



## Year 4 Maths Home Learning Menu - 18.1.21

# Maths

### Top Tips when using this Maths Menu.

1. Follow down a column, **Green** ~ 'Warm-Up', **Red** ~ 'Fluency', **Blue** ~ 'Reasoning & Problem Solving' to get a daily learning Sequence.
2. Don't print! Copy and complete each part under clear headings ~ '**Warm-Up**' '**Fluency**' '**R and PS**' Set it out neatly and be proud of your work!
3. Follow the arrows and work across a row to cover a sequence of five lessons.
4. If you do two days (two columns) of Maths then miss a day, just try column three as soon as you get back to your Maths learning then carry on with column four and five.
5. If you don't finish five columns in one week, it is okay. Enjoy your weekend. You can carry on with that sequence as soon as you get back to your Maths learning or you can start the new sequence ~ It is up to you!
6. Look at the extra activities...these can make your Maths learning-time longer or be used at another time.
7. Do your best. Ask for help at home if you can. Leave anything that you are really stuck on...start a new column.
8. Make a note for you or your adult to ask for help from Mrs. Ford or Mr. Jones when they phone to 'check-in' with you.
9. Email any work to [chestnutwpr@welearn365.com](mailto:chestnutwpr@welearn365.com) / [juniperwpr@welearn365.com](mailto:juniperwpr@welearn365.com) to get feedback on your amazing effort

**5-A-Day Warm Up**

- 1) Half of 16
- 2) Double 12
- 3) What is next? 11, 22, 33, ...
- 4)  $18 - 5 =$
- 5)  $22 + \underline{\quad} = 30$

**Fluency**

$12 \times 5 = \underline{\quad}$        $5 \times 12 = \underline{\quad}$   
 $48 \div 12 = \underline{\quad}$        $84 \div 12 = \underline{\quad}$   
 $12 \times \underline{\quad} = 120$        $12 \times \underline{\quad} = 132$   
 $\underline{\quad} \div 12 = 8$        $9 \times 12 = \underline{\quad}$

**Reasoning & Problem Solving**

1. Rosie uses a bar model to represent 88 divided by 11

88									
11	11	11	11	11	11	11	11	11	11

Explain Rosie's mistake.

Can you draw a bar model to represent 88 divided by 11 correctly?

2. **There are 12 muffins in a batch.**
- Ted bakes 11 batches. How many muffins is that?
  - Each batch has 3 chocolate muffins. How many Chocolate muffins
  - Ted sells five batches of Muffins, how many muffins does he have left?

**5 -A-Day Warm Up**

- 1) What is next? 50, 40, 30, 20
- 2) Share 12 between 2
- 3) Find total of 7, 5 and 3
- 4) Subtract 80 from 110
- 5) Half of 180

**Fluency**

$3 \times 2 \times 4 = \underline{\quad}$        $5 \times 2 \times 3 = \underline{\quad}$   
 $4 \times 3 \times 5 = \underline{\quad}$        $5 \times 3 \times 5 = \underline{\quad}$   
 $7 \times 2 \times 2 = \underline{\quad}$        $8 \times 2 \times 3 = \underline{\quad}$   
 $10 \times 1 \times 6 = \underline{\quad}$        $5 \times 2 \times 0 = \underline{\quad}$

**Reasoning & Problem Solving**

1. Choose 3 single digit numbers and arrange as follows:

$\square \times \square \times \square = \square$

- How many different ways can you arrange the numbers?
- Which order is most efficient to multiply
- Pick 3 different digits and try again.

2. a) Make the target number **84** using three of the digits below

7	5	3	4	6	2
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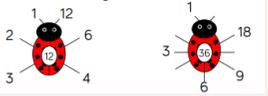
$\square \times \square \times \square = 84$

- Multiply the other three digits.
- Is the product (answer) greater than or less than 84?

**5 -A-Day Warm Up**

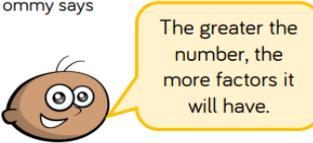
- 1) Divide 9 by 3
- 2) What is next? 1.2, 1.4, 1.6
- 3) Multiply 6 by 2
- 4) What is half of 14?
- 5) Find the total of 1, 8 and 6

**Fluency**

1. Here is a factor bug for 12
- 
2. Complete the bug for 36.
3. complete a bug for 24, 40 & 56

**Reasoning & Problem Solving**

1. Tommy says



Is Tommy correct?

- Complete factor bugs for 3 low numbers (under 1-20)
- Complete factor bugs for 3 middle numbers (20-50)
- Complete factor bugs for 3 higher numbers (over 50)

**Now**, Say whether Tommy is correct or not.

2. Find numbers that only have 2 factors on a factor bug.

- What factor do they all have?

