







Year 4 Remote Learning Schedule

W/C 1 st February	Monday	Tuesday	Wednesday	Thursday	Friday
Maths (approx. 45 mins per lesson) This week our focus is: Fractions	Lesson 1: <i>Unit and non-unit fractions (RECAP)</i> Click on the link here	Lesson 2: <i>What is a fraction?</i> Click on the link here	Lesson 3: <i>Tenths (RECAP)</i> Click on the link here	Lesson 4: <i>Count in tenths (RECAP)</i> Click on the link here	Lesson 5: <i>Arithmetic Skills</i> <i>Challenge yourself with our weekly arithmetic paper</i>
	You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!				
<div> Remember to log in to TT Rockstars each week to practise your times tables! </div> <p>Message your teacher on ClassDojo if you've forgotten your login details.</p>					
<div> Remember to share your learning on ClassDojo! </div> <p>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</p>					
English (approx. 45 mins per lesson) This week our focus is: Newspaper Report Writing	Lesson 1: <i>'Why must we go to school?'</i> To answer questions about a poem.	Lesson 2: <i>Grammar:</i> To understand and use direct speech.	Lesson 3: <i>Grammar:</i> To understand and use reported speech.	Lesson 4: <i>To recognise and write a well-written paragraph.</i>	Lesson 5: <i>To write a well-written paragraph including direct and reported speech.</i>
	The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!				
This week's spellings are: particular, strength, knowledge, peculiar, favourite (Remember to test yourself on Friday!)					
Reading for Pleasure as this is such an important part of our follow the link here to watch Cressida Cowell read Chapter 1 of How to Train Your Dragon. On Wednesday afternoon this week, your class teacher will upload a video onto ClassDojo of them reading a poem or an extract from a book.					
Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.			Mon:	Tues:	Wed:
			Music	PE	History
Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and science. At the end of this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!			Thurs:	Fri:	
			Science	RE	



Year 4 Knowledge Organiser: Fractions

VIPs

A fraction represents part of a whole.

The numerator is the number above the fraction bar.

The denominator is the number below the fraction bar.

Equivalent means equal to.

The numerators and denominators of equivalent fractions are linked through times tables.

To calculate an equivalent fraction multiply the numerator and the denominator by the same number.

A fraction greater than one is called an improper fraction.

An improper fraction has a numerator greater than the denominator.

A fraction equivalent to one has the same numerator and denominator.

When adding and subtracting fractions, the denominator remains the same.

A mixed number is a whole number and fraction.

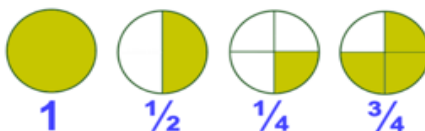
When adding fractions, the denominator remains the same.

Bar models, split into the same number of boxes as the denominators, can be used to represent adding fractions.

When subtracting fractions, the denominator remains the same.

To find a fraction of a quantity, divide the quantity by the denominator and multiply by the numerator.

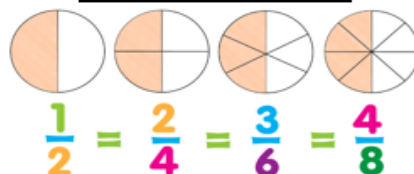
Pictures of Fractions



Intent

To build on children's understanding of fractions from previous year groups. In this unit, children will learn to understand fraction terminology. They will learn how to find fractions of amounts, count in fractions and add and subtract fractions. Children will learn how to recognise and calculate equivalent fractions.

Equivalent Fractions



Types of Fractions

Smaller → $\frac{3}{5}$

Larger (or equal) → $\frac{9}{5}$

Smaller (or equal) → $\frac{9}{5}$

Proper Fraction

Improper Fraction

$2\frac{1}{3}$

Mixed Number

Numerator and Denominator

There are two main parts to a fraction – the numerator and the denominator. The numerator is how many parts you have. The denominator is how many parts the whole was divided into.

numerator
denominator

$\frac{1}{2}$

$\frac{5}{8}$

Fat Questions

What fraction of the earth is covered in ice? How has this changed from the past?

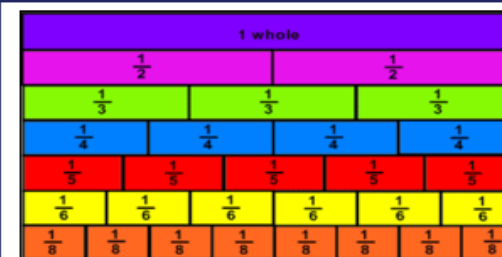
What fraction of farm land is used to grow food to feed animals?

What fraction of the world's population live in poverty?

Is it important to understand fractions to help organise how we spend our money?

Key vocabulary

Fraction, numerator, denominator, proper fraction, improper fraction, unit fraction, non-unit fraction, bar model, equal parts, whole number, mixed number, equivalent.





Maths Lesson 1: To recap unit and non-unit fractions.

Unit and non-unit fractions

White
Rose
Maths

1 Write fractions to complete the sentences.



a) of the counters are yellow.

b) of the counters are red.

2 Write fractions to complete the sentences.

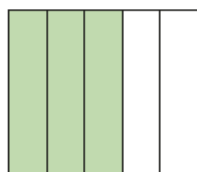
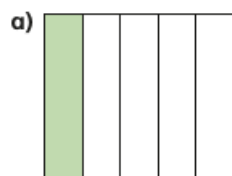
a) of the tower is green.

b) of the tower is yellow.

c) of the tower is blue.



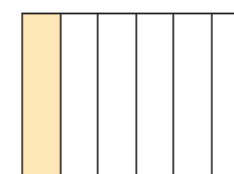
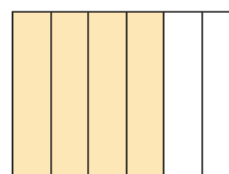
3 What fraction of each shape is shaded?



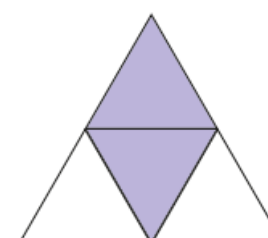
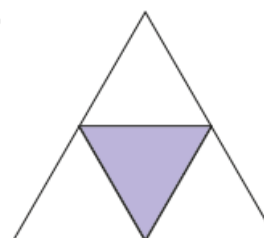
b)



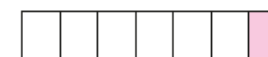
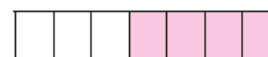
c)



d)



e)



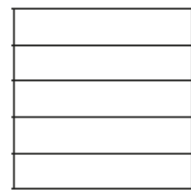
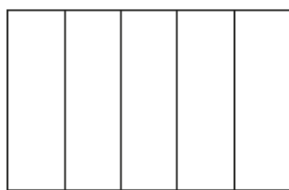
Tick the unit fraction in each pair of shapes.

How did you know which was the unit fraction?

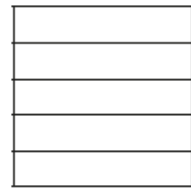
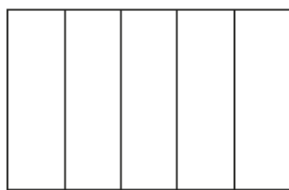




- 4 a) Colour $\frac{1}{5}$ of each shape.

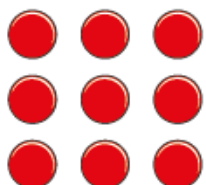


- b) Colour $\frac{3}{5}$ of each shape.

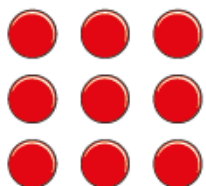


What is the same and what is different about your answers?

- 5 a) Circle $\frac{1}{3}$ of the counters.



- b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?



