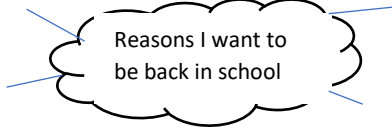
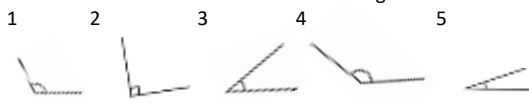


English			
<p>Online/Offline Letter to Boris – session 1 Online video available on TEAMs for support Read through Boris Johnson’s letter to households in the UK and answer some retrieval questions.</p> <ol style="list-style-type: none"> 1. What is Boris Johnson’s letter about? 2. According to Boris, what must we do? 3. What happens if you break the rules? 4. Which adjective does Boris use to describe the NHS? 5. How many retired doctors and nurses have returned to the NHS? 6. In the final section of Boris’ letter, how does he say we will beat coronavirus? 7. Do you think this is a formal or informal letter? 	<p>Offline: Letter to Boris – session 2 We will be writing a letter to Boris Johnson this week, persuading him to let us come back to school. Can you write some ideas of why you would like to come back to school? Send your ideas to your class email and we can share everyone’s ideas to help with your final letter.</p> <div style="text-align: center;">  </div>	<p>Offline: Letter to Boris – session 3 Think about the reasons you gave in session 2. Today, we are going to add some emotive language to make our reasons to make them more persuasive. So, instead of: I want to see my friends. I would write: I am desperately missing all of my close friends and teachers. Can you write emotive sentences for each of the reasons you have come up with? Email a photo of your work to your teacher on the class email addresses.</p>	<p>Online/Offline Letter to Boris – session 4 Online video available on TEAMs for support Now, you are going to write your letter to Boris trying to persuade him to let you come back to school. Think about all of the reasons you have come up with and think about how to set out a letter. Can you include: - some Y4 conjunctions - emotive language - powerful adjectives - powerful adverbs Listen to the WAGOLL on TEAMs if you need help with some ideas.</p>

Grammar task:
 Can you turn these adjectives into adverbs? E.g. happy = happily
 confident = _____ quiet = _____ brilliant = _____ furious = _____ proud = _____ difficult = _____ beautiful = _____

Maths

<p>Online: Coordinates continued Task available using your child’s individual teams’ login In last weeks coordinates task, we asked you to find and record the coordinates for certain items on a treasure map. This week, you are going to have a go at plotting coordinates on a grid yourself and joining these up to make some different shapes. Login to TEAMs, watch the video of your teacher explaining the task and then have a go yourself. You will need: a pencil, a ruler and some paper (squared would be best) or you can print the blank grid from the assignment.</p>	<p>Offline: The year 4 pirate treasure hunt Attached to the home learning sheet is a pirate treasure map, similar to the one we looked at last week. We would like you to hide 6 pieces of treasure somewhere on the grid (but not draw them) and write down the coordinates for these somewhere safe. Once you have done this, you are going to read your coordinates out to someone at home and they are going to try and locate your treasure. Good luck and Ahoy!</p>	<p>Offline: Moving around a grid using coordinates. Again, use the pirate treasure map attached to the home learning sheet. You can either print it out or just view it on your screen. In this task, you will be given a set of coordinates as a starting point. You will then be told to move a certain amount of squares up, down, left or right. Your job is to write the coordinates of where you finished after completing the movements. Remember... Along the corridor and up the stairs.</p> <ol style="list-style-type: none"> 1. Start at (E,3) and move 3 spaces up. 2. Start at (C,6) and move 2 spaces right. 3. Start at (G,7) and move 5 spaces down. 4. Start at (H,5) and move 2 spaces up and 3 spaces left. 5. Start at (B,8) and move 3 spaces down and 2 spaces right. 	<p>Offline: Ordering angles Last week we asked you to spot whether an angle was acute, obtuse or a right angle. We went through what each one is in our video. This week we would like you to start ordering angles according on their size. Below are 5 angles and we would like you to put them in order from smallest to largest. You can do this by writing the number for each angle in a sequence, which starts at the smallest and ends with the largest</p> <div style="text-align: center;">  </div> <p>For an extra challenge, can you identify whether each angle is acute, obtuse or a right angle?</p>
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Recap Task: Multiplying and dividing by 10 and 100 **Online TEAMs video available for support.**
 This year, we started to look at multiplying and dividing by 10 and 100. You looked at this on a place value grid and moved the numbers across the place value grid depending on whether you were multiplying or dividing and whether this was by 10 or 100. In the video, there is some guidance of how to multiply and divide by 10 and 100 and how this looks on a place value grid. Once you have watched the video there is a worksheet at the end to complete. Remember if you are working with a decimal number, it is exactly the same - you move the numbers across the place value grid but the column heading is different.
Here are the questions which are on the worksheet, you multiply and divide them all by 10 and 100: 23 49 603 7.6 19.4