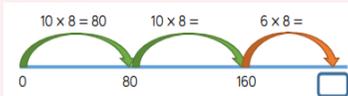
**These are Prime Numbers**

**5-A-Day Warm Up**

- 1) Jon had 85p, Deb had £1.35p. What is their total?
- 2)  $50 - 5 = \dots$
- 3) What is next? 90, 80, 70
- 4) Find the product  $20 \times 6 \times 2$
- 5)  $44 + 9 =$

**Fluency**

There are 8 classes in a school. 26 children in each class. Mr Jones uses a number line to calculate how many children.



Use a number line to calculate:

$7 \times 25 =$        $5 \times 32 =$   
 $6 \times 23 =$        $9 \times 35 =$   
 $4 \times 28 =$        $4 \times 42 =$

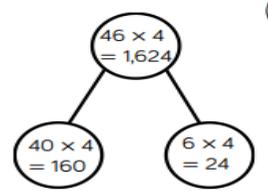
**Reasoning & Problem Solving**

1. Here are 6 multiplications

$43 \times 5$	$54 \times 6$	$38 \times 6$
$33 \times 2$	$19 \times 7$	$84 \times 5$

- Which would you do mentally?
- Which would you use a written method for?

2. Ron is calculating  $6 \times 24$  by partitioning.



Can you explain his mistake?

**5-A-Day Warm Up**

- 1)  $80 - 1.5$
- 2) Double 9
- 3) What is next? 66, 55, 44
- 4) Find total of 2, 11 and 15
- 5)  $14 \div 2$

**Fluency**

Mrs Ford uses place value counters to work out  $34 \times 2$

Tens			Ones			
10	10	10	1	1	1	1
10	10	10	1	1	1	1

Draw out counters to multiply:

$23 \times 3 =$        $53 \times 4 =$   
 $32 \times 2 =$        $36 \times 2 =$   
 $43 \times 3 =$        $28 \times 3 =$

**Reasoning & Problem Solving**

1. Alex completes the calculation  $43 \times 2$

	T	O
	4	3
$\times$		2
		6
$+$		8
	1	4

Can you spot her mistake?

2. Dexter Says

$4 \times 21 = 2 \times 42$

Is he correct?

**5-A-Day Warm Up**

- 1) Half of 28
- 2) Double 18
- 3) What is next? 1.9, 2.1, 2.3, ...
- 4)  $180 - 50 =$
- 5)  $22 + \underline{\quad} = 36$

**Fluency**

This is a square sticky note:



Estimate how many are needed for each shape: (1-5)



**Reasoning & Problem Solving**

1. Ted and Eva are measuring the same rectangle

Ted uses circles and Eva uses squares



Explain who's method you think is more accurate.

2. Two children measured the area of the same desk. They used different sized squares.



The area of the table top is 6 squares.

Dora

The area of the table top is 9 squares.



Alex

Who used the bigger squares?

**5 -A-Day Warm Up**

- 1) What is next? -5, -4, -3, -2
- 2) Share 32 between 2
- 3) Find total of 17, 5 and 13
- 4) Subtract 60 from 112
- 5) Half of 220

**Fluency**



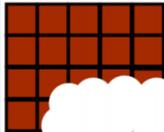
There are 4 squares in 1 row.  
There are 3 rows altogether.  
3 rows of 4 squares = 12 squares

Use multiplication to calculate:

- 1) 4 squares, 5 rows =
- 2) 6 squares, 3 rows =
- 3) 9 squares, 4 rows =
- 4) 7 squares, 6 rows =
- 5) 10 squares, 7 rows =
- 6) 12 squares, 2 rows =
- 7) 8 squares, 8 rows =
- 8) 4 squares, 4 rows =

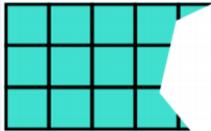
**Reasoning & Problem Solving**

1. Dexter has taken a bite of a rectangular chocolate bar:



How many squares were there to start with?

2. This rectangle has been ripped:



- a) What is the smallest area possible?
- b) What is the largest area if the longer side is a maximum of 10 squares?

**5-A-Day Warm Up**

- 1) Divide 18 by 6
- 2) What is next? 1.27, 1.28, 1.29,
- 3) Multiply 7 by 3
- 4) What is half of 64?
- 5) Find the total of 11, 28 and 5

**Fluency**

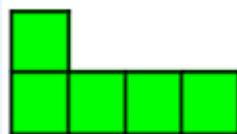
Mr. Jones has 4 squares and he moves them systematically to make a rectilinear shape (T shapes, L shapes, z shapes)



- 1) Use 5 squares and make as many rectilinear shapes as possible
- 2) Draw them in your book

**Reasoning & Problem Solving**

1. Here is a rectilinear shape



- a) Using 7 more squares, can you make a rectangle
- b) How many different ways can you do it.

