

Dear Wiley and Mehretu,

Welcome

I miss your happy faces so much and have been thinking about you all a lot. I hope that you are safe and well and can't wait to see you when this is all over! I miss being in my office and seeing all of the amazing work you come and show me (I hope you are all practising your handwriting for your pen licences!) however, I have been checking the website and love seeing all of the fun learning activities you have been up to at home.

One of my jobs at the moment is to organise the home learning section of the website. I hope you have been enjoying the story time videos, the 'We Love Books' video and the weekly Home Learning Slides. Your teachers are being so creative and coming up with some fantastic ideas and activities for you to have a go at! If you haven't seen the videos yet, go and check them out! Here is my story time video from a few weeks ago...

<http://www.kingathelstan.kingston.sch.uk/assets/Uploads/downloads/Mystery-Reader>

Please keep reading everyday - it is so good for your mental health! I have been reading The Lord of the Rings by J.R.R Tolkien. It is all about Hobbits, Elves and a magical journey. It helps me stay positive, because I drift off into another world for a little while and forget about the challenges we are all facing currently.

What are you reading at the moment?



If you can't get any new books to read, there are lots of audio books online and if you enter the title of a book into <https://books.google.com/> you can read the first few chapters of any story to see if you like it.



<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> is a great place to find eBooks; you just need an adult to sign up for free!

www.oxfordowl.co.uk

As well as reading, I have been playing lots of games. Who knew dominos could be so competitive?! I have also been playing a game called SHOUT! You have to try and guess the words or phrases from the clues in one minute! See if you can have a go at this one... ➡

I will keep checking the website for more lovely photos of your learning so please continue sending them in - they make my day!

Thinking of you and your families,
Love Mrs Ahearn xxx



Pair up the words with the images to make nine, well known sayings. The first one is: **old as the hills!**



<p>hard as</p> <p>1</p>	<p>cool as a</p> <p>2</p>	<p>dry as a</p> <p>3</p>
<p>high as a</p> <p>4</p>	<p>keen as</p> <p>5</p>	<p>stiff as a</p> <p>6</p>
<p>right as</p> <p>7</p>	<p>old as the</p> <p>8</p>	<p>thick as two short</p> <p>9</p>

Pair up the words with the images to make nine well-known sayings

1: Old as the hills
2: Right as rain
3: High as a kite
4: Thick as two short planks
5: Cool as a cucumber
6: Keen as mustard
7: Dry as a bone
8: Stiff as a board
9: Hard as nails

Answers ➡

Dear Mehretu,

So my favourite book 'The Hobbit' was read by Andy Serkis non-stop for charity, the actor who plays Gollum in the film. It was great to hear such fantastic expression in the character's voices! I know you guys are really good at expression and were trying it in our reading sessions at school. I hope you are still having a go at this and make sure to listen to the audiobooks as the actors are really good models for this!

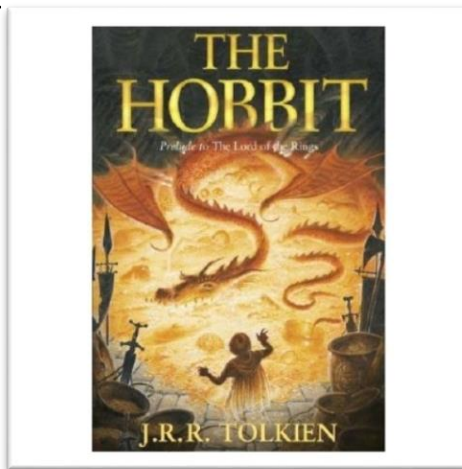
It was so good to speak to you on the phone and hear all of your voices as well as the continued fantastic work I am getting from you!

I have been getting outside as much as we're allowed and on my walks, runs and cycles there is some amazing history in Kingston to think about! For example check the picture for the interesting history behind Home Park!

See you soon!
Mr. B

How many blocks were there?
8!

What's really easy to get into, but hard to get out of?
Trouble!



Welcome

Historic Royal Palaces

Home Park - a brief history

You are walking where Henry VIII once hunted, where George IV bred race-horses, where anti-aircraft guns boomed during the Second World War and where today a huge variety of wildlife roams free. Hampton Court Park (or Home Park, as it is more commonly known today) has a history as fascinating as the palace itself.

The park you see today is the result of many changes made by successive monarchs from Henry VIII to George VI. It covers an area of 227 hectares (568 acres), and is linked to the gardens of Hampton Court Palace by a series of historic water features and formal lime avenues.

Henry's hunting ground

Henry VIII was the first to enclose the area and so create the park boundaries that we know today. It was seen as Henry's 'live larder', a place for hunting, breeding of game and horse riding.