- 6 Write the fractions in the table.

$$\frac{1}{6}$$

$$\frac{2}{3}$$

$$\frac{3}{4}$$

$$\frac{1}{10}$$

$$\frac{1}{8}$$

$$\frac{3}{5}$$

$$\frac{1}{4}$$

$$\frac{1}{99}$$

$$\frac{6}{1}$$

$$\frac{1}{250}$$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

- 7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

- b) Complete the sentences.

An example of a unit fraction is

The numerator is always

An example of a non-unit fraction is

The numerator is always greater than





Maths Lesson 2: To understand fractions.

What is a fraction?

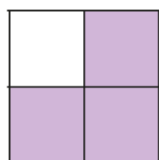


1 What fraction of each shape is shaded?

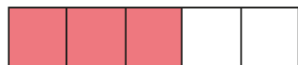
a)



c)



b)



d)



2 Shade each diagram to represent the fractions.

a)



$\frac{1}{6}$

c)



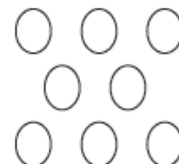
$\frac{5}{8}$

b)



$\frac{5}{6}$

d)



$\frac{5}{8}$

3 Circle the unit fractions.

$\frac{1}{3}$

$\frac{1}{5}$

$\frac{3}{5}$

$\frac{1}{8}$

$\frac{2}{3}$

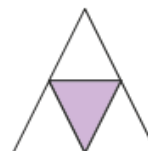
$\frac{10}{11}$

How do you know which are unit fractions?

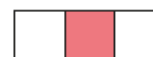


4 a) Tick the shapes with one third shaded.

A



D



F



B



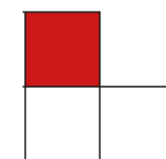
E



G



C



b) Complete the sentences to describe the shapes with one third shaded.

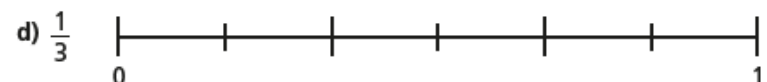
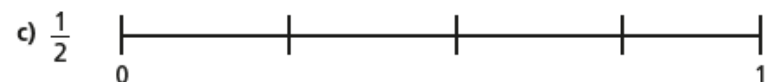
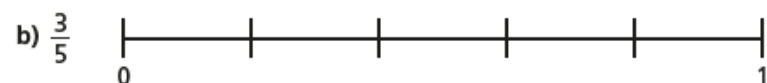
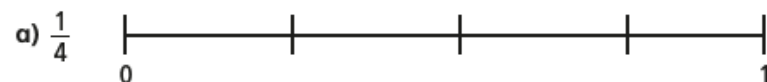
There are equal parts altogether.

out of equal parts is shaded.

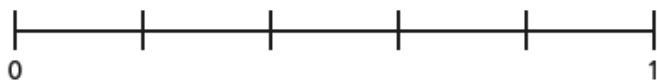
of the shape is shaded.



- 5 Draw an arrow to show the position of the fraction on the number line.



- 6 Draw an arrow to show the position of $\frac{5}{5}$ on the number line.



What do you notice?



- 7 Draw four different representations of $\frac{3}{4}$

- 8 Amir has drawn some 2D shapes.



- a) What fraction of the shapes are triangles?
- b) What fraction of the shapes are squares?
- c) What fraction of the shapes have four sides?

- d) Draw 2D shapes to match the description.

$\frac{1}{5}$ are squares, $\frac{2}{5}$ are triangles, $\frac{3}{5}$ have more than 3 sides.

Compare shapes with a partner.

What is the same about your shapes? Is anything different?



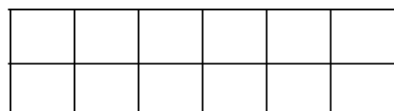
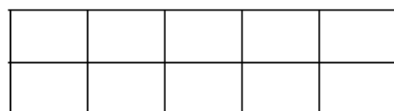
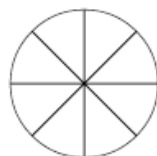


Maths Lesson 3: To recap tenths.

Tenths

White
Rose
Maths

- 1 Tick the pictures that show tenths.



- 2 Write fractions to complete the sentences.

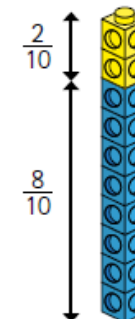


- a) of the counters are yellow.
- b) of the counters are red.
- c) of the counters are green.

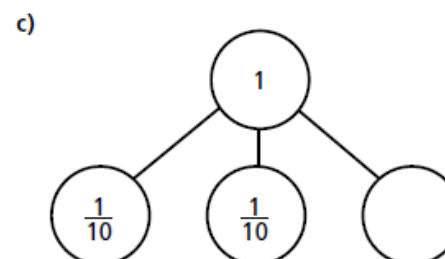
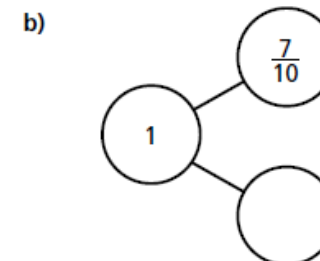
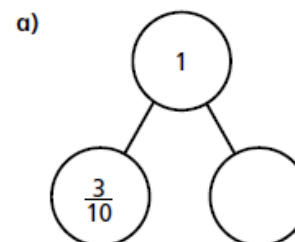
- 3 Amir has some blue and yellow cubes.

He makes a tower using 10 cubes.

Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

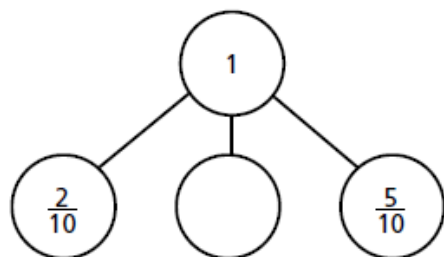


- 4 Complete the part-whole models.

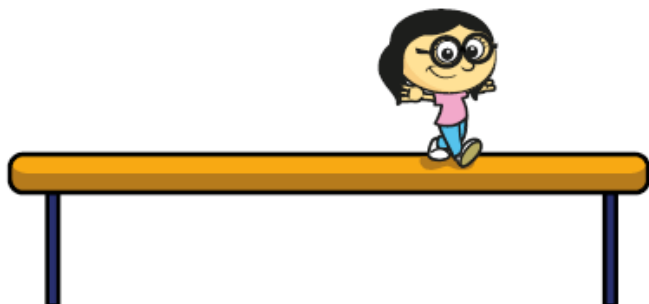




d)



- 5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel?

- 6 10 boys share 3 pizzas equally.



What fraction of a pizza do they each get?

- 7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?



- 8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

How many possible answers can you find?

Compare answers with a partner.



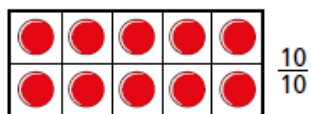


Maths Lesson 4: To recap how to count in tenths.

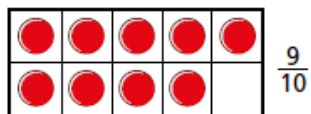
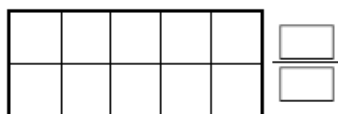
Count in tenths



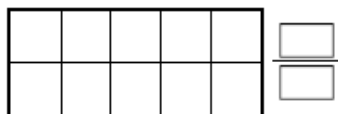
1 Continue the sequence.