2. Using squared paper, (Maths activity sheet 1)

- a) Try to draw some capital letters using less than 20 squares



- b) Draw out your name, how many squares?

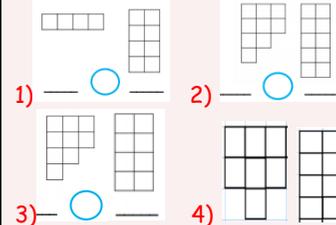
**5-A-Day Warm Up**

- 1) What is next? 2, 0, -2, -4
- 2)  $70 - 25 = \dots$
- 3) What is next? 9.3, 9.2, 9.1
- 4) Find the product  $10 \times 3 \times 5$
- 5)  $408 + 191 =$

**Fluency**

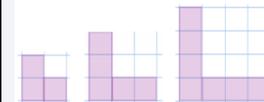
Use the words less than and greater than to compare rectilinear shapes

Complete the following using  $<$   $>$   $=$



**Reasoning & Problem Solving**

1. Look at these shapes.



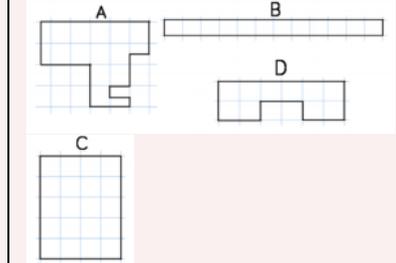
- a) How does the area change each time?
- b) What would be the area of the next shape?
- c) Predict the area of the 6<sup>th</sup> shape
- d) Using squared paper, (Maths activity sheet 1) Draw out your own increasing sequence

**5-A-Day Warm Up**

- 1) Half of 76
- 2) Double 35
- 3) What is next? 6.6, 5.5, 4.4
- 4) Find total of 20, 36 & 112
- 5)  $48 \div 2$

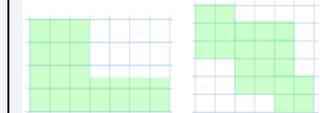
**Fluency**

Put the shapes in order from smallest to largest.



