

Good morning,

First of all I would like to say a BIG Thank You for all your help and support with home learning during this difficult time. I just want to remind you that the home learning we offer is designed to ensure that your child has access to the same curriculum that is going on in school. I understand that there may be too many lessons for you to complete each week with your child and this situation may be made even more challenging if you are trying to home school and work from home, or if you have more than one child.

I just want to reassure you it does not matter if you are unable to cover all the lessons offered and would advise you to choose the Mathematics and English lessons first. If you require further support or guidance then please contact the Home Learning Team via email (HLteam@oldfletton.peterborough.sch.uk) and they will respond in the most appropriate way in order to answer your query.

Take care and keep safe.

Mr Dickson

Subject	Key Learning	Resources and Links	Suggested Activities	Parents' Role
Reading	<p><u>AR Reading</u> Lesson 1: Choose books that are similar level to your school reading level. (Oxford Owl) and read for 20 minutes per day.</p> <p>Poetry - this final week we are going to focus on the poem 'Life Doesn't Frighten Me'.</p>	<p>Web Link a - A website with free online books. (a) https://home.oxfordowl.co.uk/books/free-ebooks/</p> <p>Web Link b - The accelerated reader website, this is where your child can access quizzes on the texts that they have read. (b) https://ukhosted21.renlearn.co.uk/2233504/default.aspx</p> <p>Web Link c - Front cover of poem 'Life Doesn't Frighten Me'. (c) https://www.waterstones.com/book/life-doesnt-frighten-me-twenty-fifth-anniversary-edition/maya-angelou/jean-michel-basquiat/9781419727481</p>	<ul style="list-style-type: none"> • Begin by selecting a book that is a similar level to your school reading level. There are numerous websites with a wide range of age appropriate free books (a). • Review: Look at the front cover of the poem 'Life Doesn't Frighten Me' (c). Predict what you think the poem will be about. Make sure you give reasons to support your thinking. 	<ul style="list-style-type: none"> • Please ensure that your child has access to texts and that they read for 20 mins per day. • Encourage them to complete an AR quiz. • Read or listen to the poem together. Talk about personal experiences that might relate.

<p>Writing</p>	<p>Lesson 3: I can compare and evaluate the use of ambitious vocabulary in a newspaper report</p>	<p>Resource 6 - Key vocabulary features used by newspaper authors</p> <p>Resource 7 - Comparison and evaluation of language used in the two newspapers</p>	<ul style="list-style-type: none"> ● Review: What different ambitious vocabulary types can you remember? We have looked at 5 over the last 6 weeks. ● Look at the 'key vocabulary features used by newspaper authors' (resource 6) sheet. Highlight the given vocabulary types on both 'newspaper report A' (page 3 of newspaper pack pdf) and 'newspaper report B' (page 4 of newspaper pack pdf). ● Complete the 'comparison and evaluation of language used in the two newspapers sheet' (resource 7), stating how the author has used each language feature and the effect it has on the reader. One example - audience - has been done for you. 	
<p>Spelling</p>	<p>Lesson 2</p> <ul style="list-style-type: none"> ● answer, woman, recent, possession, insulator, analogue 	<p>Web Link a - Online spelling games and tests (a) https://www.spellingtraining.com</p>	<ul style="list-style-type: none"> ● Review: Do a spelling test of all the words covered so far. How many did you get right? ● Over the course of the week complete quizzing - repeated 'mini tests' over the week to gauge understanding. ● When first learning each word, complete Look - Say - Cover - Write - Check ● Following initial spellings, use a dictionary (online or paper) to find the meanings of the words. ● You could also play a range of word games such as Hangman and word shark (a). ● Do an end of term spelling test using all the previous spellings. Practise any that you get wrong. 	<ul style="list-style-type: none"> ● Throughout the week ask your child to spell the words. ● Do an end of term spelling test - use all the spelling words from previous weeks.

<p>Science (Linked to Block 4)</p> <p>Topic: Electricity</p>	<p>Lesson 3: To investigate the characteristics of a series circuit and what affects the brightness of a bulb.</p>	<p>Web Link a - A link to the 'electricity' science knowledge organiser. (a) https://www.oldfletton.org.uk/page/?title=Year+4&pid=75</p> <p>Web Link b - Online 'circuit construction kit:DC' (click on intro to enter the online circuit building site) (b) https://phet.colorado.edu/sims/html/circuit-construction-kit-dc/latest/circuit-construction-kit-dc_en.html</p> <p>Resource 8 - Simple circuit with a battery and a bulb</p> <p>Resource 9 - Online fair test set up with step by step guide</p> <p>Resource 10 - Results table for the investigation "What happens to the brightness of the bulb when there is an increase of power or voltage of the battery?"</p>	<ul style="list-style-type: none"> • Review: Can you create (b) or draw an example of a series circuit. • Today, we are going to do a fair, online investigation looking at the brightness of a bulb. Remember its dangerous to play with electricity, therefore all investigations will be online only. • Familiarise yourself with the online 'circuit construction kit' (b) by creating a simple circuit with a battery and a bulb (resource 8) • Now, we are going to investigate what happens to the brightness of the bulb when we increase the voltage (power) of the battery. • Predict - what do you think will happen? Use scientific language. • Now you are going to set up an online fair test (resource 9). The only thing you will change is the thing you are investigating -the voltage of the battery • Record the voltage of the battery and brightness of the bulb each time (resource 10). • What did you find out? Did the bulb get brighter or duller as we increased the voltage? Was your prediction correct or not? 	<ul style="list-style-type: none"> • Look around the house, how many different types of light can you spot? • Discuss with your child why that light was selected or is useful, for example lounge has dull bulbs to give a soft light, whereas the bedside table has a small, bright spot light for directed strong light for nighttime use.
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Summer activity: Cambridge Science Centre Stronger by Design and Sonic Science Virtual Lesson