Water comes to the park

In 1639 Charles I created the Longford river which brought water to the palace. The old river bed can still be seen in the northern part of the park. In 1661 his son Charles II constructed the Long Water canal and flanked it with a double row of lime trees. The Long Water is just over half a mile long.

William and Mary: dramatic changes

When William and Mary came to the throne in 1689, extensive changes were made to the palace, gardens and park. Three additional lime avenues were planted to unite the newly constructed grand gardens with the park. This style of formal parkland planting epitomised the grand garden tastes of the 17th century baroque period.

A fatal accident

One day in 1702, while out riding in the park, William III fell badly when his horse stumbled on a molehill. The King died some days later at Kensington Palace from complications following the fall. All the ambitious landscaping work on the park was halted. William's successor, his sister-in-law Anne, was a keen hunter and she began to use the park as a hunting ground once again. As the Queen grew stouter with age she preferred to follow the horses in a carriage, and many paths and rides were cut into the park to enable her to keep up.

A royal stud

George IV used the park for breeding and training horses, and it is thanks to him that Stud house was built. Seventeen walled paddocks were constructed at the northern end of the park, and although most have now been removed you can still see the foundations if you look closely.

No longer a private estate

In 1893, after much debate and pressure from the local community, Home Park was opened to the public. This was followed closely by the forming of the Home Park Golf Club in 1895.

The war years

During the Second World War, anti-aircraft guns were stationed in the park and some large bombs fell in the park creating craters. A few of the surviving paddocks were used for growing cereal crops and the park was also used for grazing livestock.

The park's wildlife

Today the park supports a wide variety of wildlife and plants within a number of different and diverse habitats.

The deer herd

The 300 or so fallow deer that live in the park are here as a direct result of Henry VIII's love of hunting and riding. The herd is contained safely within the walls and fences of the park.

The acid grassland

These large areas of grassland have been left uncult for many years. This has enabled habitats such as ant hills to develop and wild flower species have thrived. The poor, sandy soil limits the dominance of any particular species and restricts the spread of lush grasses.

Bird and bats

There are a great variety of birds in the park, many of which enjoy the large un-mown areas of long grassland. Skylarks, green woodpeckers, swallows and sand martins are some of the less common species, and the water also attracts Egyptian geese, swans, coots and moorhens. On summer evenings you can see many bats, mainly serotine and pipistrelle varieties, hunting for insects over the park's many water features.

Trees in the park

There are over 7000 trees in the park and over half of these are lime, thanks to the 17th-century avenue planting schemes. Oaks, poplars, chestnuts and willows make up the remaining tree population. The lime trees also provide a haven for mistletoe which is listed nationally as a plant under threat. Our collection of mistletoe is one of the best in the south of England.

Please respect the park and its inhabitants.
Our objective is to conserve the existing biodiversity and to encourage new wildlife to inhabit the park. Today the park is open to all, and managed by Historic Royal Palaces, an independent charity that also looks after the Tower of London, Hampton Court Palace, the Banqueting House, Kensington Palace and Kew Palace.

For more on the history of Home Park, visit www.hrp.org.uk or call the gardens information line on 0870 950 4459. If you wish to report something or need urgent assistance please call 020 3166 6599. Information can also be obtained from the Friends of Bushy & Home Parks www.bushy.org.uk

Knopper Gall
King
Fallow Deer Buck


Welcome

Dear Wiley,
Can you believe it is week 8 of the lockdown? You are being incredibly resilient and patient and again it's great to see the amazing activities you are up to at home. It can be tricky staying motivated and escaping the learning pit, but remember; if you try, try, try then you can, can, can! Inspired by your art work, I have had a go at painting in the style of Quentin Blake. I wonder if he has illustrated any of your favourite books? I also wonder what books you are all enjoying at home. Currently, I am reading a sports person's autobiography which is fascinating. I am missing sport a lot! Alongside the amazing home learning you have been doing, don't forget that you can visit and explore Interland, Hour of code, Bebras challenges and all the fun activities on J2e! Give yourself some golden time 😊

Mr Channing




A Maths Lesson Starter of the Day



A lamp and a bulb together cost £32.

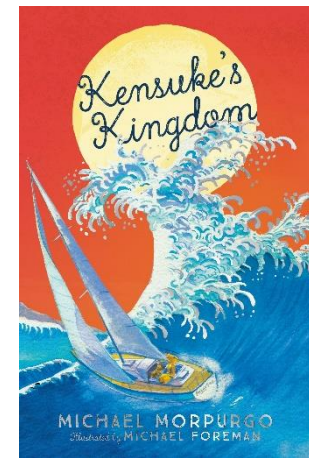
The lamp costs £30 more than the bulb.