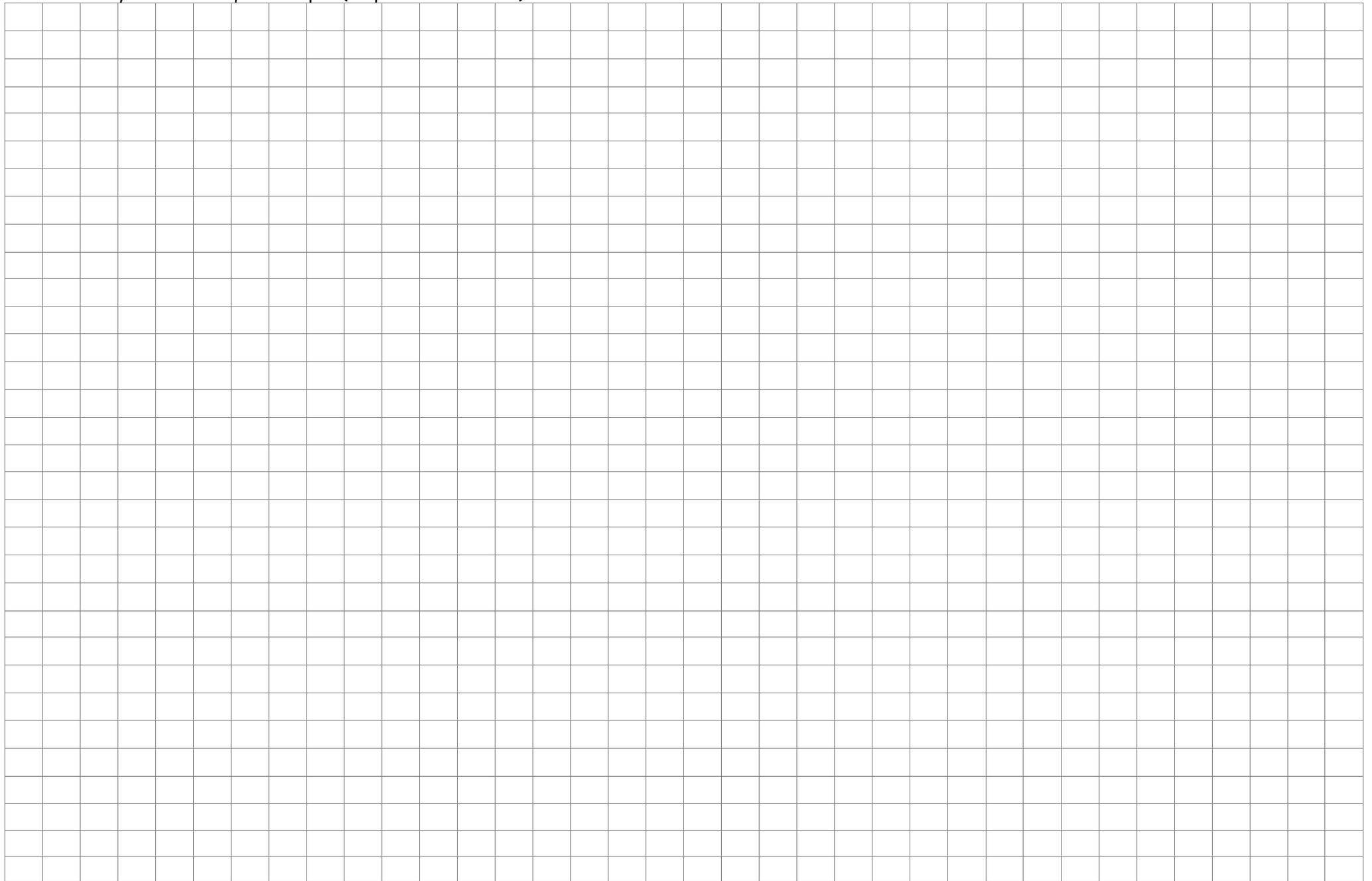
**Reasoning & Problem Solving**

1. Here is shape 'b' and 'd'



- a) Shape 'c' has been deleted. Its area is greater than 'b' but less than 'd'. What could its area be?
- b) Shape 'a' was deleted too. \*It has the smallest area \*t is symmetrical  
Can you draw shape 'a'?

Maths Activity Sheet 1 ~ Squared Paper (Sequence 2 column 3)



**Whose Turn Is It?**

A Multiplication game to play with family members at home.

You will need 3 players (1 to ask questions & two answering).

**The Rules:**

- Player 1' asks times table questions.
- The other 2 players fire the answer as quick as possible.
- First correct answer = 1 point.
- The first to 10 points wins.
- The loser swaps with 'player 1'

**Support:**

\*Stick to one times-table that you need to practice

**Challenge:**

- \*Mix up the times-tables
- \*Use division questions.

**Bounce & Chant**

A more active task for when the weather is fine

**The key steps:**

Choose a Times Table that you are improving on - not one you already know.

You can either bounce a ball or jump on the spot

on each bounce or jump, shout out the next multiple of your chosen times table up to 12x.

Can you go forwards and backwards?

**Challenge:**

Get a family member to play catch.  
As they throw the ball, they ask a multiplication question...can you say the answer before you catch the ball?

**Human Adding Machine!**

First choose whether you feel confident adding 2, 3 or 4-digit

(More confident mathematicians should be adding 3 and 4-digit numbers.)

**The key steps:**

You need to create/ask a family member to create **10** addition questions for you to answer.

Use column multiplication.

Check your answers using the inverse (subtraction)

**Support:**

\*Stick to adding two 3-digit numbers

**Challenge:**

\*Add three 3-digit or 4-digit numbers

**Countdown**



The aim is to make the target number 395

**The Key Steps:**

Use the numbers in the blue squares and  $+$   $-$   $\times$   $\div$  to make the total

(Example: start with  $100 \times 2 = 200$  then add and multiply more to get nearer to 395. If you go over, you can subtract)

Repeat daily with other target numbers of your choice.

**Support:**

- \*Use lower numbers.
- \*Just add and subtract

**Challenge:**

- \*Use higher numbers
- \*Time yourself-how quickly can you find the total?

**Sevens Tennis**

The aim is to win a match of sevens tennis

You will need an opponent

**The Key Steps:**

Stand/sit opposite each other.

**P1:** Shout a 2-digit number

**P2:** Add 7 and shout the answer

**P1:** Add seven to the new total and shout that answer

Continue this way, adding 7 each time

**You Win When...**

You say a number over 210  
Your partner makes a mistake

**Support:**

- \*Start with a low number
- \*Add less than 7
- \*Chose a lower 'winning number'

**Challenge:**

- \*Add on a 2-digit number
- \*Chose a higher 'winning number'
- \*Win if a partner says "umm..." or takes more than 3 seconds to answer



Year 4 Maths English Learning Menu - 18.1.21

English

Top Tips when using this English Menu.

1. Follow down a column, **Green** ~ 'Warm-Up', **Red** ~ 'Explore', **Blue** ~ 'Recording & writing' to get a daily learning Sequence.
2. You don't have to print! Work from the screen complete each part under clear headings ~ '**Warm-Up**' '**Explore**' '**Recording Task**' or '**Writing Task**' Set it out neatly and be proud of your work!
3. Follow the arrows and work across a row to cover a sequence of five lessons...these help you collect ideas for writing.
4. If you do two days (two columns) of English then miss a day, just try column three as soon as you get back to your English learning then carry on with column four and five.
5. If you don't finish five columns in one week, it is okay. Enjoy your weekend. You can carry on with that sequence as soon as you get back to your English learning or you can start the new sequence ~ It is up to you!
6. Look at the extra activities...these can make your English learning-time longer or be used at another time.
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9. Email any work to [chestnutwpr@welearn365.com](mailto:chestnutwpr@welearn365.com) / [juniperwpr@welearn365.com](mailto:juniperwpr@welearn365.com) to get feedback on your amazing effort

English Warm Up

- a) Write the alphabet A-Z down your page.
- b) Write one adjective (describing word) for each letter.

