

Weekly Creative Home Learning

Dear Year 4,

Well done to all of you who have been doing some online learning as well as choosing some activities from the weekly home learning grid to keep yourself busy and your brain active!

We are glad to see so many of you taking part in the weekly 'Times Tables Rock Stars' tournaments. The next Year 4 tournament begins on Monday 13th July. Good luck!

Keep up the good work everyone! You are doing so well. We look forward to seeing evidence of all your hard work in the APS Allstars gallery.

Take care,
Miss Hynes, Miss Conway, Mr. Cuell, Ms. Hamilton, Mrs. Belani and Miss Preeti.

Reading	Writing	Maths/ Music	Science
<p>Read 'The history of electricity' text (see below). Task: Use your skimming and scanning skills to retrieve the appropriate information to answer the comprehension questions (see below)</p> <p>Keep reading! Read as many types of text as you can find! Read aloud to your family, pets or favourite toy. Use and apply</p>	<ul style="list-style-type: none"> Doodle English <p>This week's task: Using information from 'The Impossibly Possible bookshop' (see below) you are to plan and write your own story. Use the box-it-up grid on page 24, 25 and 26 to help you to structure your own ideas. Then page 27 and 28 to plan, draft and edit it.</p>	<ul style="list-style-type: none"> Practise your times tables skills! Hit the Button Times Tables Rockstars – As well as the class battles, your teacher has also set you some other activities. Online learning: Doodle Maths, Mathletics. Links are available on the school website. 	<p>Last week, you explored the electrical conductors and insulators. This week, using the knowledge about electricity that you have gained over this unit, you are going to design your own electrical toy <u>L.I. To design an electrical toy</u> Note- you are not to build this toy, only design it. <u>Never attempt to assemble electrical components without an adult helping/ supervising you!</u></p>

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<p>new words in your writing and conversation.</p> <p>Bug Club - access your account to read what your teacher has allocated. Remember to answer the comprehension questions carefully as you go! <u>*Please check your Bug Club account as some books have been reallocated to give you the chance to improve your answers and make sure they are more detailed.</u></p> <p>Reading Plus – log in to read short texts and build up your reading stamina, comprehension skills and range of vocabulary.</p> <p>Audible - free books for you to listen to!</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Identify the events making up the 4 main parts of your story • Organise your ideas into paragraphs • Use a variety of sentence openers to entice the reader • Use descriptive language to help the reader visualise. • Use punctuation to ensure sentences make sense 	<p>This week's task: Complete the Year 4 Maths Activity mats 1 and 2 (below)</p> <p>REMEMBER: activities on Mathletics will also help you.</p>	<p>Task: Based on the goblins from the 'Impossibly Possible Bookshop', design your own electrical (battery) toy e.g. a goblin who's eyes light up.</p> <p>Attached below, you will find a 'Knowledge Organiser' all about Electricity to help, as well as a toy design sheet, where you will write your design criteria and record the labelled diagrams both of the outside of your toy and the circuit within.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • Identify what makes a good toy • Decide who your toy will be for (think about the age of the child) • Decide what functions you want your toy to have • Select the appropriate materials for your toy • Choose which components will be needed for the toy to work.
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Weekly Creative Home Learning

Spanish	Wellbeing	Grammar and Spelling	PE
<p>Go to www.languageangels.com. From the home screen, choose 'Login -> Home School' and then type in</p> <p>User name: Alexan2020</p> <p>Password: lahome.</p> <p>This will give you access to lessons on a variety of topics, as well as access to a huge range of games to help you practise your Spanish. Enjoy!</p>	<p>As you are aware, we are a Silver Accredited Rights Respecting school. It is really important to know and understand your rights.</p> <p>This week's article is Article 23- A child with a disability has the right to live a full and decent life with dignity, and as far as possible, independence, and to play an active part in their community.</p> <p>Task: What does disability mean to you? Do you know anyone who has a disability? How do you think a child would feel if their disability meant they couldn't join in</p>	<ul style="list-style-type: none"> - Complete the grammar activities on Doodle English. - You have been assigned grammar activities on Bug Club. - Complete the spellings activities on Doodle Spell. <p>This week's Grammar tasks: Complete the worksheet on prepositions (below)</p> <p>This week's spelling task: Complete the 'Which word where?' sheet (below)</p>	<ul style="list-style-type: none"> • Consider health and safety implications (conductors, switch, battery storage, waterproof etc) <p>LI: To adapt the rules of a game to meet a specification.</p> <p>Linking to your well-being task, this week you are going to explore how article 23 could be met in PE as this is an area that children with physical disabilities might need adapted so that they can take part. The Convention says: "Children must be supported, included, listened to and involved in decisions about their education."</p> <p>Main Task: Choose a game that is played in PE e.g. Cricket, football, basketball, or tennis. Research and write down the standard rules, equipment, and instructions for that game. Think about and adapt each point so that a child with a physical disability could also play it.</p>