How much does the bulb cost?



Did you guess the triangles last week? There were 48!

Reading Activity



Chapter 4 Gibbons and Ghosts

Read the rest of Chapter 4. Then answer the questions on the next few slides.



So there were orang-utans here as well as gibbons. Or perhaps it was orang-utans that made the howling noise and not gibbons at all. Maybe I'd been wrong all along. I'd seen a Clint Eastwood film once with an orang-utan. That one, I remembered, had been friendly enough. I just hoped this one would be the same.

Then I saw smoke. I smelled smoke. There was a glow in amongst my pile of leaves. I crouched down at once and blew on it gently. The glow became flames. I put on a few more leaves, then a dry twig or two, then some bigger ones. I had a fire! I had a fire!

I dashed into the forest and collected all the debris, all the dried up coconut shells, all the wood I could find. Back and forth I went until my fire was roaring and crackling like an inferno. Sparks were flying high into the air. Smoke was rising into the trees behind me. I knew I could not rest now, that the fire would still need more wood, bigger wood, branches even. Would I would have to fetch and carry until I was certain I had enough to keep it going, and enough in reserve. Stella, I noticed, would not come with me into the forest, but stayed waiting for me by the fire. I knew well enough why. I kept a wary eye out for the orang-utan myself, but I was too intent on my fire now to worry much about him.

Don't forget to check out Year 4 Story Time - Mr Channing is reading Chapter 4 this week; it's so long it is broken into two parts!

<http://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-videos-18-5-20/>



My pile of wood was huge by now, but all the same I went back to the forest one last time, just in case the fire burned itself out quicker than I expected. I had to go deeper into the forest, so it took a while.

I was coming out of the trees, loaded with wood up to my chin, when I realised there was much less smoke coming from the fire than there had been before, and no flames at all. Then, through the smoke, I saw him, the orang-utan. He was crouching down and scooping sand on to my fire. He stood up and came towards me, now out of the smoke. He was not an orang-utan at all. He was a man.



1. Why does the author use lots of short sentences when he describes the fire starting?
2. What does the word 'debris' mean?
3. Which verb tells you Michael was excited to collect debris?
4. Why would Stella not go into the forest with Michael?
5. What does a 'wary eye' mean?
6. Why would Michael have to travel deeper into the forest? (2 marks)
7. Why could the orang-utan be scooping sand onto Michael's fire?
8. What do you predict will happen in the next chapter? Who could this man be?

EXT: Draw what you think the man looks like!

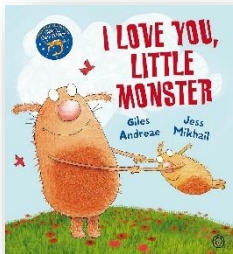
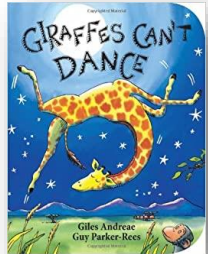
Some tricky words from this chapter you may wish to research, draw and explain.

- Buoyancy
- Crescendo
- Plaintive
- Expedition
- Swathe
- Surreptitious
- Mellifluous
- Cacophony

Who will the mystery readers be this week?

<http://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-videos-18-5-20/>

Click here to get started

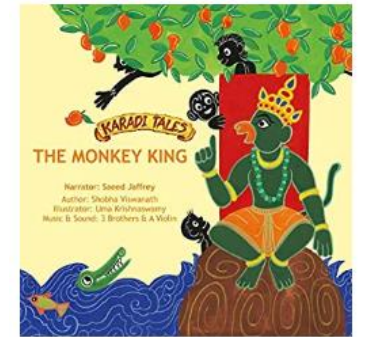


Audio Books For Free



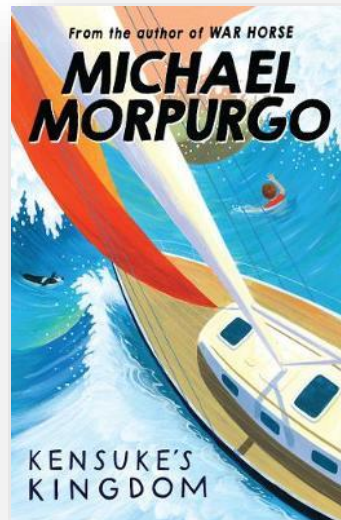
https://stories.audible.com/pdp/B085KF5F8G?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-43

Find and listen to 'The Monkey King'



<https://soundcloud.com/harpercollinspublishers/kensukes-kingdom-written-by>

Kensuke's Kingdom is available to listen to for free on the link above!