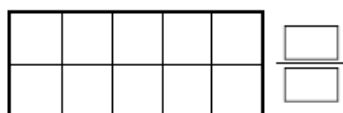
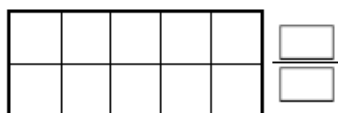
$\frac{10}{10}$



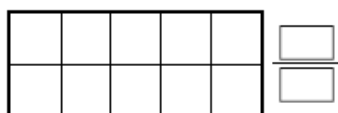
$\frac{9}{10}$



$\frac{\quad}{\quad}$



$\frac{\quad}{\quad}$



2 Continue the sequence.



$\frac{1}{10}$



$\frac{2}{10}$

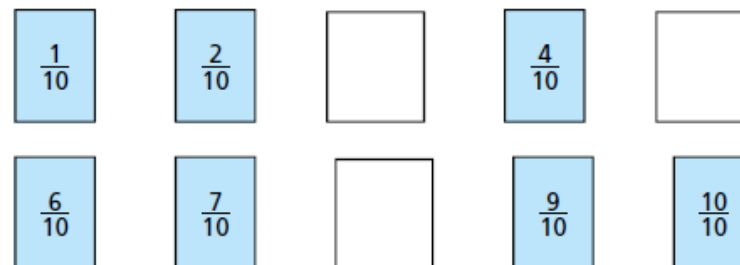


$\frac{\quad}{\quad}$

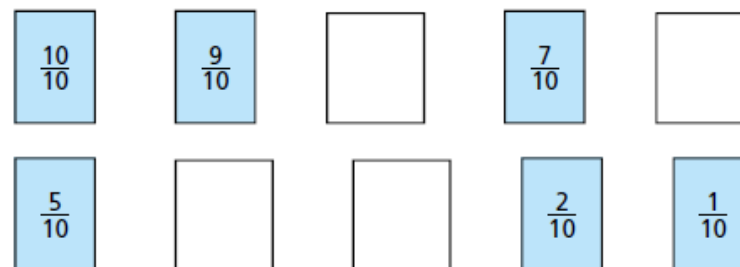


3 Write the missing fractions in each sequence.

a)



b)



4 What fraction is each arrow pointing to?

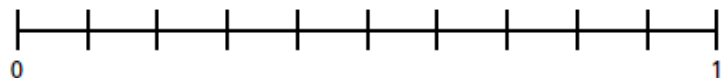


A = $\frac{\quad}{\quad}$ B = $\frac{\quad}{\quad}$ C = $\frac{\quad}{\quad}$

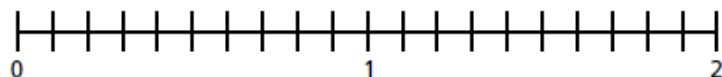
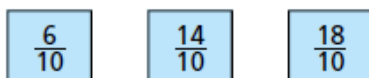


5 Write the fractions in the correct places on the number lines.

a)

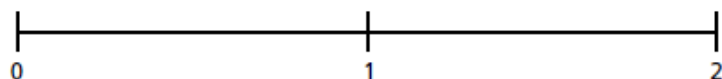
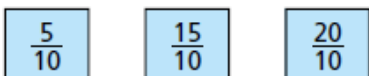


b)

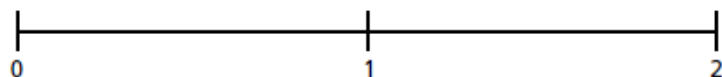
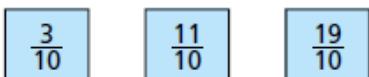


6 Draw and label arrows to estimate the position of the fractions on the number lines.

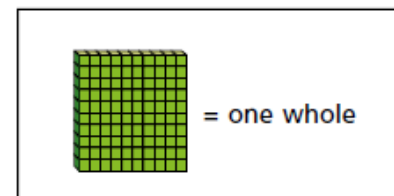
a)



b)

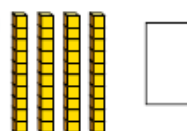


7

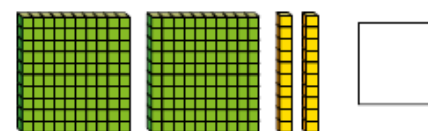


What number is represented in each picture?

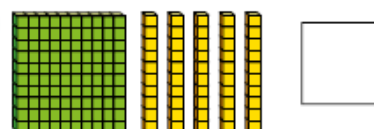
a)



c)



b)



8

Whitney is thinking of a fraction.



My fraction is more than one whole but less than 2
My fraction has an odd number as the numerator.

What could Whitney's fraction be?

List all the possible fractions.

Compare answers with a partner.



Maths Lesson 5: Arithmetic Paper.

You have 30 minutes to complete your arithmetic test; set a timer so you know how much time is remaining. Remember to highlight symbols and to show your working out. When you have finished, use the answer sheet to mark your test and record your score out of 24. If you have any corrections, do these again in a different colour beside your previous answer.

1	$39 + 100 =$
	<div></div>

2	$581 - 100 =$
	<div></div>

3	$208 + 300 =$
	<div></div>

4	$418 - 40 =$
	<div></div>

5	$73 \times 4 =$
	<div></div>

6	$69 \div 3 =$
	<div></div>



7

$$\frac{1}{8} + \frac{5}{8} =$$



1 mark

10

$$4037 - 1000 =$$



1 mark

8

$$\frac{9}{10} - \frac{7}{10} =$$



1 mark

11

$$4552 + 3629 =$$



1 mark

9

$$6721 + 1000 =$$



1 mark

12

$$7124 - 583 =$$



1 mark



13	$12 \times 6 =$
----	-----------------

A 20x10 grid is shown. A rectangle is drawn in the bottom right corner, spanning from column 15 to 20 and row 5 to 8. The rectangle is empty and has a black border.

1 mark

14	$56 \times 1 =$
----	-----------------

A blank grid for drawing a rectangle. The grid is 20 units wide and 10 units high. A rectangle is drawn in the bottom right corner, spanning from the 15th vertical line to the 20th vertical line and from the 1st horizontal line to the 3rd horizontal line. The rectangle is 5 units wide and 2 units high.

1 mark

15	$681 \times 4 =$
----	------------------

A 20x10 grid with a rectangle drawn in the bottom right corner, spanning 5 units wide and 2 units high.

1 mark

16	$593 \times 8 =$
----	------------------

[illegible]

1 mark

17 $\frac{7}{8} + \frac{5}{8} =$

A blank grid for drawing a rectangle. The grid is 20 units wide and 10 units high. A rectangle is drawn with its bottom-left corner at (15, 2) and its top-right corner at (19, 5). The rectangle is 4 units wide and 3 units high.

1 mark

18 $\frac{7}{12} - \frac{5}{12} =$

[illegible]

1 mark



19 | $2.9 + 0.2 =$

A 20x20 grid with a rectangle drawn in the bottom right corner. The rectangle is 5 units wide and 3 units high, starting from the 15th vertical line and the 17th horizontal line from the left and bottom respectively, and ending at the 20th vertical line and the 20th horizontal line.

1 mark

20	$4.93 - 0.04 =$
----	-----------------

A blank grid for drawing a rectangle. The grid is 20 units wide and 10 units high. A rectangle is drawn in the bottom right corner, spanning from the 15th to the 20th unit horizontally and from the 1st to the 3rd unit vertically. The rectangle is outlined in black and is empty.

1 mark

21	$82 \div 10 =$
----	----------------

A 20x20 grid with a 10x5 rectangle on the right side. The rectangle is located in the bottom right corner, spanning from the 15th column to the 20th column and from the 15th row to the 20th row. The grid is composed of small squares, and the rectangle is a larger, solid black shape.

1 mark

22	$31 \div 100 =$
----	-----------------

A 20x10 grid with a rectangle drawn in the bottom right corner, spanning 5 units wide and 2 units high.

1 mark

23 $\frac{1}{5}$ of 15 =

A blank grid for drawing a rectangle. The grid is 20 units wide and 10 units high. A rectangle is drawn in the bottom right corner, spanning from the 15th unit to the 20th unit in width and from the 1st unit to the 3rd unit in height. The rectangle is outlined in black.

1 mark

24	$3.4 - 2.56 =$
----	----------------

A 20x10 grid with a rectangle drawn in the bottom right corner, spanning 5 units wide and 2 units high.

1 mark



English: Practise your spellings.