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	<p>with games in the playground? What do you and your family think an inclusive playground that could be used by everyone should look like? Draw a labelled picture/ plan of an inclusive playground and upload your work to APS All stars.</p>		<p>Think: Not all disabilities effect children in the same way. How the game is adapted will depend on the needs of the child, so you may need to research about how certain disabilities might affect a person, in order to ensure the adaptations, you make are appropriate.</p> <p>The Paralympic Games are multi-sport events for athletes with physical, mental and sensorial disabilities. Have a look at the following website to find out more and to help you adapt your chosen game: https://kids.britannica.com/kids/article/Paralympic-Games/599583</p>
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Weekly Creative Home Learning

Geography	ART/DT
<p>L.I. To describe the human and physical features of a place.</p> <p>Task: Using what you have learned about Italy over the past few weeks, create a tourist brochure encouraging people to visit it.</p> <p>Top tips:</p> <ul style="list-style-type: none"> • Use persuasive language e.g. Rhetorical questions • Include pictures and colour to make your brochure enticing. • Organise the information into clear sections, with subheadings (you can use text boxes too) • Use the 5 Ws (<i>who? What? Where? Why? When?</i>) to help you answer all the readers questions. <p>If you get stuck, you can also use this website about Italy to help you: https://www.kids-world-travel-guide.com/italy-facts.html</p> <p>Below, there is also an example tourist leaflet about London that might give you some ideas.</p>	<p>10 things found in a Tree Goblin's suitcase</p> <p>One thing all goblins have in common is that they love to collect things. Tree Goblins collect things in suitcases but other goblins collect things in knapsacks, baskets or bags.</p> <ul style="list-style-type: none"> * Have a look at this picture of Treerumple's suitcase. * What can you see inside it? <div style="display: flex; justify-content: space-around;">   </div> <p><small>Thank you @clairewiththeredhair for the images</small></p> <p>This suitcase is made out of a matchbox. Can you make a basket, box, bag or suitcase for your goblin – what will you find or make to put in it? If you can't make it, you could draw and label a picture.</p>



Alexandra
Primary School

Aspire, Perform, Succeed

Year Group: 4

Week beginning 13th July 2020

Weekly Creative Home Learning



Things to do and places to visit in London

London is the largest city in England and it is also the capital city of the United Kingdom. Londoners come from all over the world, which makes London a truly cosmopolitan city. Over 300 different languages are spoken here, and the residents belong to many different cultures and practise a variety of religions. It is also a major tourist destination. There are great sights all over the place which will suit every taste.

1. If you are an art lover, come and explore some of the numerous museums and galleries of art in London.

London's great cathedral to international modern art is Tate Modern in which you'll find temporary exhibitions by top artists from Damien Hirst to Gauguin. Within Tate Britain you'll enjoy J.M.W. Turner's works and find much to gaze in awe. Enjoy for free great works by great masters such as Van Gogh, da Vinci, Cézanne or Constable...



2. To save money and take advantage of London without spending a penny, you could choose from these free attractions:

- ✓ watch the Changing of the guard ceremony outside Buckingham Palace to catch the ultimate royal experience, stand outside the Palace at 11 am.

- ✓ Take part in the 700 year old tradition of the **Ceremony of the Keys** at the Tower of London. Although tickets are free, you'll need to book them up to two months in advance.



3. How about experiencing breathtaking views of the capital City from the London Eye?

The Millennium Wheel standing at a height of 135 meters is the largest in Europe and has become the most popular attraction in the UK. On a clear day you can see around 40km from the top as far as Windsor Castle on a clear day. Open daily from 10 am. to 9 pm during the summer. Admission varies from £7.75 for children to £15.50 for adults. Advance booking is advised.

4. Fancy journeying through time?

London offers lots of historic Royal Houses to visit such as the Tower of London whose construction started in the 11th century, Kensington Palace which was Lady Diana's official residence or Henry VIII's Hampton Court Palace. For more information on prices, opening times and visitor information visit www.visitlondon.com

5. Why not make the most of London's numerous Parks and gardens?



London has 8 Royal Parks, botanical gardens and nature reserves. Among these are **Regent's Park**, a Londoner's favourite which has been a location in many films such as *Bridget Jones* or site for picnic.



6. Why not pop into some of London icons?

Westminster Abbey is the most enduringly stunning of London's churches and is the burial place of 17 monarchs and numerous statesmen, scientists, musicians and poets and has been the setting of every coronation since 1066. Admission prices vary from £6 to £15 depending on age and concession.

Saint Paul's Cathedral is officially the spiritual home of Great Britain. The funerals of Lord Nelson, the Duke of Wellington and Sir Winston Churchill were conducted there. It is one of the 89 churches rebuilt after the 1666 Great Fire which devastated London and it is also considered the gem of the City. Open from Monday to Saturday from 8.30 am to 4 pm. Guided tours at 11am, 11.30am, 1.30pm and 2pm. Admission is between £4.50 and £12.50.

A few tips:

- **Beware of pick pocket** wherever you go in London, either inside the shops, tube, bus, walking.
- **Be alert** of your own belongings and always aware of the surroundings.
- **Beware of illegal taxis in London.** Always take the Licensed London taxis or black cabs especially at night

Weekly Creative Home Learning

The History of Electricity (page 1)

In modern life, we use electricity on a daily basis and do not think anything of it. We take it for granted. However, for most of human history electricity was not known about so how and why did that change? Read on!