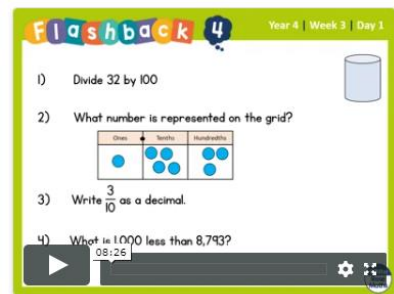
Harry Potter

CHAPTER 3

<https://www.wizardingworld.com/chapters/reading-the-letters-from-no-one>

CHAPTER 4

<https://www.wizardingworld.com/chapters/reading-the-keeper-of-the-keys>



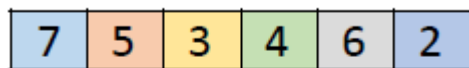
Have a go at the daily maths activities on the following website:

<https://whiterosemaths.com/homelearning/year-4/>

You can pause the video to answer each question using the activity sheets. There is an answer sheet for you to check your answers **when you have finished!** There are four lessons on decimals – why not try one a day? Start with week 1 (ignore the date! 😊)

Summer Term – Week 1 (w/c 20 April)

Make the target number of 84 using three of the digits below.



___ × ___ × ___ = 84

Multiply the remaining three digits together, what is the product of the three numbers?

Is the product smaller or larger than 84? Can you complete this problem in more than one way?

Here are three multiplications.

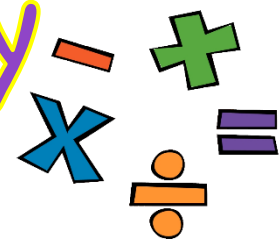
61	74	26
x 5	x 7	x 4
35	498	824

Correct the multiplications.

Can you also explain where they went wrong?

Maths Activity

White Rose Maths



Three children worked out 28×5

Molly says,



I did 28×10 , then halved it to get 140

Nisha says,



I halved 28 to get 14 and doubled 5 to get 10. Then I did 14×10 , which is the same as 28×5

Harry says,



I did 30×5 which equals 150, then subtracted 2×5 to get 140

Which method would you use and why? Can you think of another method? Use your preferred method to calculate 42×5

Tom baked muffins in a tray like this.

Tom wasn't sure how many he baked, but he used 27, 28 or 29 tins!



When he counted them there were 174 muffins. How many tins did he use?

Send out some challenges on TTRS! Can you beat your friends? You can challenge *any* child or *any* teacher! Choose wisely....



Flashback 4 Year 4 | Week 3 | Day 1

- 1) Divide 32 by 100
- 2) What number is represented on the grid?

One	Ten	Hundred
•	•••	•••••
- 3) Write $\frac{3}{10}$ as a decimal.
- 4) What is 1,000 less than 8,793?

08:26

Have a go at the daily maths activities on the following website:

<https://whiterosemaths.com/homelearning/year-4/>

The answers to the White Rose online resources can be found on the website.

Feel free to create your own questions using similar numbers!

Possible answers:

$$7 \times 2 \times 6 = 84$$

$$4 \times 3 \times 5 = 60$$

60 is smaller than 84

$$7 \times 3 \times 4 = 84$$

$$2 \times 6 \times 5 = 60$$

60 is smaller than 84

Children may also show the numbers in different orders.

	6	1		7	4
x		5	x		7
3	0	5	5	1	8

	2	6
x		4
1	0	4

Maths Answers

White Rose Maths

Children's responses will vary, encourage all children to justify why they prefer their method and discuss its efficiency.

Other possible method could be partitioning the two-digit number:
 $20 \times 5 = 100$
 $8 \times 5 = 40$
 $100 + 40 = 140$
 $42 \times 5 = 210$

Tom used 29 tins.

	2	9
x		6
1	7	4

Send out some challenges on TTRS!
 Can you beat your friends?
 You can challenge *any* child or *any* teacher!
 Choose wisely....



Writing Activity



Watch this video about the 'Dream Giver'
<https://www.literacyshed.com/dreamgiver.html>

First, write down some ideas in a mind map on what the story is about.

- What happens in the story?
- How does the boy feel?
- How does the animal feel?



You are going to write the part of the story with the Dream Giver in the **3rd Person...**
And the Dream in the **1st person** (from the point of view of the boy)

Now **write a story** about what happens in the video. However, the story will be in two parts:

3rd Person

1st Person



Parents: This video is mildly scary so please watch beforehand or with your child.

Remember:

3rd Person is where you are talking about the characters from the narrators perspective, using words like

he/she/they.