Remember to ... **Look, cover, say, write and then check!**

particular			
strength			
knowledge			
peculiar			
favourite			

Use the first column example words to go over the letters and practise your handwriting joins.
Can you write sentences for each of your spellings?



Newspaper Report Knowledge Organiser- Year 4



Key vocabulary:

Captions – A sentence which explains a picture
Chronological order- time order.
Conjunction – joins sentences together.
Facts – real events.
Introduction- introduces the topic.
Non-fiction – writing based on facts.
Paragraphs- a group of sentences about a topic.
Past tense – used to explain or talk about the past.
Photo- an image relating to the topic.
Broadsheet – a type of newspaper that generally focuses on more serious, in-depth reporting.
Tabloid – a type of newspaper that generally reports on scandals, gossip and celebrities in a sensational way.
Headline – used to grab the reader's attention and try to tell the story in as few words as possible.
Opinion – a view of judgement, not necessarily based on fact.
Pun – a joke that exploits different possible meanings of a word.
Alliteration – the repetition of the same letter or sound at the beginning of words that are closely connected.

V.I.P.s

- Newspapers have a name which is at the top of the paper.
- A headline is eye-catching, short and normally a pun to draw the reader in.
- Alliteration is often used in headlines or sub-headings to catch the readers attention.
- Introductory paragraph that includes that five Ws.
- Pictures are used which have a caption underneath.
- Facts need to be truthful.
- Written in third person and past tense.
- Quotes are written as direct speech using inverted commas.
- Reported speech does not need inverted commas and is used widely in newspaper reports.
- A concluding paragraph to summarise main points.
- There are two types of newspapers in the United Kingdom; broadsheets and tabloids.
- Broadsheet is a type of newspaper that generally focuses on more serious, in-depth reporting.
- Tabloid is a type of newspaper that generally reports on scandals, gossip and celebrities in a sensational way.
- Broadsheet examples include: The Times, The Telegraph, The Guardian.
- Tabloid examples include: Daily Mail, Daily Express, Metro, Sunday People, The Sun, Daily Star, Daily Mirror.

Weekly news

www.rediff.com	Top newspaper in the UK	Put the date here
Put your headline here.		
Start your news article with the basics: <ul style="list-style-type: none"> • who • what • where • when. 	Insert a photograph or draw a picture of your event.	
Write about the sequence of events in your news story.	Write a caption to describe your picture.	
Draw an advert here.	Include a quote from someone who was present at the news event.	
Finish your article by explaining what is happening now.		

Fat Question:

Could society function without getting news from newspapers?

Intent:

You will learn about the purpose of newspaper reports and will explore the different features used within this text type.

We will explore the uses of newspaper reports and will use chronological order, direct and reported speech to create your newspaper report.

You will create your own headline, subheading and paragraphs to structure it.





English Lesson 1: To analyse a poem.

Why must we go to school?

Why must we go to school, dad?

Tell us, dear daddy, do.

Give us your thoughts on this problem, please;

No one knows better than you.

To prepare for life, my darling child,

Or so it seems to me;

And stop you all from running wild –

Now, shut up and eat your tea!

Why must we go to school, dad?

Settle the question, do.

Tell us, dear daddy, as much as you can;

We're really relying on you.

To learn about fractions and Francis Drake,

I feel inclined to say,

And give your poor mother a bit of a break –

Now, push off and go out and play!

Why must we go to school, daddy?

Tell us, dear desperate dad.

One little hint, that's all we ask –

It's a puzzle that's driving us mad.

To find all the teachers something to do,

Or so I've heard it said,

And swot up the questions your kids'll ask you,

My darlings – now, buzz off to bed!

Why Must We Go To School?

Key vocabulary: prepare, problem, relying, inclined, desperate, hint.

Retrieval

1.) What will they learn about?

2.) Which of these statements are true?

A. You must go to school to prepare for life.

B. You must go to school to make a puzzle.

C. You must go to school to learn.

D. You must go to school to have something to do.

Inference

3.) Why is it important to go to school? Use the text to help support your answer.

Vocabulary

4.) Find and copy one word that means you are willing to do something.

5.) Write a synonym for the word hint.

6.) Write a sentence using **both** of the new words you have discovered from question 4 and 5.

Summarise

7.) What is the underlying message of this poem?



English Lesson 2: To understand and use direct speech.

Direct speech is a sentence in which **the exact words spoken are reproduced in inverted commas** (also known as quotation marks). Speech starts with a capital letter and there is punctuation before the second inverted comma. For example:

"You'll never guess what I've just seen!" said Sam, excitedly.

"What's that?" asked Louise.

[BBC Bitesize Direct Speech](#)

Task 1: Underline the direct speech in this paragraph:

"I accept your challenge," said Snotlout super-fast, grinning all over his horrid, smug face. "Axes or fists?"

"Fists," said Hiccup. Because axes were a REALLY bad idea.

"I shall look forward to showing you how a real Future Hero fights," said Snotlout, and then he remembered something, "AFTER the Initiation thing on Thor'sday Thursday, though. I don't want to stub my toe or anything while I'm kicking you all around the village."

"Hiccup might win," Fishlegs pointed out.

Key Vocabulary

Inverted commas

Direct speech

Quotations

Verbs

Commas

Exclamation marks

Question marks

Punctuation

Task 2: Rewrite these sentences with accurate speech punctuation. (In the first three sentences the spoken words are in bold).

anybody would be better than Hiccup sneered Snotface Snotlout

Gobber the Belch roared **SILENCE!**

hiccup will be in charge and that is an order screamed Gobber

now said Gobber do you notice those four caves about halfway up the cliff, grouped roughly in the shape of a skull

i'm going to get a Monstrous Nightmare boasted Snotlout

oh shut up, Snotlout, you can't said Speedifist only Hiccup can have a Monstrous Nightmare

The **general rules of direct speech** are:

- Each new character's speech starts on a new line.
- Speech is opened and closed with inverted commas.
- Each line of speech starts with a capital.
- The line of speech ends with a comma, exclamation mark or question mark.
- A reporting clause is used at the end (said Jane, shouted Paul, replied Mum).
- A full stop goes after the reporting clause.
- If the direct speech in the sentence is broken up by information about who is speaking, add in a comma or question mark or exclamation mark to end the first piece of speech and a full stop or another comma before the second piece (before the speech marks), for example: "It's lovely," she sighed, "but I can't afford it right now." / "I agree!" said Kate. "Let's go!"



Task 3 Use the information in the table to write sentences as if you were writing a newspaper article. To do this, include accurate direct speech punctuation and words and phrases that make it read like a newspaper report.

Who spoke	Newspaper phrase	Speech
Stoick the Vast, the Chief of the Tribe,	told the Viking Herald	I'm sure my boy was fine. He is a lot braver than he looks.
Fishlegs, Hiccup's best friend,	told our reporter	I've been in a cave full of man-eating reptiles tied up to eight complete maniacs. I can tell you it was scary.
Gobber, in charge of the Viking boys,	was heard shouting	There are dragons everywhere. We have to run for our lives!
An eye witness	explained what she saw	It was chaos. There were boys running for their lives.
A bystander	, who wanted to remain anonymous, said	I couldn't stop laughing. I've never seen Gobber run so fast
Hiccup, the Chief's son,	revealed	We were lucky to escape.

Example

Stoick the Vast, the Chief of the Tribe, told the Viking Herald, "I'm sure my boy was fine. He is stronger than he looks."

Deepen the moment

'A quotation in a newspaper must be fiction because we use inverted commas in stories and they are fiction.'

Do you agree? Why? Why not?



English Lesson 3: To understand and use reported speech.

Indirect speech is when the general points of what someone has said are reported, without actually writing the speech out in full. It is sometimes called **reported speech**. There are **no inverted commas**, but we know what was said. For example:

Sam was excited to see a broomstick and a black pointy hat in the back of his teacher's car. He told his friend Louise about this and that he thought their teacher might be a witch. Louise had to point out that the things in their teacher's car were for the school play.