While we did not know that electric currents existed, we were aware of shocks from a fish. We called it 'Thunderer of the Nile'.

Ancient Egyptians thought that electric fish were 'protectors' of other fish. Electric fish were written about by the Ancient Greeks, Romans and Arab Scholars.

We Ancient Greeks knew that rubbing amber would make light objects attract to it. We thought it became magnetic.

What they were actually observing was static electricity!



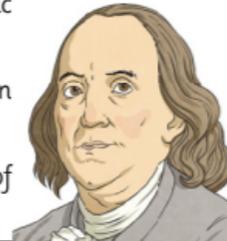
It was not until hundreds of years later in the 1600's that **William Gilbert** studied and distinguished between magnetism of metals and static electricity. He used the Greek word for amber - 'elektron' - and invented a new Latin word - electricus.



Benjamin Franklin was the first person to study electricity in depth. One of his most important findings was proving that lightning was electrical (it had been thought of as different up until then). He flew a kite during a storm, to which he had attached a key. When the kite was indeed hit by lightning, he felt electric sparks from the key.

He was very fortunate not to be electrocuted! This is not an experiment that needs to be repeated!!

He was also the first to store electricity and knew it consisted of positive and negative charges.



Alessandro Volta invented the first battery – which was known as the 'voltaic pile' as it was made of layers of zinc and copper which was either combined with sulphuric acid or saltwater brine to create an electric current.

Volta's name was also the basis for the following words:

Voltage: This is the electric force that causes free electrons to move from one atom to another.

Volt: Is the unit of measurement for Voltage (written as V).



Weekly Creative Home Learning

The History of Electricity (page 2)

The voltaic pile was hugely important as it allowed an electric current to be released steadily and efficiently. Therefore it was now possible to use an electric current as a form of power for other objects.

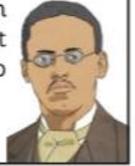
Michael Faraday used Volta's discoveries and was able to make an electric current move by using a magnet inside a wired coil. He was able to build an electric motor and generator!



Thomas Edison invented the modern lightbulb. While lightbulbs were not a new idea, he did improve on the previous designs which were not useful as they did not stay lit for very long.



Lewis Latimer worked for Edison and invented a filament (the metal part that you can see in lightbulbs, through which the electric current passes) which enabled Edison's lightbulb to stay lit for a long time.



War of the Currents AC vs DC

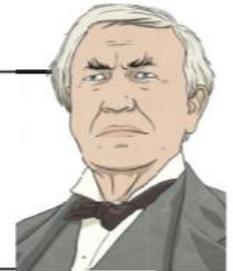
There are two types of electric currents that can be generated – direct current and alternating current.



Alternating Current (AC)
The electric charge changes direction periodically.



Direct Current (DC)
The electric charge flows in one direction.



While there wasn't a real war about it, there was a time when it wasn't clear whether AC or DC would be used to power homes and other buildings.

The voltage of AC can be increased and decreased using a transformer. This means high voltage electricity can be transferred along power lines at a high voltage but it can be reduced to safe levels of voltage by the time it reaches buildings. DC cannot be increased or decreased in this way so is a less efficient way of transferring an electric current and also needs to be closer to the buildings it served.

There were many concerns about the use of AC due to the high voltages of electric current and whether it was safe. Edison decided that it was too dangerous and wanted DC to be used. His own company was involved in setting up DC systems in many American cities. Tesla created a more complex AC system which was called the polyphase system. It was Tesla's invention of transformers that eventually led to the victory of the AC current, as it allowed electricity to be transferred more efficiently, cheaply and safely. Even today, mains electricity in the UK comes from an AC current generated by power stations.

Weekly Creative Home Learning

The History of Electricity (page 3- Questions)

Read each question carefully and answer questions in **sentences**.

1. What does the word 'electricus' mean?

2. What key discoveries did the following scientists make? (Pick only **one**)

William Gilbert _____

Alessandro Volta _____

Michael Faraday _____

Thomas Edison _____

Lewis Latimer _____

3. Did Thomas Edison invent the lightbulb?

4. What modern electrical appliances use a motor? (Give **two** examples)

5. The voltaic pile ensured a steady electric current. Why did this lead to the wider use of electricity?

6. How are the AC and DC currents different? Include **two** examples.

7. Who won the war of the currents and why?

Weekly Creative Home Learning

Electricity

Year 4

Key Vocabulary	
electricity	The flow of an electric current or charge through a material, e.g. from a power source through wires to an appliance .
generate	To make or produce.
renewable	A source of electricity that will not run out. These include solar, nuclear, geothermal, hydro and wind.
non-renewable	This source of energy will eventually run out and so will no longer be able to be used to make electricity . These include fossil fuels – coal, oil and natural gas.
appliances	A piece of equipment or device designed to perform a particular job, such as a washing machine or mobile phone.
battery	A device that stores electrical energy as a chemical.