1st person is where you are talking from the perspective of the character, using words like **I/me/we.**

Don't forget:

- Check for punctuation
- Use some new vocabulary from reading
- Use appropriate adjectives, verbs and conjunctions.
- Use your best handwriting
- Try using a subordinate clause!



Maya religion

https://www.youtube.com/watch?v=Z2vzrQWny_c
<https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z2gkk2p>

Topic Activity

Listen carefully to the video. The names can make it a little confusing but if you listen closely you can hear the story that is happening.



Can you discover more about what Mayans believed?

Mayan religion was very similar to the other civilisations of the Americas; Aztec and Inca.

Your Task

First, create a list of 5 Mayan gods you have learned about and their jobs.

Then can you answer these thoughtful questions?

1. Why do you think the Maya make stories about the stars?
2. In this country, is there anything similar?

Can you create a Mayan god? Think carefully about what is important to the Mayans and who would pray to this god? No gods of Roblox, please!



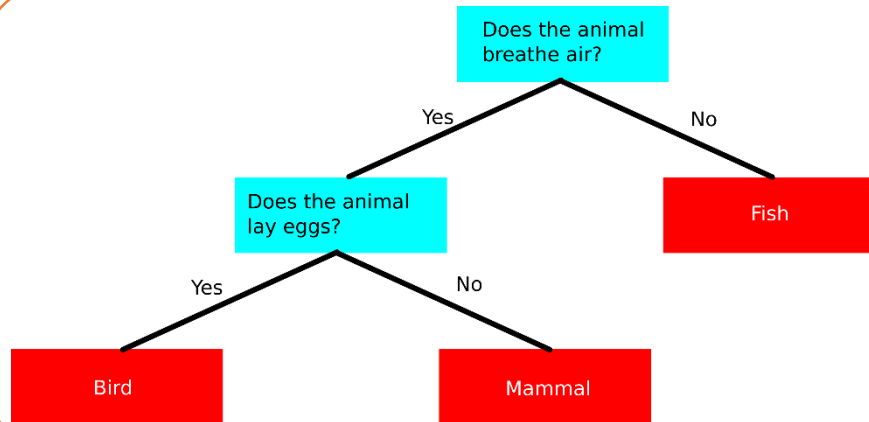


Science Activity



Having learned the main types of animal; invertebrates, fish, amphibians, reptiles, birds and mammals, we are now going to sort animals using decision trees.

A decision tree uses yes/no questions to sort things into different sections.



Make a decision tree.

Your activity is to create some yes/no questions which will allow you to sort any animal into its correct category.

Think carefully about the criteria for each animal type.

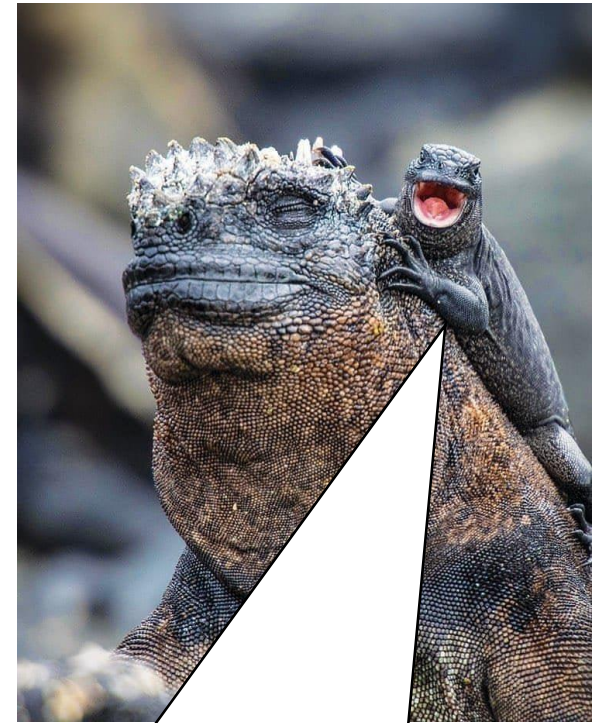
Your first questions should be broad, and eventually more precise.

E.G. Does it live underwater?

Does it have scales?

Does it have a backbone?

See if you can use all your favourite animals and accurately sort them!



EXT: Can you think of seven **different** things which could be classified using your decision trees? You could classify random things in and around your home.