\*These adjectives should be used later in the week so think about words to describe buildings and people\*

Explore

Read the attached Story 'The Curse of Cogston House' (English sheet 1a)

- a) Write down any words you are unsure of.
- b) Use a dictionary or google-or ask a family member- to find out the meaning

Recording Task:

Answer the reading questions in your book.

\*REMEMBER ~ the answers are in the text to be copied exactly or to help you form your own sentences KEEP rereading the text to find the answers

Note: If you end up reading the story more than three times, you're doing the right thing!\*

English Warm Up

Use some of your adjectives from the column one 'warm-up' in clearly written sentences about 'Cogston House'

\*Check capital letters and full stops\*

Explore

Pick a landmark (famous building or site) in Europe that a character could venture to...This will be your story setting.

Find/draw a picture of it.

Writing Task:

Write a description (or clear sentences) of the landmark, building or site.

5 or more sentences please!

\*Really think about your setting:  
Is it magical like Buckingham Palace or the Eiffel Tower?  
Is it mysterious like Stonehenge or The Leaning Tower or Pisa?

You must think about your setting and how you describe it as it will help you write your events.

Will you have spooky events (like Cogston House)

Will you have magical events (Like Belle experienced in the Castle in 'Beauty & the Beast')\*

English Warm Up

Use some of your adjectives from the column one 'warm-up' in clearly written sentences about a famous story character  
\*Challenge: Try and use a fronted adverbial

'From the halfway line, Harry Kane took the free kick.

After dinner, Belle crept along the corridor into the forbidden West Wing\*

Explore

Decide on two story characters- These will 'star' in your story

Draw a picture of each of them.

Writing Task:

Write a description (or clear sentences) of each of your characters

5 or more sentences for each character please!

Try to add fronted adverbials as shown in the warm up.

\*Really think about your characters:

\*Is one adventurous like Jack from 'Cogston House'?

\*Is one nervous like Luca?

Try and describe how they feel and act more than how they look...feelings and actions have more impact in a story!\*

English Warm Up

- a) Write the alphabet A-Z down your page.
- b) Write one verb (action word) for each letter.

\*These verbs should be used in your writing so think about the actions of your characters in your setting

Look for the verbs in 'The Curse of Cogston House' text'

Explore

Imagine your characters in your setting.

What will be the problem/action here? (Lost, hurt, trapped, ghosts, finding something)

How do they solve the problem? You could make notes or draw a storyboard

Writing Task:

Draw a story map or fill in the boxed-up plan to plan your story

Draw a 'backward S' and draw pictures for each part of the story.

Fill in the boxes on the sheet (English Sheet 1b)

\*Plan to describe your setting & Characters using ideas from your work for column 2 & 3

\*Think about how/why your characters are in the setting  
\*plan to write the action that you thought about in today's

**'Explore'**

English Warm Up

Use some of your verbs from the column four 'warm-up' in clearly written sentences.

\*Check capital letters and full stops\*

Explore

Gather all your ideas together. Reread 'The Curse of Cogston House'

Read your setting and character descriptions

Read through your plan

\*You can edit and add details

Writing Task:

Write your story or characters walking up to/into your famous landmark like the Characters in 'Cogston House'

Focus on writing one paragraph for each box on the plan.

Use all the ideas from the week...copy sentences from the column 2,3,and 4 work

Keep re-reading your work through and editing any errors.

## The Curse of Cogston House

Jack strode up an overgrown path away from the park as though relishing a mission through the jungle, dodging the occasional stinging nettle with an effortless skip or jump.

"Come on, Luca. This is going to be epic!" Dipping his head and swiping away leaves like some intrepid explorer, he manoeuvred under a tree branch which hung over the narrow track.

Luca dawdled behind. Only a few minutes earlier, he had been perfectly happy practising his limited gymnastics moves upside down on the monkey bars. Now, he was torn between making the effort to keep up with his friend and deliberately getting left behind.

"Speed up, we're nearly there!" Jack called eagerly over his shoulder.

Luca wasn't at all sure that they should be leaving the park swings, where they had been allowed to hang out without their parents since both recently celebrating their eleventh birthdays in the same week. He was even less sure that he wanted to be venturing towards the Top End, as everyone called that part of the park grounds. He spun around to look behind him. The monkey bars were now way out of sight and the watery evening sun above was being muscled out of position by ever-darkening shades of grey, layering over each other in the sky like a collage.