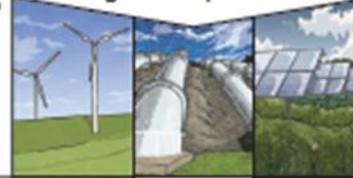
Key Knowledge

Lightning and static **electricity** are examples of **electricity** occurring naturally but for us to use **electricity** to power **appliances**, we need to make it.

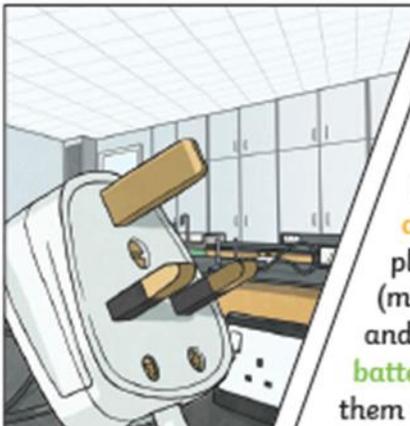


Coal, oil and natural gases are fossil fuels which, when burnt, produce heat which can be used to **generate electricity**.

Electricity can be **generated** from wind power used to turn windmills and hydroelectric power from water used in dams. The Sun's rays can be converted into **electricity** by solar panels.



Nuclear energy is created when atoms are split. This creates heat which can be used to **generate electricity**. Geothermal energy is heat from the Earth that is converted into **electricity**.



Many everyday **appliances** rely on **electricity** for them to work. Some **appliances** need to be plugged into a socket (mains **electricity**) and others have a **battery** to make them work.





Weekly Creative Home Learning

Electricity

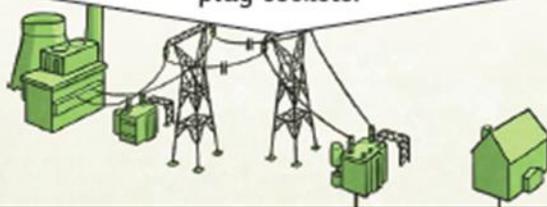
Year 4

Key Vocabulary

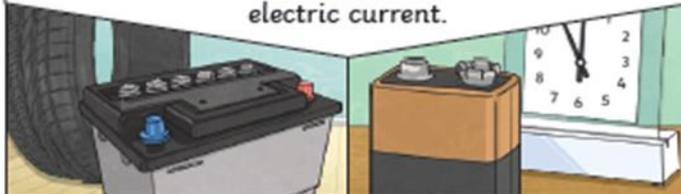
circuit	A pathway that electricity can flow around. It includes wires and a power supply and may include bulbs, switches or buzzers.
electrons	Small particles with an electric charge.

There are two types of electric current.

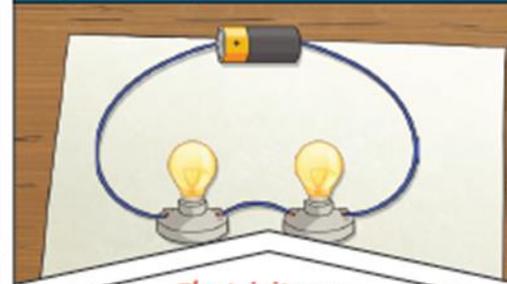
Mains electricity: power stations send an electric charge through wires to transformers and pylons. Then, underground wires carry the electricity into our homes via wires in the walls and out through plug sockets.



Battery electricity: batteries store chemicals which produce an electric current. Eventually, even rechargeable batteries will stop producing an electric current.



Key Knowledge



Electricity can only flow around a complete **circuit** that has no gaps. There must be wires connected to both the positive and negative end of the power supply/**battery**.

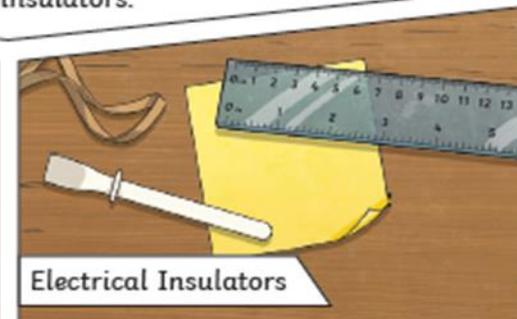
Switches can be used to open or close the **circuit**. When off, a switch 'breaks' the **circuit** to stop the flow of **electrons**. When the switch is on, the **circuit** is complete and the **electrons** are able to flow around the **circuit**.



A conductor of **electricity** is a material that is made up of free **electrons** which can be made to move in one direction, creating an electric current. Metals are good conductors. Electrical insulators have no free **electrons** and so no electric current can be made. Wood, plastic and glass are good insulators.



Electrical Conductors



Electrical Insulators

Weekly Creative Home Learning

Electrical toy design sheet

Design criteria - consider age and interests of the user.