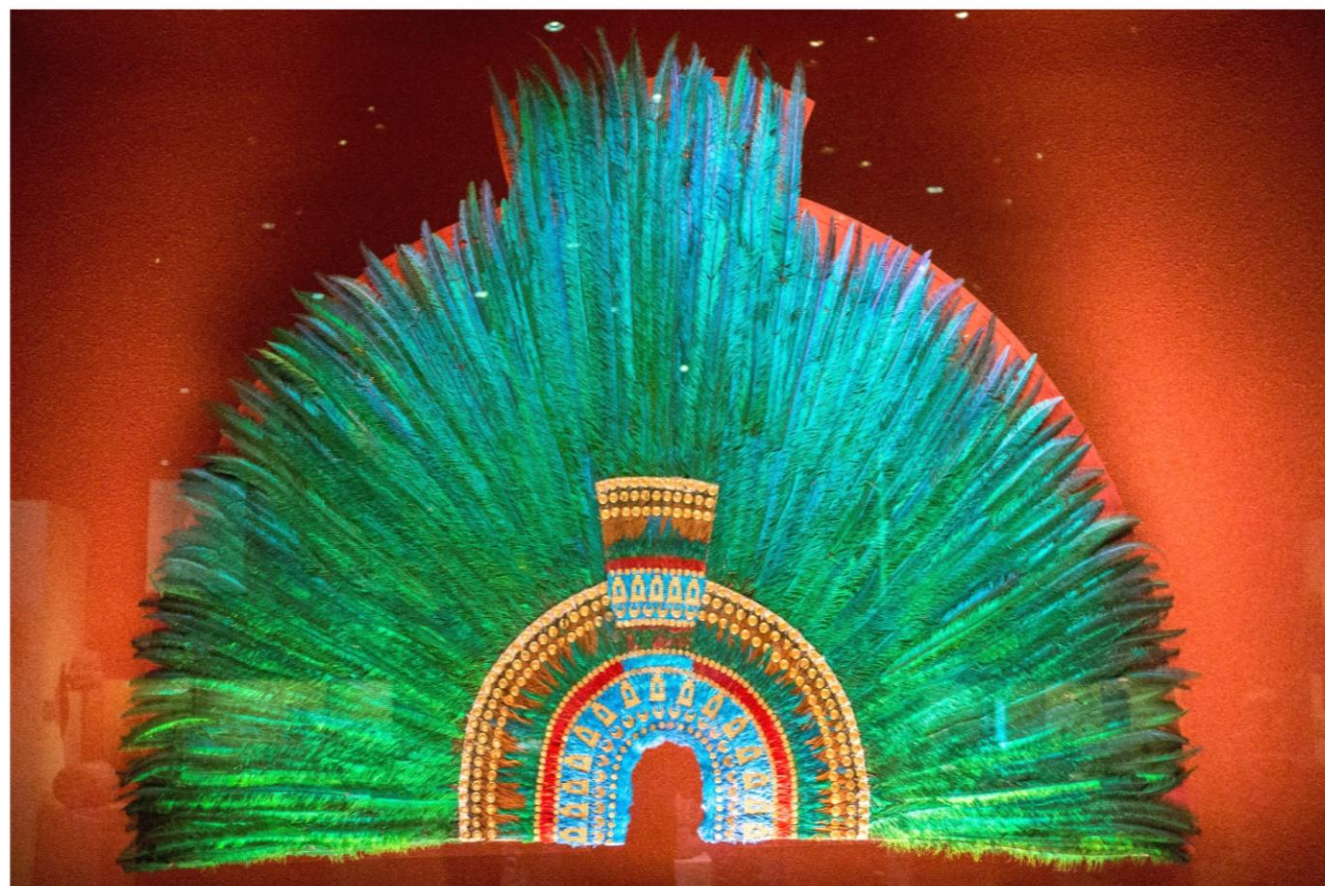
Creative Activity



1. First, design the headdress on a piece of paper.

2. Then make a paper band around your head.

3. Make a semi circle from paper.



5. Finally, Decorate with feathers or anything colourful. If you don't have these things then simply use coloured paper and attach!

Maybe you could cut out feather shapes!

Linked with our History and R.E. topic, your task this week is to **design and create your own Mayan Headdress**. This is a picture of Moctezuma's headdress, who wasn't Mayan but Aztec. Still, Mayan royalty and priests would wear colourful head wear.

Why do you think they did this?