Task 1 From the reported speech, write what you think was actually said. Use your skills from yesterday:

Example

Gobber said that he thought the boys were the worst Vikings he had ever trained.

Gobber said, "I think you are the worst Vikings I have ever trained."

1. Snotlout told Hiccup that he was a useless leader.
2. Fishlegs complained that he didn't want to climb the cliff.
3. Gobber told the boys not to wake the dragons.
4. Dogsbreath said that he would catch a Monstrous Nightmare.

Changing reported speech to direct speech.

- Remember to think about what was said and who said it. You may have to change to the first person – I, we, my.
- You may have to change a few words to make it read correctly.
- You will need to use accurate direct speech punctuation.

Task 2 Change these direct speech sentences into reported speech. Remember to get rid of the inverted commas. You may need to change a few words to make it read correctly.

Example

"I can't believe Hiccup is in charge!" moaned Snotface Snotlout.

Snotface Snotlout moaned that he couldn't believe Hiccup was in charge.

1. Gobber the Belch shouted, "We need to leave quickly!"
2. "I just want to get out of the cave alive," said Hiccup.
3. "Sorry about the challenge," Fishlegs apologized.
4. "Hiccup should challenge you for the dragon," suggested Fishlegs.
5. "Waste of a good axe," grunted Gobber.



Task 3 Use the information in the table to write sentences as if you were writing a newspaper article. Change the speech so that it reads as reported speech.

Who spoke	Newspaper phrase	Speech
Stoick the Vast, the Chief of the Tribe,	told the Viking Herald	I'm sure my boy was fine. He is a lot braver than he looks.
Fishlegs, Hiccup's best friend,	told our reporter	I've been in a cave full of man-eating reptiles tied up to eight complete maniacs. I can tell you it was scary.
Gobber, in charge of the Viking boys,	was heard shouting	There are dragons everywhere. We have to run for our lives!
An eye witness	explained what she saw	It was chaos. There were boys running for their lives.
A bystander	, who wanted to remain anonymous, said	I couldn't stop laughing. I've never seen Gobber run so fast.
Hiccup, the Chief's son,	revealed	We were lucky to escape.

Example

Stoick the Vast, the Chief of the Tribe, told the Viking Herald that he was sure his boy would be fine and that he was a lot braver than he looked.

Deepen the moment

Mr Smith thinks that reported speech is not a true quotation as it does not have inverted commas within it. Do you agree? Why? Why not?

[illegible]



English Lesson 4: To understand how to write a well-written paragraph.

A paragraph is a collection of sentences.

Paragraphs are used in writing to **introduce new sections** of a story, characters or pieces of information.

Paragraphs help readers to enjoy what has been written because they **break text up** into easy-to-read sections.

Follow these **rules** for **perfect paragraphs**.

All the sentences within a paragraph should be about the **same person, place, time or topic**.

When the person, place, time or topic **changes**, you should **start a new paragraph**.

Every **new paragraph** should start on a **new line**.

Task 1 Look at this newspaper article. Label the subheadings. Underline the first sentence of each paragraph – see how it introduces the sentences that follow.

WIKIPEDIA TURNS 20

WIKIPEDIA – the free online encyclopedia – is 20 years old today (15 January). It is one of the top ten most popular websites in the world.

The beginning

Wikipedia was begun by Jimmy Wales and Larry Sanger in 2001. They originally wanted the information to be written carefully by experts – just like a book encyclopaedia – but the project was taking too long. Then Larry had a big idea: let everyone write the pages! Wikipedia was born.

A simple idea – a huge success

Anyone can write a Wikipedia page and anyone else can edit and improve it. This freedom has been the secret to its success around the world. There are now over six million pages (in English) and there are pages in 306 different languages. Its information is free to use, it doesn't have adverts and isn't owned by any of the big tech companies.

But is it reliable?

As anyone can write a Wikipedia page, some information is going to be misleading or just plain wrong. In the early days, teachers used to tell their pupils not to use Wikipedia, because the information wasn't reliable, but things have improved over the years.

Nic Smallshaw, Head of Education at First News says: "I'm a big fan of Wikipedia. It is incredibly useful and there is so much to learn by dipping into it. There is a very important 'but' though. You need to know how it is put together!"

"It's important to question where online information comes from. Always check your facts with another reliable source."

Look at this article from First News.

Notice how subheadings have been used to break up the information into clear sections.

Each paragraph is about one topic. That means related information is clearly grouped.

Each paragraph starts with a clear sentence that lets the reader know what the paragraph will be about – sometimes called a topic sentence.



This is another example of a newspaper article. Again, notice how paragraphs are used to group information into clear sections.

All Text: written in third person and past tense

Hillside Observer

6th August

1 name of the newspaper

Peaches and Scream!

2 headline

Reported by Harriet Sayers, Media Correspondent, Manchester

3 reporter's name and job title

4 introductory paragraph that includes the 5 Ws

There were scenes of panic this morning as the famous giant peach at Hilltop House broke off its branch and flattened two sisters dead. The massive fruit then continued on a journey of destruction through the town before finally falling off a cliff into the sea.³

6 facts about the main events

The unfortunate event began just after 9 a.m. this morning⁵ as sisters Sponge and Spiker were preparing to admit the first visitors of the day to see the twenty-foot-wide peach. The freakish fruit had mysteriously grown overnight in their garden a few days earlier.

A tremendous crash was heard as the peach broke through the fence and careered into Sponge and Spiker.⁵ The sisters were still reported to have been fighting and arguing as they frantically tried to dodge their fate.

Picking up speed, the fiendish peach hurtled down the



Popped off by a peach - sisters Sponge and Spiker.

5 pictures with captions

hillside towards the town.⁵ Arthur Brown, 74, was enjoying a spot of fishing when the uncontrollable fruit whizzed by. He was quoted as saying, "One minute I was sat by the river minding my own business and the next my new fishing rod was whisked out of my hands by a gigantic ball of fuzz. It was a very abnormal experience."⁶

7 quotes written as direct speech

Within half an hour, the naughty peach had squashed two parked cars, released a river of chocolate from a local factory and damaged hundreds of gardens before it bounced over the clifftop and splashed into the English Channel.⁵

<https://www.bbc.co.uk/bitesize/articles/zv4j7nb>

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Explain the importance of paragraphs in a newspaper report.

Justify why not all paragraphs are the same length.

English Lesson 5: To write an informative paragraph.

Today, your task is to write well-written, detailed paragraphs. Watch the movie clip at https://www.youtube.com/watch?v=diCOC7crMLE&feature=emb_logo and write about the events in the style of a news report. In the clip, the Viking island of Berk is under attack from dragons. Use the skills we have practised this week: direct speech, reported speech, news reporting phrases and clear paragraphs.

For the introduction paragraph, think about the 5Ws from last week – who, what, where, why and when. For another paragraph, explain how the Vikings are fighting back and make up some quotes to include as direct or reported speech. For a third paragraph, explain how some Vikings are not fighting but helping in other ways (Hiccup). Again, make up some quotes and include as direct or reported speech.

As well as the phrases from earlier this week, you might use:

this incident	what	because
reports suggest	while	how
amazingly	when	as
all over the country	but	after
evidence suggests	where	before
crowds witnessed	who	so
the unusual event	why	that
witnesses report	although	since
strange happenings	if	however
was quoted as saying		
experts believe		

- later on
- after some time
- finally
- at the start
- in no time at all
- within minutes
- before long
- that morning
- that evening
- the next day



My writing checklist

Have I:

Started with an introductory paragraph that includes the 5Ws?	
Organised my writing into clear paragraphs?	
Included quotes using accurate speech punctuation?	
Included news reporting style phrases?	



Explain the importance of paragraphs in a newspaper report.

Justify why not all paragraphs are the same length.

[illegible]



Reading for Productivity 1: Music

Tips on Starting a New Musical Composition

When you sit down to write a new piece of music, is it inspiration or perspiration that gets you the end result?