I am designing my toy for _____

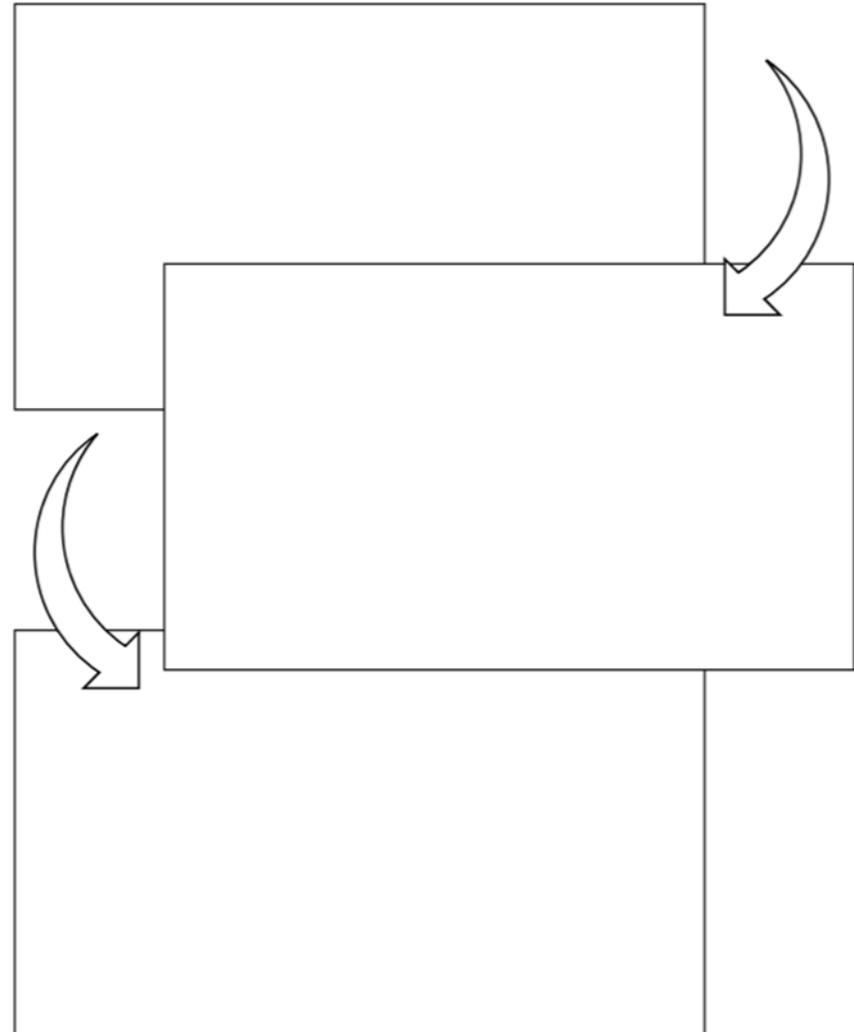
Things that children of this age are interested in _____

My Design Ideas

Resources I will need to make it _____

Components needed: _____

What I want the finished toy to look like:



Year 4 Maths Activity Mat

Section 1

Order these numbers from smallest to largest:
6788 8677 7866 8766

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Section 2

Fill in the missing numbers on this number line:

-4		0			6	
----	--	---	--	--	---	--

Section 3

Convert these times to 24 hour clock:

a. 1.34pm =

b. 10.43pm =

c. 4.22pm =

d. 9.12pm =



Section 4

A postman drives 42 miles a day.
 How many miles will he drive in
 5 days to the nearest 10 miles?
 Nearest 100 miles?

nearest 10 miles =

nearest 100 miles =

Section 6

Milly has a piece of ribbon 75cm long.
 She cuts it into 3 equal pieces. How long
 is each piece?

Section 7

Asha bought a bag priced at £10.25 and
 a hair brush for £2.50. How much did she
 spend altogether?

Section 5

Fill in the missing numbers:

$$\begin{array}{r}
 871 \\
 - 199 \\
 \hline
 67\boxed{}
 \end{array}$$

Section 8

Write the decimals which match
 the fractions:

	Decimal
$\frac{1}{10}$	
$\frac{3}{4}$	

Year 4 Maths Activity Mat

②

Section 1

Complete the calculation:

$170 \times 4 =$

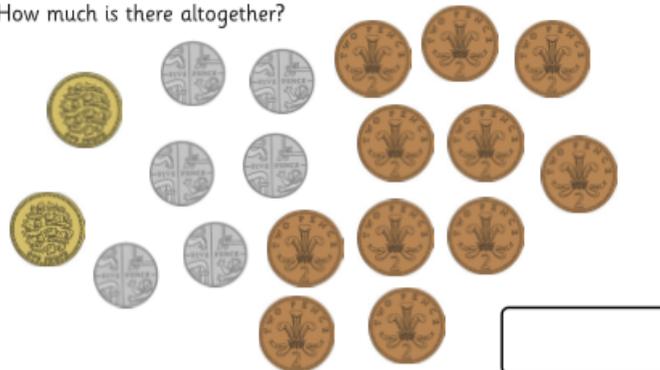
$120 \times 8 =$

$190 \times 3 =$

$220 \times 4 =$

Section 2

How much is there altogether?