Where did they get the idea from? (Think about the birds of the Amazon Jungle)

enter
to
win

To celebrate Year of
Muybridge, the Young
People's Collective, in
collaboration with
Kingston Heritage
Service and IYAF,
invites anyone aged 5-
25 to **submit their
own artwork** to the
Muy-Art competition.

https://mcusercontent.com/4f9693900f570d3a4ca3b6e39/files/6ab2e1f7-2e0e-422f-aebe-48e230d8aa5c/Competition_Submission_Pack_1.pdf

click here
to get
started

Competition time!



once upon a
robot



2020 writing competition

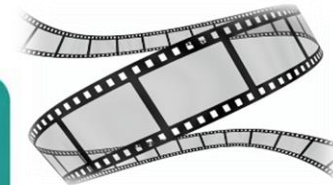
Ages 7 - 11 years

“Do you have the creativity to
write a great robot story?
We’re looking for exciting short
stories featuring robots for a
chance to win some fantastic
prizes.”

click here

<https://www.ukras.org/school-robot-competition/write>

INTO FILM



“We want children and young people
to **create a short film** and use
nature and their surroundings in an
engaging and creative way, to
capture the calmness and document
something they've noticed or
appreciated while spending more
time in their local area.”



<https://www.intofilm.org/competitions>



Click me

Escher

Art Activity



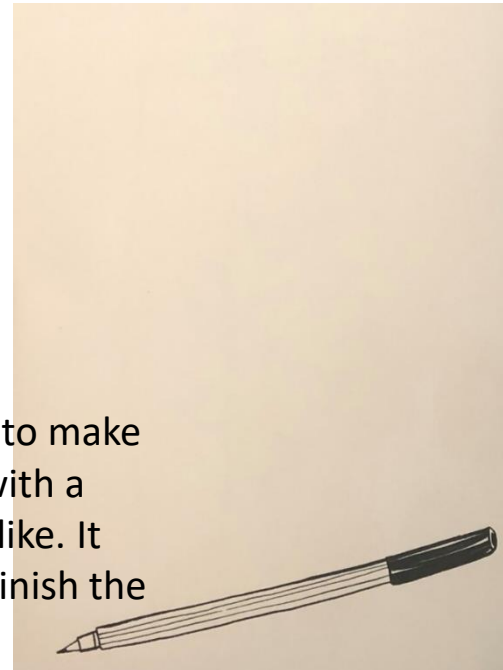
Escher drew amazingly detailed pictures. He liked to combine realistic images with imagination and impossible realities. Take a look at Escher's 'Reptiles' below. The reptiles on the right hand side of the drawing emerge into three dimensional reality, come to life and appear to crawl over a series of objects and then re-enter the drawing at its opposite edge as a flat (2d) pattern!

🤔 What do you think of this drawing? What would you say about it if we were sharing our thoughts in class?



This week please chose from the two activities bellow. You can of course do both if you want to!

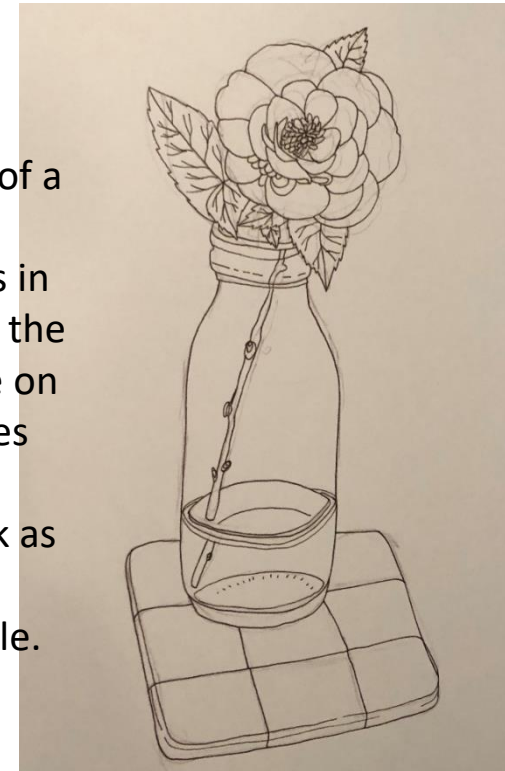
Copy in detail a pen or pencil at the bottom of your page (try to make it look as realistic as possible). Then fill the rest of the page with a picture from your imagination. This could be of anything you like. It could be realistic or it could be a pattern or abstract design. Finish the line off at the nib of the pen!



Create a line drawing of a simple scene.

Arrange a few objects in front of you and draw the outlines. Concentrate on the distance and angles between objects.

Try to make them look as realistic and three dimensional as possible.



French Activity



Colours scavenger hunt

This week we're going on a scavenger hunt! Print or copy out the table, then find one object to match each colour.

You can put the objects in the squares (like the example), you can draw pictures, or take photos of everything you find to make a digital collage. You choose!

Here are some of our favourite colour songs to help remember the colours.