Sometimes we are inspired; a melodic idea comes into our head or we hear a rhythm that suddenly unfolds into a new composition.

However, the inspiration only carries us so far. It's the perspiration, or the hard work after that initial burst of inspiration, that results in a new composition. So here are 4 tips when starting a new piece of music to make sure that the inspiration doesn't fizzle out into nothing.

1. **Improvise.**

This means that you start with the small picture. Do you have an idea for the melody? Is there a chord progression you really like? Take these small ideas and improvise around them.

This can happen in a few different ways, but here is the gist of improvising:

Play the compositional idea (either on a piano or your chosen instrument/computer program). What would happen if you changed the melody a little? What would the harmony sound like if you used a different chord? Let your fingers wander and let your mind actively listen to the sounds you are making.

Why is this important?

Improvising when beginning a new composition helps get the juices flowing. It allows for you to stay in the bounds of your original idea while generating new material for thematic, harmonic, and rhythmic development. Don't limit yourself! Improvising on your theme can result in musical ideas for you to use in your piece.

2. **Write down your ideas.**

So you just spent some time improvising and listening to your creativity, and now you need to record your new ideas. Keep some paper at the piano or set up an audio recorder while you are improvising. If you don't record your compositional ideas, you won't be able to build on and expand them!

3. **Compose every day.**

If you leave your composition to collect dust on your shelf, chances are good it probably won't get finished (at least anytime soon).

Also, if you don't compose every day, you won't get better at composing! Just spending 5 minutes a day working on your musical ideas can help you develop a knowledge base and the skill for future projects.

Remember the musical material you generated when you improvised around your melody? Because you wrote down your ideas, you can now implement them in your music. Spend some time every day working on them.



4. Work hard.

This is where the idea of perspiration over inspiration comes in at full force. You have your basic theme. You have materials generated for development. You've been working on this composition for a few days.

So now you keep going.

Play around with different musical ideas. Always be working to make your composition better. Evaluate your work by asking yourself critical questions.

- Does this musical idea add to or detract from the atmosphere of my composition?
- Does this thematic idea make sense?
- Is my theme relatable?
- Am I happy with how this sounds?
- Am I pushing the boundaries or am I playing it safe?

These are just a few examples of questions you can ask yourself as you evaluate your music.

If you work hard on your composition, that hard work will show in the final product. Audiences can always tell if something was thrown together last-minute.

Reading for Productivity – Music – Tips on Starting a New Musical Composition

Retrieval

1. What are the 4 stages of creating your own composition?
2. Why is improvising so important?
3. Write 4 of the critical questions you need to ask yourself when composing.

Vocabulary

4. What does the word 'perspiration' mean?

Summarise

5. Summarise why you should compose every day.

Deepen the moment

Why do you think that there were hardly any female composers? How does this make you feel?

Can you research any female composers and provide some information about them?



Year 3/4 Extended Curricular Learning

Music – Composition

Monday 1st February 2021 – Activity 1



VIPs

- During improvisation, you cannot make a mistake because the notes are your own.
- To perform in unison is when 2 or more instruments / voices have the same pitch and tempo.

Today, you will have a go at composing your own piece of music. You are going to find items from around your house that you can use as musical instruments. Below is a sheet to help you plan your composition. You may also use your body to produce musical sounds such as clapping or clicking. Try and be as creative as you can be! Follow the link to take you to a video to give you some ideas. The channel had more videos to help you progress: <https://www.youtube.com/watch?v=qSkTelQRoqE>

- ✓ Year 3 – Can you write a simple composition of 2 lines.
- ✓ Year 4 – Try and compose a piece of music with 4 lines.

Deepen the moment

Can you try and recreate the music/rhythm behind your favourite song, using some of the musical instruments you have created.

Instrument

Reading for Productivity 2: PE

An important part of physical education is mental health and wellbeing as well as physical health. This is an article from September last year about a campaign to help with children's mental health.



Daily News

18th September 2020

 Environment
 UK News



Mental Health Matters

What is mental health?

- Mental health is how we feel inside. It is our emotions and **wellbeing**.
- It can affect how you act and feel.

Photo: Website launched with mental health advice.

Every Mind Matters Start Campaign

A new **campaign** has been launched to help young people and parents who are worried about their children's mental health and wellbeing.

The Better Health- Every Mind Matters campaign uses a short film with a clear message. It shows the importance of sharing how you're feeling and to ask for help when you need it.

This campaign comes as children return to school and adjust to a 'new normal.'

Public Health England (PHE) have said that children's mental health has suffered because of the changes to their daily lives caused by the coronavirus **outbreak**.

The website that has launched comes with some helpful tips for adults and young people to help our mental wellbeing.

Emma Thomas, Chief Executive of YoungMinds, said, "This is a welcome and much-needed campaign, and we hope that it will provide young people with the resources to support their mental health and to seek help if they need it."

One of the the tips is to encourage people to talk openly about our thoughts and feelings as well as listen to how others feel. According to their website they say, "it's OK to share your concerns with others you trust - and doing so may help them too."

They also **recommend** doing things you enjoy. This could be focusing on your favourite hobby, such as playing a musical instrument or drawing,

By visiting the Every Mind Matters website, both parents and children can now find ways to help look after children's mental health and wellbeing.

Glossary

wellbeing	To feel healthy and happy.
campaign	A plan to achieve a certain goal.
outbreak	When something unpleasant appears all of a sudden.
recommend	To suggest doing something.



Reading for Productivity – PE - Mental Health and Wellbeing

Retrieval

1. What is the name of the campaign?
2. Name one of the tips suggested by Every Mind Matters for helping mental health.

Vocabulary

3. 'This campaign comes as children return to school and **adjust** to a 'new normal'. What does the word adjust mean in this sentence?

Inference

4. Why do you think the campaign is called Every Mind Matters?
5. How do you think parents and carers will feel when they see this campaign?

Summarise

6. Summarise the key information in this article in no more than 3 sentences.

Deepen the moment:

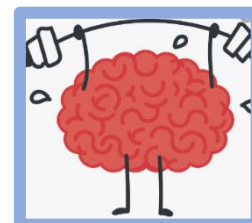
Why is mental health important? Why is it just as important as being physically healthy? Explain your answer.



Year 3/4 Extended Curricular Learning

PE – Mental Health and Wellbeing

Tuesday 2nd February 2021 – Activity 2



VIPs

- Mental health is the way we think or feel about ourselves and the world around us. It's related to how we cope with life's challenges and stresses.
- Mindfulness and yoga can help us if we are struggling with our mental health.

Today, are going to explore mindfulness, meditation and yoga. Mindfulness means paying full attention to something. It means slowing down to really notice what you're doing. Being mindful is the opposite of rushing or multitasking. When you're mindful, you're taking your time. You're focusing in a relaxed, easy way. Meditation is a great way to practice mindfulness. Yoga is a physical thing we can do to help with mindfulness and it keeps our body healthy, as well as our mind. Today you are going to have a go at a meditation and yoga.

✓ Year 3 – Try this meditation: <https://www.youtube.com/watch?v=shR8DLyOkcg>

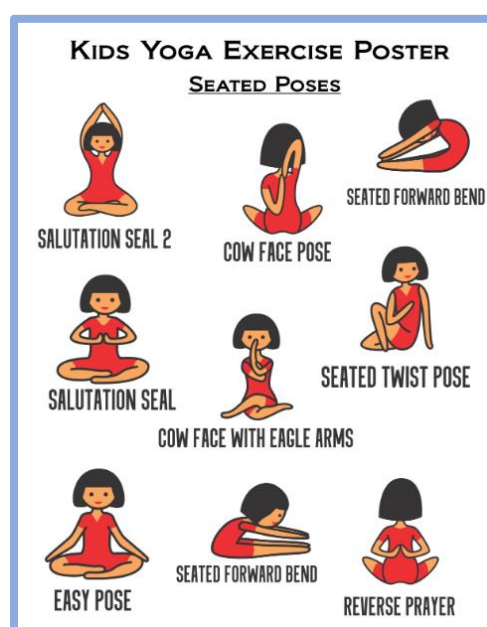
Then have a go at this yoga session: https://www.youtube.com/watch?v=GM616bRA_uw

✓ Year 4 – Try this meditation: <https://www.youtube.com/watch?v=HTL3mXUOLP4>

Then have a go at this yoga session: https://www.youtube.com/watch?v=GM616bRA_uw

Deepen the moment

Research the importance of yoga for our physical and mental health. Display your findings however you would like. That could be a poster, leaflet or any other way you can think of.