Section 6

How many hours are in:

300 minutes = 420 minutes =

210 minutes = 135 minutes =

Section 3

Complete the following calculations:

$$\begin{array}{r} 1\ 6\ 8\ 4\ 0 \\ -\ 3\ 4\ 5\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2\ 5\ 8\ 1\ 9 \\ -\ 1\ 3\ 9\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1\ 8\ 5\ 9\ 3 \\ -\ 3\ 7\ 5\ 9 \\ \hline \end{array}$$

Section 4

There are 124 horses in a field. Half of the horses are coloured brown. 38 horses go into the stables. How many are left in the field?

Section 5

Look at these numbers:
 5 9 12 20 30

Find the product of the three smallest numbers.

Section 7

What's the Magic Number?

Complete the grid.

X			
8			96
3	30		
5		45	

Section 8

Draw a rectangle with sides of 14.5cm and 12.5cm. What is the perimeter of the rectangle?

Weekly Creative Home Learning

 **Talk for Writing**

Talk for Writing Home-school booklet

The Impossibly Possible Bookshop

by Kat Pennington



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www.talkforwriting.com



The Impossibly Possible Bookshop

By Kat Pennington

Hello, my name is Treerumple. This book is all about when a boy called Sammy came to visit me in my special Tree Goblin world. I am going to guide you through this booklet and, at the end, I would love to read your magical stories.



Weekly Creative Home Learning

Listen to an audio recording of this story here:

<https://soundcloud.com/talkforwriting/bookshop/s-WQRn0LBZ1ho>

The Impossibly Possible Bookshop

"Come on, Sammy," shouted his Grandmama from downstairs in the kitchen. "It's time for us to go into town. I need to post a parcel and ... don't forget your umbrella!"

Ten minutes later, Sammy and his Grandmama were walking through the puddle-patched streets of the nearby town. "Wait here, I won't be a moment!" instructed his Grandmama as she darted into the post office. Sammy waited. It seemed like his Grandmama was taking an extraordinarily long time.

Out of the corner of his eye, Sammy spotted the most unusual of shops. It was a bookshop. Now you may be thinking that there isn't anything unusual about a bookshop but this bookshop was not like one he had ever seen before – it was tiny and sandwiched between a large restaurant and a shop selling shiny, new bicycles. No-one seemed to notice the bookshop. Everyone just walked past it like it was invisible.

Gripped by curiosity, Sammy began to walk towards the tiny door of the tiny bookshop. As Sammy approached the shop, he noticed small intricate lanterns hanging around the edge of the roof, puffs of peculiar smoke drifting out of the tall, thin chimney stack and thick, aggressive ivy covering the stone walls and windows.

Sammy approached the door which didn't have a knocker or a bell. Instead, it had a note which read:



With a quick glance back towards the post office, Sammy pushed the shop's door and, to his surprise, it opened slightly. With his heart pounding, he pushed the door harder. It opened more so he stooped down low and went inside.

To his amazement, the bookshop was huge inside - really huge. It was dimly lit and everything was covered in a fine film of dust. The shop was crammed with books from floor to ceiling. Books of every colour, type and size imaginable. Books about far off lands and fantastic finds. Sammy began to explore and it wasn't long before a book, perched precariously on a high shelf, caught his eye. Taking a deep breath, Sammy climbed a nearby rickety ladder, grabbed the book and carried it to a corner of the shop where an oil lamp burned slowly. He stroked the dust off the front cover and read the gold embossed title: Tree Goblins.

Suddenly, a low voice emerged from the darkness, "I wouldn't open that book if I were you," it said. Sammy spun round and saw in the corner a disheveled, old man sat in a large leather-bound, red chair. His head was buried in a book and, looking up from his half-moon spectacles, he continued: "Strange things live in these 'ere books – go home and don't come back if you know what's good for you." Sammy paused for the briefest of seconds, then carefully ignoring the man, opened the book.



Weekly Creative Home Learning

In the blink of an eye, Sammy found himself inside the trunk of a large tree. Colourful balloons, bunting and banners decorated the room and loud music, that made you want to dance, filled the warm air.

All around the room, small, strange-looking people, wearing brown tweed dungarees covered in toadstools, leaves and roses, danced and sang with great gusto and joy. Their large pointy ears were hidden slightly by their bushy multi-coloured hair and curly-toed velvet shoes hid their enormous, hairy feet. Around their necks each one wore a necklace covered in the most interesting of charms and trinkets.

In the middle of the room, a magnificent feast was laid out on a large woven willow table. There were pinecone truffles, sweet sap sorbets, nettle fritters and the finest pollen-puddings. In the centre was an enormous cake covered in long-grass icing and, on the top, over a hundred candles burned brightly. It was a glorious scene and Sammy soon realised that he was in the middle of a birthday party, but not like one he had ever experienced before!

"Hello," came a small voice. Sammy looked down to see one of the strange people smiling up at him. "Hello," replied Sammy.

"My name is Treerumple and I am a tree goblin here in Moon Glen - who are you?"

"My name is Sammy and I am ... well ... a boy!"

"Will you stay for the party? It's Treegruttle's 203rd birthday!"

Sammy wasted no time in accepting the invitation and spent what seemed like hours dancing, eating and singing with the Tree Goblins.