"Maybe it's getting too late for today," Luca suggested hopefully. He looked down towards his watch. Scowling at the time – 10:31 – he shook his wrist vigorously. Clearly, the watch had stopped working, as it was only just beginning to go dark. He was going to need a new excuse. "We could come back tomorrow, when it's lighter. I think it's going to rain, from the look of those clouds, and Dad's making bolognese for tea. We don't want to miss that!"

Being two days older than his friend clearly gave him no superiority at all.

"Come on, forget about your stomach for a minute! I can see the scaffolding through this gap!" enthused Jack, trampling undeterred over the thorny undergrowth.

Luca followed him unhappily along the gradually dwindling path. Hands up in front of himself and elbows tucked in, he was now having to place his trainers precisely onto prickly stems to pin them down with his soles and avoid any contact with his bare arms or legs.



On the other side of a tangled row of bushes, the broken-looking building loomed. Fifty-foot-high scaffolding encased the crumbling walls of Cogston House like a rusty exoskeleton. The long, metal poles, bolted together at regular right angles, seemed as though they were keeping the whole house from falling apart.

About a hundred years ago, the house had apparently been quite a grand sight, belonging to a rich family who owned the entire park. Until about thirty years ago, it had still been inhabited but for decades now, it had wasted away, shedding scraps of brickwork and hiding itself under a cloak of creeping ivy. Even from the outside, it had a look of being infested with sadness.

Everyone had a story about Cogston House. No one quite knew what was true and what was rumour, and Luca didn't want to stick around to find out.



### Questions

1. Where are they boys going?
2. Find and copy one word that shows Luca didn't want to go.
3. Find and copy a word that means 'moved expertly'.
4. What impression so we get of Jack?
5. What impression do we get of Luca?
6. What impression do we get of Cogston House?
7. What do you predict might happen?

Type: LKS2	<b>Narrative Writing ~ Boxed up plan</b>
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Main Characters: (no more than 5)	
Who are they? (names)	What are they like? (personality)
1.	
2.	

**1. How does the story begin?** (Introduction)  
Describe your characters and setting  
Explain how & why do your characters go to the famous landmark setting

**2. What happens?** (Action/Development)  
What's the problem? ~ Write down the ideas you planned in the explore.

**3. What happens next?** (Climax)  
How is the problem solved? ~ Write down the ideas you planned in the explore.

**4. How does the story end?**  
(Resolution)

<p><b>English Warm Up</b> Imagine you want your adult to buy you something/let you do something...</p> <p>Write down 5 clever things you might say to convince them to buy/agree.</p>	<p><b>English Warm Up</b> Find an item at home (or imagine an item) to pretend to sell</p> <p>Draw it then write down all the adjectives (describing words) you would use to describe it and make people want to buy it.</p>	<p><b>English Warm Up</b> Use the adjectives from column two's warm-up to write some sentences about your item.</p>	<p><b>English Warm Up</b> Write down 5 everyday questions and 5 commands (Do you want...Would you like...) (Make your bed, Try to find the remote)</p>	<p><b>English Warm Up</b> Imagine you want your adult to buy you something else /let you do something new ...</p> <p>Write a 'mini speech' you'd say to convince them. Can you use what you have learned this week? Is it more effective?</p>
<p><b>Explore</b> Read the attached persuasion text 'Five Palms Hotel' (English sheet 2a)</p> <p>a) Write down any words you are unsure of. b) Use a dictionary or google-or ask a family member- to find out the meaning</p>	<p><b>Explore</b> Pick a country in Europe that people might like to visit.</p> <p>List what is on offer to make people go (weather, landmarks, beaches food,) *If you struggle, why not make up a county 'ford-u-gal'</p>	<p><b>Explore</b> Have another look at the attached persuasion text 'Five Palms Hotel' (English sheet 2a)</p> <p>What questions does it ask at the start? Why does it ask this question? What is the command in the first paragraph?</p>	<p><b>Explore</b> Gather all your ideas together. Reread ' Five Palms Hotel' Read your sentences, questions, commands and practice introduction</p>	<p><b>Explore</b> Once again, gather all your ideas together. Reread ' Five Palms Hotel' Reread your sentences, questions, commands, practice introduction and plan  *You can edit and add details</p>
<p><b>Recording Task:</b> Answer the reading questions in your book.</p> <p>*REMEMBER ~ the answers are in the text to be copied exactly or to help you form your own sentences KEEP rereading the text to find the answers</p> <p>Note: If you end up reading the persuasive text more than three times, you're doing the right thing!*</p>	<p><b>Writing Task:</b> Create a poster for you chosen country.</p> <p><b>Include a catchy title</b> ( 'Sightseeing in Superb Spain' 'Fun in Fabulous Fordugal' )</p> <p><b>Add text</b> (Use words, phrases and full sentences to explain what is there make it sound amazing)</p> <p>Have a look at 'Five Palms Hotel' You could use some any sentence starters from here ("Award winning..." "Kids will love...")</p>	<p><b>Writing Task:</b> Write 3 questions and a command to introduce your text and get your reader hooked on your country</p> <p>*Question starters: Do you love...? Does your family want...? Are you interested in...?</p> <p>*Command starters *Choose... *Book a trip to... *You need to go to...</p> <p>**Remember to keep looking back at 'Five Palms Hotel'. Does your introduction sound like that one?</p>	<p><b>Writing Task:</b> Fill in the boxed-up plan to plan your persuasion text</p> <p>Fill in the boxes on the sheet (English Sheet 2b)</p> <p>*Record your questions and commands for the introduction</p> <p>*Record what's there in paragraphs 3, 4, &amp; 5 using ideas from the list and poster created for column two's work.</p>	<p><b>Writing Task:</b> Write your text to persuade a reader to visit your country</p> <p>Focus on writing one paragraph for each box on the plan.</p> <p>Use all the ideas from the week...copy sentences from the column 1,2,3and 4 work</p> <p>Keep re-reading your work through and editing any errors.</p>