Challenge: use this online dictionary to label your objects in French <https://www.collinsdictionary.com/dictionary/english-french/>



Rose	Violet	Orange
Blanc	Bleu	Noir
Rouge	Jaune	Vert
Gris	Marron	



Léon le caméléon: <https://safeYouTube.net/w/b5RC>

Arc-en-ciel: <http://safeYouTube.net/w/pzTg>

J'aime les voitures: <https://safeYouTube.net/w/Q4RC>

Music Activity



Peter and the Wolf

Watch the following video of 'Peter and the Wolf' played by the Vancouver Symphony Orchestra: https://www.youtube.com/watch?time_continue=372&v=MfM7Y9Pcdzw&feature=emb_logo

As each character is introduced think about the instrument that has been used to present each character then answer the following questions like this:

Character:

Instrument:

Why the composer used this instrument:

Here are some keywords to help you answer why the instrument has been chosen:

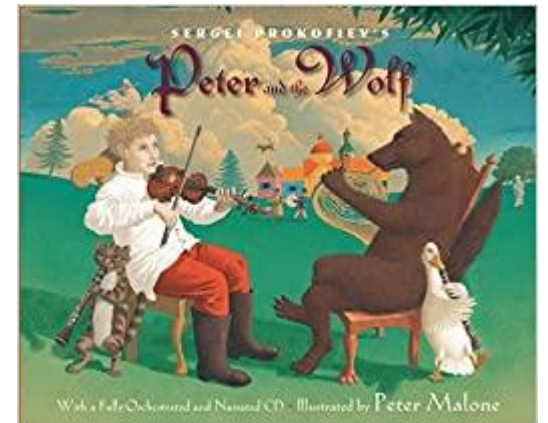
Pitch - how high/low the note, instrument or piece of music is

Dynamics - loud/quiet

Timbre - How the instrument sounds

Here is an animated version of the piece if you would prefer:

<https://www.youtube.com/watch?v=Va8Uz6MoKLg&t=261s>





Physical Activity



Goalie Wars

- This needs to be played with a partner (sibling or parent/carer).
- The game can be played indoors or outdoors.
- Set up two goals, they should be 2m wide.
- The length of the pitch is 5m.
- Take it in turns to transfer the ball to the opponents goal.
- Games should last 2 minutes.
- Use different ways to transfer the ball:

- roll the ball.
- kick the ball.
- throw the ball.



Challenge

- Make the goals smaller.
- Make the length of the pitch longer.

Outdoor Adventurous Activities - Robot Race

- This game is normally played outdoors but can also be played indoors.
- You will need to be in a group of 3. The roles are:-
 - 1) Director - cannot speak, but can see the robot.
 - 2) Caller - cannot see the robot but responds to the directors signals for example; turn left, turn right, straight on.
 - 3) Robot - should be blindfolded. They respond to the instructions from the caller.

Instructions

- Lay out an object, this should be 10-15 away.
- The team must work together to guide the robot to the object.
- In order to be successful the robot must retrieve the object.

Challenge

- Ensure that you experience all 3 roles (Director, Caller, Robot).

Reminder

- Communication skills are essential. Ensure you work together in order to be successful.

Hi guys, I hope my slides are helping you stay active! Hopefully see you all soon!
Mr McLaughlin



Board Games are a fun way to chill with your family. Why not play this game?

All you need are 2 dice. Roll the first one and count along the blue line. Then roll the next dice and count down on the yellow line. Where they meet is your question to answer. **Feel happy!**

Wellbeing Activity



	1	2	3	4	5	6
1	A time when you felt happy	Something you are grateful for	The funniest memory you have	A place where you feel happy	Things you like about you!	What is your favourite smell?
2	Your best friends name is?	Your proudest moment	Something difficult you managed	What would your perfect day be?	A favourite holiday or day out	The best book you ever read
3	Who makes you feel safe?	Chose a superpower	The kindest thing you have done	The kindest thing done for you	A time when you helped someone	A time when someone helped you
4	A time when you felt excited	A big wish	The best dream you ever had	One thing you are really good at	Your favourite game	A time you felt brave
5	Something that relaxes you	Something new you want to try	The best flavour ice cream in the world	A goal you have for today	How can you be a good friend?	A time when you were confident
6	The best meal you ever had	Who can you compliment today?	Who is your hero?	The best compliment you have received	A present that you would give to one of your family	An adventure you would like to go on



Hi Y4, Mrs O'Connor here. At home, I am really enjoying diamond painting to help me relax. xx

Hello Y4, Mrs Whooley here. I'm growing tomatoes in pots and sunflowers in egg shells! xx



Hey Y4, Mrs Ramkisson here. I love to read at home. Hope you are enjoying a good book too. xx