Flashback:

Think back to when we created our Encyclopaedia as part of our Animals vehicle. We looked at **adaptation**, which means an animal changes to fit its surroundings.
 Can you design your own animal/creature that would live in a deep, dark, damp forest? Now I want you to think about how he might have adapted to live in the deep, dark, damp forest!
 Does he have big eyes or small eyes? Why? What sort of skin/fur does he have? How does this help him? What other features does he have? Why are these important in a deep, dark, damp forest?
Can you draw a picture of your creature/animal and label it with it’s adaptations and how these might help it to live in a deep, dark, damp forest? Send a photo to your teacher using the class email address.

New Weekly learning project: Geography- Locating countries and cities in the UK (Worksheet available on TEAMs)

As you know, we live in a part of the United Kingdom called England. There is a total of 4 countries that make up the United Kingdom and what we would like you to do is locate each of them on the map, which is attached as part of this home learning sheet. There are arrows already on the sheet and you can type your answers next to each one (this worksheet is also available on TEAMs.) As well as locating all the countries in the UK, we would also like you to identify the capital city of each country. These have been given to you on the worksheet and we would like you to match each city to the correct country. For an extra challenge, go online and look at a map of the UK, which includes the capital cities, then plot the location of each city on the map. Good luck!

Well-being

Everyone needs a holiday so why not create your own? Build yourself a tent, pack a picnic, grab your duvet and have a sleep out! It could be outside or just on the floor of your bedroom. Why not take a book and relax in your tent?

Math task 1:

Coordinates to plot:

1. (3, 1) (7, 1) (5, 5)

2. (1, 9) (1, 6) (8,9) (8,6)

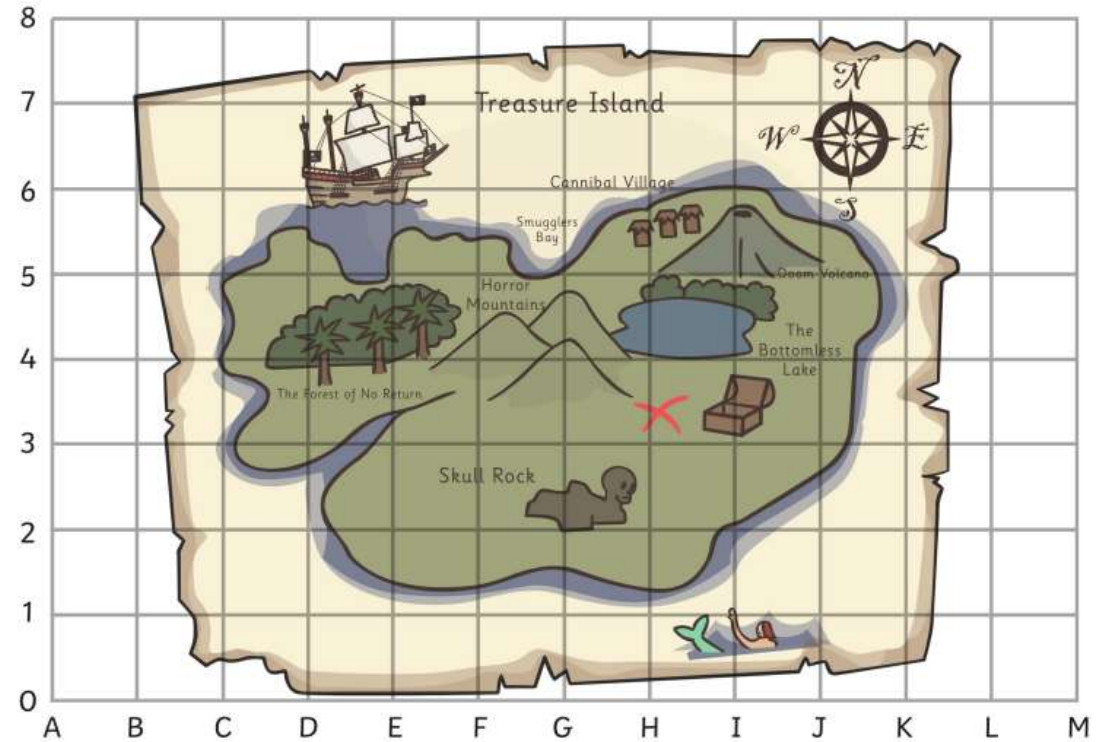
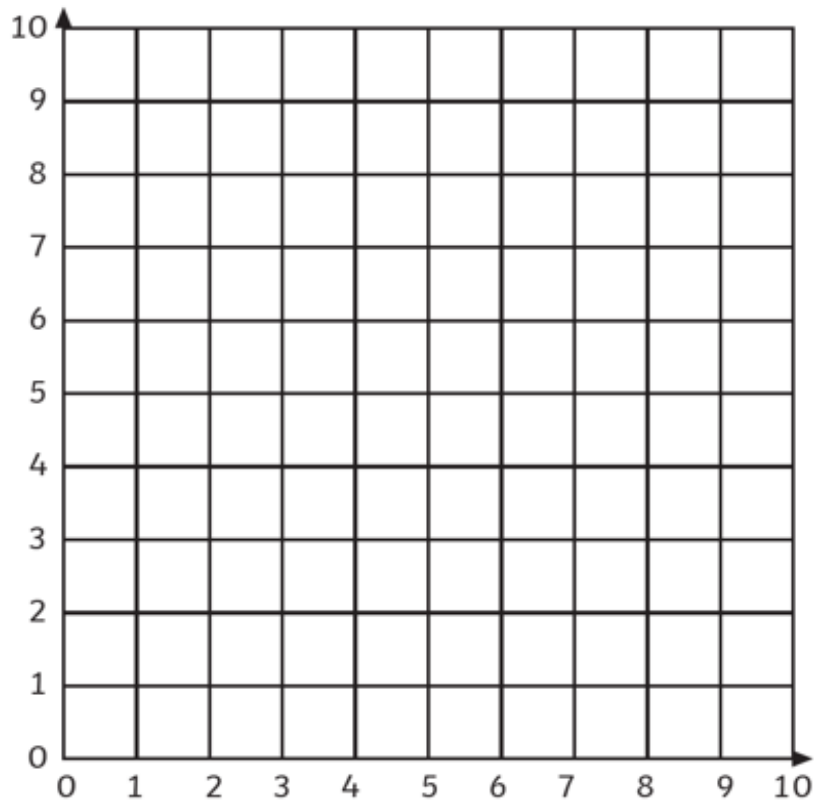
What shape is it?