Reading for Productivity Lesson 3: History

Viking traders and explorers

The Vikings were great explorers and travellers. Viking ships reached **Britain, France, Spain, Italy and North Africa**.

Traders made long journeys overland through **Russia**, reaching as far south as **Constantinople** in modern-day Turkey. Some merchants travelled further east to **Baghdad** in Iraq.

A few daring explorers made voyages to Iceland and beyond, travelling across the Atlantic Ocean to **North America**.

What did the Vikings trade?

The Vikings traded all over Europe and as far east as Central Asia. They bought goods and materials such as **silver, silk, spices, wine, jewellery, glass and pottery**. In return, they sold items like honey, tin, wheat, wool, wood, iron, fur, leather, fish and walrus ivory. Everywhere they went, the Vikings **bought** and **sold** slaves too. Viking traders carried a set of **folding scales** which they used to weigh coins to make sure they got a fair deal.



This is the kind of balance scale a Viking trader used. They put the little weights in one pan and the silver in the other.

Newfoundland

A Viking called Bjarni Herjólfsson 'discovered' America by accident in the year 985. He saw an unknown land when his ship was blown off course on the way from Iceland to Greenland.

Sixteen years later, Leif Ericsson, son of Eric the Red, sailed west to find this land. Leif and his men were the first Europeans in America. They spent the winter in a place they named 'Vinland' (Wine-land) which today is in Newfoundland, Canada. But they didn't settle permanently.

Greenland

An Icelandic Viking outlaw called Eric the Red discovered Greenland.

In 983 Eric was exiled by the people of Iceland and he sailed west to create a new settlement. He found a land that was a much bigger place than Iceland, and much colder too.

It was not much good for farming though. Eric hoped the name 'Greenland' would attract farmers, but not many Vikings went there to live.

Iceland

A Viking called Ingólfur Arnarson discovered Iceland and settled with his wife Hallveig.

Ingólfur was from Norway and sailed to Iceland in the late 800s - about the same time as King Alfred the Great was fighting Danish Vikings in England. Some years later, around 930, the Vikings living in Iceland set up what is often called the world's first parliament, the Althing.



Constantinople

Swedish Vikings sailed along rivers into Russia.

The Vikings traded all over Europe, and as far east as Central Asia and Constantinople (modern day Turkey). They bought goods and materials such as silver, silk, spices, jewellery and glass. In return, they sold items such as honey, tin, iron, fur and leather. Everywhere they went the Vikings bought and sold slaves. Traders carried folding scales to weigh coins to make sure they got a fair deal.



If Viking navigators could see birds in the sky, they knew that land was nearby

How did they find their way?

Vikings sailed close to the coast whenever possible, watching for **land marks**.

Out of sight of land, they looked for **the sun**: west (towards the sunset) meant they were headed for England; east (towards the sunrise) meant home to Denmark or Norway.

The Vikings invented a kind of **sun compass** to help find their way. At night they watched the skies and could use the position of the stars to determine which direction they were heading.

Seamen knew a lot about **winds** and **sea currents**. By watching birds or even the colour of the water, an experienced sailor could tell when land was close.

How do we know about longships?



The Oseberg ship was found in 1904 and is now in a museum in Oslo, Norway

Wood rots and metal rusts away after a thousand years or more in the ground, but some remains show what Viking ships were like.

Two Viking ships were found by archaeologists in Norway. **The Gokstad ship** was dug up on a farm in 1880. **The Oseberg ship** was found on another farm in 1904.

Both ships were buried in Viking funerals between **AD800 and 900**. The Gokstad ship is 23 metres long. It was big enough for 32 oarsmen and had 16 oars on each side.

These two ships are now in a museum in Oslo, Norway. In 1893, a copy of the Gokstad ship sailed across the Atlantic Ocean from Norway to America.



Viking warriors could jump out of their longships and take their enemies by surprise

What were the Viking ships like?

The Vikings built fast 'dragon-ships' and 'long ships' for **raiding** and **war**.

They also had slower passenger and cargo ships called '**knorrs**'. They built smaller boats too, for fishing or short trips. A ship carried everything needed at sea - drinking water, dried meat to eat, tools, weapons, and furs to keep warm.

Viking longships could sail in **shallow** water so they could travel up rivers as well as across the sea. In a raid, a ship could be hauled up on a beach. The Vikings could jump out and start fighting, and then make a quick getaway if they were chased.

Reading for Productivity – Viking Traders and Explorers - History

Key vocabulary: explorer, traveller, Constantinople, voyage, sun compass, navigator, archaeologists.

Retrieval

- 1.) Name four things the Vikings bought.
- 2.) Which of the following statements are true?
 - A. Eric the Red discovered America.
 - B. Swedish Vikings sailed along rivers into Russia.
 - C. Ingólfur Arnarson discovered Iceland.
 - D. Eric the Red is the son of Leif Ericsson.
 - E. Traders carried folding scales to weigh coins.
- 3.) How did the Vikings find their way?

Inference

- 4.) Which part of the longship do you think was the least important? Use the text to help support your answer.

Vocabulary

- 5.) 'Viking longships could sail in shallow water so they could travel up rivers as well as across the sea.' What is meant by shallow water?

- 6.) Write two synonyms for the word discover.

- 7.) Match the correct word with its definition.

Voyage	How a ship finds their way from one place to another.
Trader	A long journey involving travel by sea or in space.
Navigator	A person who buys and sells goods.
Explorer	A person who travels to places people know very little about.



Year 3 - 4 Extended Curricular Learning

History – Viking traders and explorers

Wednesday 3rd February 2021 – Activity 3



VIPs

- Viking longships would be able to sail in shallow water so were able to float on rivers and on the sea. During a raid, a boat would be hauled up to the beach so they could jump out to fight but also make a quick getaway if needed.
- They bought goods and materials such as silver, silk, spices, wine, jewellery, glass and pottery. In return, they sold items like honey, tin, wheat, wool, wood, iron, fur, leather, fish and walrus ivory.
- The Vikings attacked the monastery in Lindisfarne looking for treasures they could steal and killed many monks who couldn't defend themselves.

Today, you will be learning about the Viking raid on Lindisfarne which is thought of as the start of the Viking era in Britain and learning about the design of Viking longships.

1. Watch this video about the Viking raid on Lindisfarne. Think how the Vikings felt about the raid and how the monks felt about the raid.

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

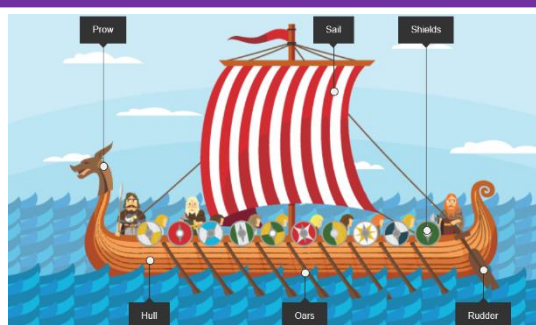
2. Read about Viking longships on BBC Bitesize and draw and label your own longship.

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zy9j2hv#z96f34j> and watch this video [Viking longships - KS2 History - BBC Bitesize](#)

- ✓ Year 3 – Draw and label a Viking longship. Design your own Viking shields and a scary prow.
- ✓ Year 4 – Create a longship for sale poster. Draw your longship and label all the features that would be important for a Viking.