Before long, the sun began to set and Sammy knew that he should return home. He thanked the tree goblins for the wonderful time that he had had and explained that he needed to get home to his Grandmama. As a thank you for visiting them, Treerumple handed him his necklace: "Look after this for me; never forget us!"

"Forget you? That's impossible!" replied Sammy and, with that, he opened the book once more and returned back to the shop.

The disheveled man hadn't seemed to move and as Sammy said goodbye and thankyou to him, he simply muttered: "Hmph, no one will believe your impossible story."

Outside the shop, Sammy saw his Grandmama just come out of the post office. It was like no time had passed at all. "Ahh, there you are!" she said beckoning him over for one of her special cuddles whilst putting up her umbrella.

"Grandmama?" Sammy asked.

"Yes, my dear ... ?"

"Can we come back to tomorrow?"

His Grandmama winked, looked over to the bookshop and replied: "We'll see ... anything's possible."

Weekly Creative Home Learning

Word work - prepositions



When writing about settings, you often want to tell the reader where things are and this is where prepositions are really useful. Look at these prepositions and prepositional phrases: *in the middle, next to, under, above, below and inside.*

* Here are some sentences from the story. Circle all of the prepositions you can find. (Watch out! Some sentences have more than one preposition.) The answers are at the back of the booklet.

- 1) Sammy began to explore and it wasn't long before a book, perched precariously on a high shelf, caught his eye.
- 2) Sammy found himself inside the trunk of a large tree.
- 3) In the middle of the room, a magnificent feast was laid out on a large woven willow table.
- 4) In the centre was an enormous cake covered in rainbow icing and on the top over a hundred candles burned brightly.

Now you have a go... can you write 3 sentences that includes a preposition?



.....



.....



.....

Try and use prepositions in your own story to tell the reader where things are in the setting.

Let's start to create and plan your story

To do this, let's look at the structure of *The Impossibly Possible Bookshop*.

	Bare bones of a portal story	Bare bones of The Impossibly Possible Bookshop
Opening	<ul style="list-style-type: none"> Main character/s (MCs) visit a setting 	<ul style="list-style-type: none"> Sammy and Grandmama go into the nearby town
Build Up	<ul style="list-style-type: none"> MC finds something (a portal) that takes them to another world. 	<ul style="list-style-type: none"> While Grandmama is in post office, Sammy enters a bookshop and the Tree Goblins world when he opens a book
Problem	<ul style="list-style-type: none"> MC explores other world & strange things happen. 	<ul style="list-style-type: none"> Sammy joins the Tree Goblin birthday celebrations and meets Treerumple the goblin
Resolution	<ul style="list-style-type: none"> MC returns home. 	<ul style="list-style-type: none"> Sammy is given a gift and returns home.
Ending	<ul style="list-style-type: none"> MC wants to return to new world 	<ul style="list-style-type: none"> Sammy says thank you to the man in the bookshop and asks his Grandmama if they can return tomorrow.

Weekly Creative Home Learning

Your ideas

Use the grid to start collecting ideas of your own.

	Bare bones of the story	The Impossibly Possible Bookshop	YOUR IDEAS
O	<ul style="list-style-type: none"> Main character/s (MCs) visit a setting 	<ul style="list-style-type: none"> Sammy and Grandmama go into the nearby town 	Who will your MC be and where do they visit?
B	<ul style="list-style-type: none"> MC finds something (a portal) that takes them to another world. 	<ul style="list-style-type: none"> While Grandmama is in post office, Sammy enters a bookshop and the Tree Goblins world when he opens a book 	Where does your character find the book/portal to the other world? Is it the same bookshop or somewhere else?
P	<ul style="list-style-type: none"> MC explores other world & strange things happen. 	<ul style="list-style-type: none"> Sammy joins the Tree Goblin birthday celebrations and meets Treerump the goblin 	Where does your MC end up? Who is there? What party is happening? Who do they meet?
R	<ul style="list-style-type: none"> MC returns home. 	<ul style="list-style-type: none"> Sammy is given a gift and returns home. 	Who will your MC be and where do they visit? What gift or object will they bring back?

E	<ul style="list-style-type: none"> MC wants to return to new world 	<ul style="list-style-type: none"> Sammy says thank you to the man in the bookshop and asks his Grandmama if they can return tomorrow. 	What happens when your character returns to where they started?
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Story Ideas

If you're stuck on some story ideas why not try one of these (or do all of them and write your own series of adventure stories):



Story idea 1: Add to

You could retell or rewrite *The Impossibly Possible Bookshop* but add in a few more extra details e.g. more description about the man in the bookshop, the party or what the tree looked like.



Story idea 2: Sequel (follow up)

Sammy returns the next day and chooses a different book called *Trolls* or *Monsters* or *Pixies* or *Thunder Goblins*.

Your title could be: *The Impossibly Possible Bookshop. The Land of the ??????*



Story idea 3: Disaster

Use the same structure but something bad happens in the middle, for example, the main character encounters some sort of problem like a grumpy ogre who wants to capture them and they have to escape.