Cambridge Science Centre have produced two virtual lessons - Stronger by Design and Sonic Science - for children who are conducting learning at home.

Stronger by Design Virtual Lesson looks at the engineering behind some of the most amazing materials that keep us safe when we're in danger and Sonic Science Virtual Lesson explores the world of sound. Each lesson will include an informative show, questions for family discussion linked to the topic and a challenge to spark some experimental thinking.

How do I access the virtual lessons?

You can access and watch the show at anytime, and from anywhere, all for free from 11.59pm on Sunday 19th July until the 24th July 2020.

Please click on the weblink below and enter the password to view each lesson.

Stronger by Design Website Link - cambridgesciencecentre.org/strongerbydesign

Stronger by Design Password - ur512aq

Sonic Sound Website Link - <http://www.cambridgesciencecentre.org/virtualschooltrip/sonicscience/>

Sonic Sound Password - qa9gty3

<p>Art (Linked to Block 4)</p> <p>Topic: (Cultural art - Japan)</p>	<p>Lesson 3: Reflect on the progress of their artistic skills, identifying ways they could improve their piece.</p>	<p>Web Link a - A website explaining the history of 'Japanese Fans' (a) https://www.fancircleinternational.org/history/japanese-fans/</p> <p>Resource 15 - Example of Japanese cherry blossom art</p> <p>Resource 16 - Blank Japanese fan</p> <p>Resource 17 - Art reflection sheet</p>	<ul style="list-style-type: none"> • Review: Why is cherry blossom significant in Japanese art? • This week, we are going to create cherry blossom decorated Japanese fan (a) using your previous skills and then reflect on it. • First, take a look at your piece of cherry blossom art from HL 8th June. If you no longer have this piece, I have included examples of cherry blossom art (resource 15). What art skills did you use? • Take the blank Japanese fan (resource 16) and decorate with cherry blossom. You can use a variety of techniques depending on the art resources available to you. You may want to do an improved version of your 8th June cherry blossom art piece or use a technique seen in resource 15. • Once you have completed the Japanese fan, you are going to reflect on it, looking at what you have learnt completing the piece of art, what you like the best, found most difficult and what you want to improve. • Complete the art reflection worksheet (resource 17). 	<ul style="list-style-type: none"> • Talk about their art work and offer constructive criticism. • Talk with your child how they might improve their art work - using less paint, using more colours or creating texture by using different art medium.
<p>Music (Linked to block 4)</p> <p>Topic: Beatles and poetry</p>	<p>Lesson 2: To learn how to play an ostinato.</p>	<p>Web Link a - performance of the poem 'Hand On The Bridge'. (a) https://www.youtube.com/watch?v=N4sCaAFkcwI</p> <p>Resource 18 - Written version of the poem 'Hand on the Bridge'.</p>	<ul style="list-style-type: none"> • Review: What is an ostinato? • Watch the performance of the poem 'Hand On The Bridge'. Watch again, trying to join in, using the actions to help you remember the lines. • Most of the lines have the same rhythm but there are some exceptions. Which ones have a slightly different rhythm? • Look at the written version of the poem (resource 18). Why are line 15 and 16 repeated? How does the sound change? • Perform the poem to your family - make sure you include the actions because this will help you. 	<ul style="list-style-type: none"> • Help your child learn the poem 'Hand On The Bridge'. • Listen to your child perform the poem 'Hand On The Bridge'. Give constructive criticism to help them improve.

Summer activity: 100 Great Black Britons Competition

Closing date: 30th September 2020.

This competition, which is part of the special launch of the 100 Great Black Britons campaign, will engage with you at home about Black British History and how it has shaped our country.

What do I need to do to enter?

- First, look at the biographies (a) of the Great Black Britons nominated on the 100 Great Black Britons website. You can choose one or several Great Black Britons.
- You then need to create a unique and innovative project to celebrate their work and legacy. This could be a presentation, a display, a campaign any other way of promoting the stories of Great Black Britons. There is more details about possible projects on their website (b).
- Then, get an adult to submit your entry onto the Black Britons website (b).

The closing date is 30th September so there is no rush. Good Luck!

Web Link a - Information on nominated Great Black Britons

(a) <https://100greatblackbritons.com>

Web Link b - 100 Great Black Britons Competition and entry details

(b) <https://www.100greatblackbritons.co.uk/competition.html#children16>