Deepen the moment

Write a diary entry about the raid on Lindisfarne. Write from the perspective of either a monk or a Viking.



Reading for Productivity Lesson 4: Science

Magnetic Poles

Every magnet has one North Pole and one South Pole.

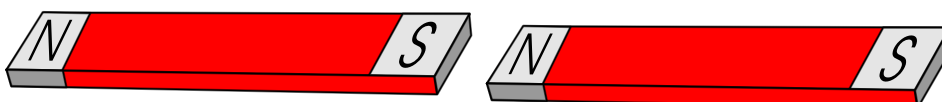
The blue end of a magnet is usually the **South** Pole.
The red end of a magnet is usually the **North** Pole.

When two magnets are close, they create pushing or pulling **forces** on one another.

These forces are strongest at the ends of the magnets. The two ends of a magnet are known as the **North Pole** and the **South Pole**.

- So now we know that “like” poles **repel** each other...
- and that “opposite” poles **attract** each other.

They do this because there is a *FORCE* between them.





Same poles repel



If you try to put two magnets together with the same poles pointing towards one another, the magnets will push away from each other. We say they repel each other.



In this picture two north poles are pushing away from each other (repelling each other).

Different poles attract

If you put two magnets together with different poles pointing towards one another, the magnets will pull towards each other. We say they attract each other.

In this picture a north and a south pole are pulling towards each other (attracting each other).

Did you know?

Magnets can attract other magnets but they can also attract magnetic materials.

Magnetic materials are always metals but only a few metals are magnetic.



Reading for Productivity – Magnetic Forces

Retrieval

1. What are the names of the two magnetic poles? How can you identify them?
2. If you try to put two magnets together with the same poles pointing towards one another what will happen?
3. Explain why two of the same poles will repel each other.

Vocabulary

4. Write a definition for the following words:

Attract

Repel

Force

Deepen the moment

How do we know there is a magnetic field inside the earth? Explain your thinking.



Year 3 - 4 Extended Curricular Learning

Science – Magnetic Poles

Thursday 4th February 2021 – Activity 4

VIPs

Every magnet has a North pole and a South pole.

- When two magnets are close, they will create either pushing or pulling forces on one another.
- Repel means to push away from and attract means to pull towards.
- The same poles will repel each other and opposite poles will attract each other.

Today, you will be learning deepening your learning about magnets and their poles by following a lesson from the Oak National Academy. You will observe an investigation of different poles coming together and the strength of magnets. There will be an opportunity for you to record the results you observe.

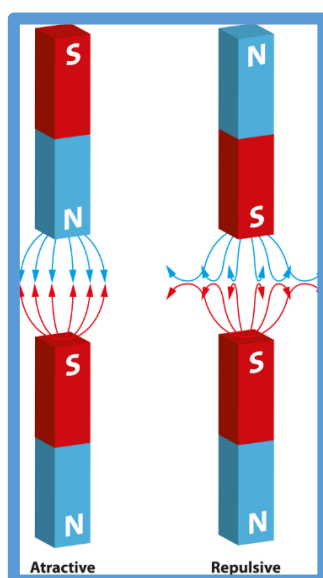
Here is the link to take you to the lesson:

<https://classroom.thenational.academy/lessons/what-are-magnets-cgvkee?step=2&activity=video>

- ✓ Year 3 – Record your results as shown on the video.
- ✓ Year 4 – Record the results, as shown on the video but add a paragraph explaining what you might do differently next time.

Deepen the moment

A compass uses magnetic forces in order to work. Can you research how a compass works and produce a small information leaflet to describe this.



Reading for Productivity Lesson 5: RE

The Story of Adam and Eve

God took some clay from the ground and made the shape of a man. Then he breathed gently into the shape. The man's eyes opened and he began to live. God called him Adam.

The Lord made a beautiful garden for him to live in. The garden, called Eden, was full of many wonderful things. Beautiful flowers grew everywhere. Birds sang in the trees, streams flowed through the valley and animals roamed across the fields. God had made Adam to keep him company and look after the world. God brought all the animals to Adam one at a time to be given their names. "Elephant", he would say, or "Tiger", or "Porcupine".

But God felt sorry for Adam. "None of these animals is really like him," thought God, "he needs someone to share his life. Someone who cares for him and who he can care for."

That night, God took a rib from Adam's side and made a woman. When Adam awoke the following morning, he found a wife, Eve, lying asleep beside him. Adam was so happy. He took her hand and she woke up. She looked up at him and smiled.

God told the man and woman that it was their job to take care of their new home. God blessed them, saying, "All this is for you. Help yourself to anything you like. But never touch the tree in the middle of the garden. That tree gives knowledge of good and evil. The day you eat its fruit, you will die."



God did not mean that Adam and Eve would drop down dead the moment they ate the fruit from the tree. He meant that in time they would die without his Spirit dwelling in them.

One day, Adam and Eve were gathering berries for dinner when she heard a silky voice behind her. "Has God told you that you can eat the fruit from all the trees?" the voice asked softly. Eve turned around to see a snake talking to her.

"God has told us we can eat all the fruit except for what grows on - The Tree of the Knowledge of Good and Evil," Eve told the serpent.

"Oh come now, that's silly! I hardly think such a lovely fruit would do you any harm," the serpent lied. "God knows that if you eat from The Tree of the Knowledge of



Good and Evil you'll become just like God, and will be able to decide for yourself what is right and what is wrong."

The woman looked at the fruit and thought how tasty it looked. She thought how wonderful it would be to be as wise and powerful as God. She believed the serpent's lie and ate the fruit and also gave some to Adam, who was with her, and he took a bite as well.

She felt a strange feeling in the pit of her stomach. She fidgeted and wondered what was wrong with her. Suddenly, she realized that she was feeling guilty - she had disobeyed God and knew she'd done something wrong.

As soon as they ate the fruit a change came over Adam and Eve. They became unhappy and fearful of God. Adam and Eve heard God calling them. Without thinking, they dived into the bushes, but God knew where they were. When God asked them if they had eaten from The Tree of the Knowledge of Good and Evil that He had told them not to touch, they blamed each other for their sins.

God was sad that Adam and Eve had disobeyed them. He told them that they had to leave the Garden of Eden, "From now on you'll have to scratch a living from the soil. You'll need to make clothes and grow food."

Reading for Productivity - The Story of Adam and Eve.

Retrieval

1. What was the garden called that God created in the story?
2. Why did God make Adam?

Vocabulary

3. What does 'dwelling' mean in the sentence 'his spirit dwelling in them'?

Inference

4. What does the snake represent in the story of Adam and Eve?
5. Explain how Eve disobeyed what God said to her. Use evidence from the text to back up your answer.

Deepen the moment

How has the story of Adam and Eve influenced what Christians believe about God? Give examples.



Year 3- 4 Extended Curricular Learning



RE – The story of Adam and Eve

Friday 5th February 2021 – Activity 5



VIPs

- The bible says that God created Adam to look after the world and teach people the values of right and wrong.
- The story of Adam and Eve shows the Christian idea of God creating the world and life on Earth.

Today, you will watch a short video of the story of Adam and Eve. When you have watched the video, you will retell the story in your own words.

- ✓ Year 3 – Use the template and write a sentence or two for each section of the story. If you like, you don't need to use the template and you can retell the story and draw your own illustrations.
- ✓ Year 4 – Retell the story from the view point of one of the characters – God, Adam or Eve. When retelling, think about that character's feelings and describe the events from their perspective. Illustrate your writing.

Include the main moments in the story:

1. God creating Adam to look over the world he created.
2. Temptation of eating from the Tree of Knowledge of Good and Evil.
3. The serpent lying to Adam and Eve even after a warning from God.
4. God banishing Adam and Eve from the Garden of Eden.

Deepen the moment

Do you think all Christians believe that is how the world and life was created?
Explain your thoughts.