# Five Palms Hotel

**Are you ready for some family fun in the sun? If the answer is yes, choose the exclusive Five Palms Hotel for your all-inclusive family holiday.**

The award-winning Five Palms Hotel is one of the most modern hotels in the area with something to suit all ages. We are proud to offer three outdoor swimming pools, one indoor pool, a fully equipped gym, a tennis court and luxury spa.

The Five Palms Hotel has a large, air-conditioned restaurant and snack bar which offers a wide selection of food to suit even the fussiest of eaters.

Kids will enjoy the huge, indoor play gym or spending time at one of our fantastic clubs: High Fivers (ages 4-7) and Five Alivers (ages 8-12), both of which run from 9am until 5pm every day, giving adults time to switch off! High Fivers activities include stories, arts and crafts, team games and drama whilst Five Alivers offers a wide range of sports, music, dancing, obstacle courses and more!

Situated on the beach, sea views and balconies come as a standard with every room, as does air-conditioning, satellite TV and an en-suite bathroom.

Our hotel is in a prime location and only 15 minutes away from Palms Airport, so why would you want to go anywhere else?

**Special Offer!**  
Book before January 2017 and receive 10% discount.



Thomas (aged 10) said:

**"This has to be the best kids club I've ever been to. I absolutely loved the football tournament and obstacle course."**

Maya (aged 7) said:

**"I made some brilliant things during arts and crafts time and I even made some new friends too! I can't wait to come back next year."**



**New for 2016!**

Five Palms Midnight Feast Platter

### Questions

1. Find and copy a word that is used to make the hotel sound great.
2. What do the words 'fully equipped' and luxury tell you about the gym and spa?
3. What can children do at the hotel?
4. Is the hotel easy to get to? How do you know?
5. Why would the author quote (write down) what guests have said about the hotel?
6. Would this text make you want to go? Why?

## English sheet 1b

Text Type:	<b>Persuasive Writing</b>	LKS2
Text Features:	Written in the present tense: ( <i>is, has, are, do</i> ) Written in the first, second or third person: ( <i>I, you, they</i> )	

Introduction	Two or three questions then a command
Openers:	<i>Visitors love..., Many enjoy..., Holiday makers long for ...</i>
To persuade :	<i>Adventurers can explore ... The best feature...</i>
Connectives that persuade:	<i>clearly, surely, obviously, unfortunately, naturally, not only, above all, especially, in particular, despite this, however, as well as, if only</i>

Introduction: Questions and commands to hook the reader.

Paragraph 2: The first great feature (landmark, weather, beaches or food)

Paragraph 3: The second great feature (landmark, weather, beaches or food)

Paragraph 4: The third great feature (landmark, weather, beaches or food)

Paragraph 5: Encourage people to go there.

**Spelling**

Look at the common exception words below

English sheet 3a

Test yourself/ ask a family member to test you on ten a day ...find out the ones you know!

\*Make a list of the ones you need to practise

You can use the ideas from the spelling menu to practise these words

English sheet 3b

\*\*This activity will be available on each menu\*\*

**Spelling**

Using the apostrophe (s)

Draw out a table as follows

's	s

Think of sentences /phrases with word that end in **S** sort them on the grid

Here's a few examples:

's	s
Mrs Ford's class	three cats some pens more sweets
The girl's bag	

When do we need an apostrophe?

Practice explaining it!

\*For more practice...add a word a day

\*For even more, write the words accurately in longer sentences.

**Grammar**

Fronted adverbials

Write 10 sentences using fronted adverbials.