3. (5, 8) (3, 6) (3, 3) (7, 3) (7, 6)

4. (8, 2) (8, 9) (1,2)

What shape is it?

Math task 2 and 3:





10 DOWNING STREET
LONDON SW1A 2AA

THE PRIME MINISTER

I am writing to you to update you on the steps we are taking to combat coronavirus.

In just a few short weeks, everyday life in this country has changed dramatically. We all feel the profound impact of coronavirus not just on ourselves, but on our loved ones and our communities.

I understand completely the difficulties this disruption has caused to your lives, businesses and jobs. But the action we have taken is absolutely necessary, for one very simple reason.

If too many people become seriously unwell at one time, the NHS will be unable to cope. This will cost lives. We must slow the spread of the disease, and reduce the number of people needing hospital treatment in order to save as many lives as possible.

That is why we are giving one simple instruction – you **must** stay at home.

You should not meet friends or relatives who do not live in your home. You may only leave your home for very limited purposes, such as buying food and medicine, exercising once a day and seeking medical attention. You can travel to and from work but should work from home if you can.

When you do have to leave your home, you should ensure, wherever possible, that you are two metres apart from anyone outside of your household.

These rules must be observed. So, if people break the rules, the police will issue fines and disperse gatherings.

I know many of you will be deeply worried about the financial impact on you and your family. The Government will do whatever it takes to help you make ends meet and put food on the table.

The enclosed leaflet sets out more detail about the support available and the rules you need to follow. You can also find the latest advice at gov.uk/coronavirus

From the start, we have sought to put in the right measures at the right time. We will not hesitate to go further if that is what the scientific and medical advice tells us we must do.

It's important for me to level with you – we know things will get worse before they get better. But we are making the right preparations, and the more we all follow the rules, the fewer lives will be lost and the sooner life can return to normal.

I want to thank everyone who is working flat out to beat the virus, in particular the staff in our fantastic NHS and care sector across England, Scotland, Wales and Northern Ireland. It has been truly inspirational to see our doctors, nurses and other carers rise magnificently to the needs of the hour.

Thousands of retired doctors and nurses are returning to the NHS – and hundreds of thousands of citizens are volunteering to help the most vulnerable. It is with that great British spirit that we will beat coronavirus and we will beat it together.

That is why, at this moment of national emergency, I urge you, please, to **stay at home, protect the NHS and save lives.**

New weekly learning project.

The countries you need to add are:

England, Wales, Scotland and Northern Ireland

The Capital cities you will need to add are:

Cardiff, Belfast, London and Edinburgh

