware and software work together. For example, when typing a document, the keyboard (hardware) allows us to enter information, while the word-processing software allows us to create and edit our work. • **Become a technology detective:** Choose an everyday device, such as a washing machine or microwave. What hardware does it have? What software or programming might help it carry out its job?
PSHE	Celebrating Differences	Talk to your child about how first impressions can be deceiving. Encourage them to see positive attributes in themselves and others. Discuss how different types of bullying can impact different people and not all types of bullying is visible. Encourage them to speak about it with an adult if they are unsure about what to do.
PE	Dance Football	***Dance*** • **Practise different movements:** Explore travelling in different ways, such as skipping, hopping, jumping, turning and balancing. • **Move to the music:** Encourage your child to move in time with the beat. Can they change their movements when the music gets faster or slower? • **Create a dance sequence:** Challenge your child to put together a short routine using 4–6 different movements. Can they remember and perform them in the correct order? ***Football*** • **Practise dribbling:** Encourage your child to move a ball around objects, such as cones, toys or water bottles, using small controlled touches. • **Passing practice:** Take turns passing a ball to each other, focusing on accuracy and controlling the ball when it arrives. • **Shooting practice:** Set up a small goal using two objects and practise aiming and shooting accurately.
History	We will be exploring the achievements made by the ancient civilisations. We will focus on the historical achievements of Ancient Egyptians.	Visit your local library to find out more about Ancient Egyptians and the key achievements made by them which laid the foundations of the development of our society in the present world. Investigate Egypt from a cultural aspect as well as encourage discussion related to pharaohs, construction techniques of pyramids and preservation processes of

		mummies.
Design and Technology (DT)	Electrical systems: Torches Applying scientific understanding of electrical circuits through designing and making a torch using recycled and reclaimed materials.	• Have a look at torches around the home. What are they used for? • Compare different types of torches, such as small keyring torches, hand-held torches and camping lanterns. • Discuss what makes a torch easy to hold, carry and use. • Look at where the switch is positioned and how it turns the light on and off. • Start collecting suitable clean, safe recycled materials that could be used to create a torch, such as cardboard tubes, small cardboard boxes, plastic containers or packaging. • Encourage children to think about which materials would make a good torch casing. • Discuss how they could make their design comfortable to hold and easy to switch on and off.
French	Chez moi – my home (this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms there are and aren't in their homes in French).	• Walk around the house and practise naming the rooms in French. • Encourage children to point to each room and say its name, for example *la cuisine* (kitchen), *la chambre* (bedroom) and *le salon* (living room). • Make simple flashcards with the French word on one side and the English translation on the other. • Play a guessing game. One person describes a room in English and the child has to name it in French.