Remember they can tell us where, when and how something happened

(On Monday, I did my home learning  
To the park, we walked for daily exercise)

Expanded noun phrases

Think of an idea

The shop assistant scanned our food

Now add detail and write it down

The helpful shop assistant with a green Asda mask, scanned our food

The extra detail in blue makes the underlined words an expanded noun

Try 10 of these

**Punctuation**

Write three sentences for each punctuation mark below.

. ? " " ( )

Example:

- 
- 1) I like fish and chips with tarter sauce.
- 2)
- 3)

?

- 1) Do you like fish and chips?
- 2)
- 3)

" "

- 1) Tom's mum said, "Could you feed the cats?"
- 2)
- 3)

\*Challenge: Can you write a sentence that includes apostrophes and non-apostrophe S like I did?

**Writing**

Produce a daily diary while at home.

Write about what you are doing.  
Although we are all at home, the answer won't be nothing...add details like: what time you got up, what the weather was like, what you had for breakfast, where you sat to do an activity, how long you did it for.

Tell me extras...who phoned?  
Did you go out for a walk?  
Did anyone knock the door and step back?  
Did your teacher ring???

\*Challenge: include all the skills from this menu:

- Adjectives
- Verbs
- Fronted adverbials
- Expanded noun phrases
- Key spellings
- Apostrophe/no apostrophe



# Years 1, 2, 3 and 4 Common Exception Words



## Aa

accident  
accidentally  
actual  
actually  
address  
after  
again  
although  
answer  
any  
appear  
are  
arrive  
ask

## Bb

bath  
be  
beautiful  
because  
behind  
believe  
bicycle  
both  
break  
breath  
breathe  
build

business  
busy  
by

## Cc

calendar  
caught  
centre  
century  
certain  
child  
children  
Christmas  
circle  
class  
climb  
clothes  
cold  
come  
complete  
consider  
continue  
could

## Dd

decide  
describe  
different  
difficult

disappear  
do  
door

## Ee

early  
earth  
eight  
eighth  
enough  
even  
every  
everybody  
exercise  
experience  
experiment  
extreme  
eye

## Ff

famous  
fast  
father  
favourite  
February  
find  
floor  
forward  
forwards

friend  
fruit  
full

## Gg

go  
gold  
grammar  
grass  
great  
group  
guard  
guide

## Hh

half  
has  
he  
heard  
heart  
height  
here  
his  
history  
hold  
hour  
house

## Ii

I  
imagine  
important  
improve  
increase  
interest  
is  
island

## Kk

kind  
knowledge

## Ll

last  
learn  
length  
library  
love

## Mm

many  
material  
me  
medicine  
mention  
mind  
minute

money  
most  
move  
Mr  
Mrs  
my

## Nn

natural  
naughty  
no  
notice

## Oo

occasion  
occasionally  
of  
often  
old  
once  
one  
only  
opposite  
ordinary  
our

## Pp

parents  
particular

pass  
past  
path  
peculiar  
people  
perhaps  
plant  
poor  
popular  
position  
possess  
possession  
possible  
potatoes  
pressure  
pretty  
probably  
promise  
prove  
pull  
purpose  
push  
put

## Qq

quarter  
question

## Rr

recent  
regular  
reign  
remember

## Ss

said  
says  
school  
sentence  
separate  
she  
should  
so  
some  
special  
steak  
straight  
strange  
strength  
sugar  
suppose  
sure  
surprise

## Tt

the  
there

therefore  
they  
though  
thought  
through  
to  
today  
told

## Vv

various

## Ww

was  
water  
we  
weight  
were  
where  
who  
whole  
wild  
woman  
women  
would

## Yy

you  
your

# SPELLING MENU

<p><b>1. ABC Order</b></p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p><b>2. Word Parts</b></p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing cater<u>pill</u>ar</p>	<p><b>3. Other Handed</b></p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p><b>4. Vowel Spotlight</b></p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p><b>5. Use Technology</b></p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p><b>6. Pyramid Words</b></p> <p>s sp spe spel spell spelli spellin spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p><b>7. "Ransom" Words</b></p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p><b>8. Rainbow Words</b></p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p><b>9. Scrambled Words</b></p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p><b>10. Silly Sentences</b></p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p><b>11. Prefixes and Suffixes</b></p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happ<u>iness</u></p>	<p><b>12. Word Search</b></p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p><b>13. Flashcards</b></p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p><b>14. Picture &amp; a Story</b></p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p><b>15. Words without Vowels</b></p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p><b>16. Train Words</b></p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u><u>back</u><u>stop</u></p>
<p><b>17. Write a Story, Poem or Song with Words</b></p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p><b>18. Bubble Letters</b></p> <p>Write your spelling words out in bubble writing.</p> 	<p><b>19. Words Within Words</b></p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p><b>20. Picture words</b></p> <p>Draw a picture and hide your spelling words in the picture.</p>