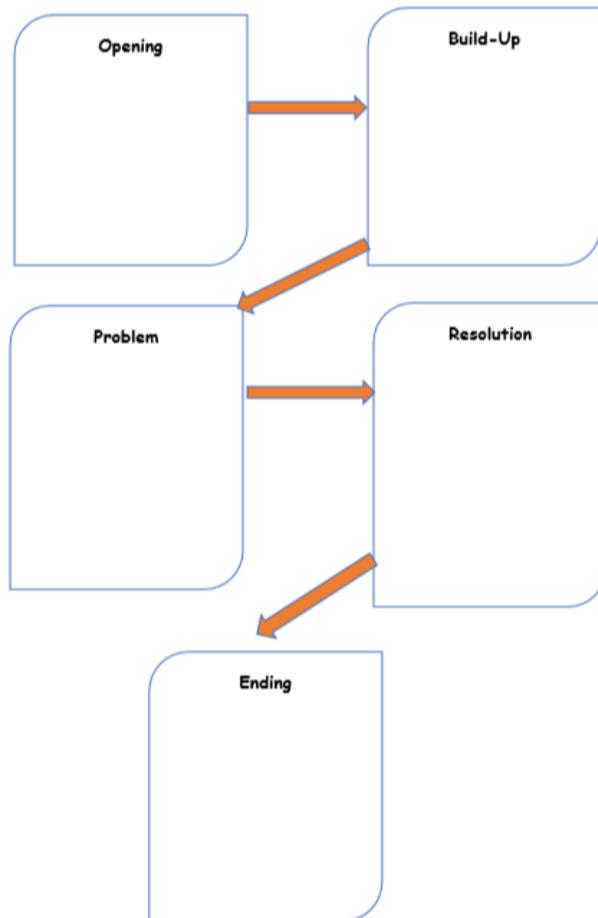


Story idea 4: Stowaway

Use the same idea but what if, at the end, the main character realises that one of the characters from the other world has hidden in their pocket and come back to their world with them.

Weekly Creative Home Learning

Use this page to plan your story



Let's get writing

Now you are ready to write. Get a piece of paper and a pen or pencil and write your story. It may take a few attempts to get a story that you are really happy with. Don't worry about this as it is called drafting and editing and is a very important part of the writing process.

Can you illustrate your story and maybe add in a menu or recipe? See you at the other end - can't wait to read it!

Reading recommendations

Treeerumple's Top 10 Reads

* Do you enjoy stories with strange characters in or tales of visiting new worlds? If so, you may like these.



- 1) P. G. Bell – *The Train to Impossible Places*
- 2) Anna James – *Tilly and the Book Wanderers Pages and Co. Book 1*
- 3) Jenny McLaughlan – *The Land of Roar*
- 4) Struan Murry – *Orphans of the Tide*
- 5) Thomas Taylor – *Malamander* (also try *Gargantis*)
- 6) Phillipa Pearce – *Tom's Midnight Garden*
- 7) Lewis Carroll – *Alice in Wonderland*
- 8) Enid Blyton – *Magic Far Away Tree*
- 9) C. S Lewis – *The Lion the Witch and The Wardrobe*
- 10) J. K Rowling – *Harry Potter*

Weekly Creative Home Learning

Which Word Where?

This week, we are spelling words that end in 'ar' and 'er'. Can you match the correct word into the correct sentence?

calendar	regular	peculiar	consider	quarter
grammar	particular	popular	remember	integer

1. The new SPaG packs really help me to understand the challenging _____ elements of Year 4.
2. "Is there a _____ shade of green you would like in the bathroom?" the decorator asked the elderly man.
3. In order to _____ the brave, selfless soldiers who have died in past and present wars, we wear poppies.
4. It is essential to _____ the consequences of your action before you undertake it.
5. "Sebastian is an extremely _____ boy at school who works hard and enjoys lots of sports" Mr Watson told Sebastian's proud parents at parents' evening. popular
6. When you are studying, it is vital that you have _____ breaks to help you maintain your concentration.
7. While the majority of the class had passed their spelling test, a _____ still had more practise to do.
8. Every _____ is divisible by 1.
9. An anteater really is a most _____ looking creature.
10. Although Fred has a lovely _____ with picturesque countryside photos on each month, he never writes down his important appointments on it.



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UNITED KINGDOM



**RIGHTS
RESPECTING
SCHOOLS**

ARTICLE OF THE WEEK

GUESS THE ARTICLE

These pictures provide a clue to this week's article.

Can you guess how they are linked together? Which article of the Convention do these pictures relate to?

Write down your thoughts or discuss with someone in your home.



Accessible Icon Project



BBC News



Unicef/Dawe

INTRODUCING... ARTICLE 23



Gerry introduces Article 23 - Children with a disability



Article 23 - A child with a disability has the right to live a full and decent life with dignity, and as far as possible, independence, and to play an active part in their community.

Governments must do all they can to support disabled children and their families.

[Watch Gerry on YouTube](#)

CHILDREN WITH DISABILITIES



What can schools do
to support pupils who
have a disability?

The Convention says: “Children must be supported, included, listened to and involved in decisions about their education.”

“A disability is a physical or mental impairment that has a substantial and long term negative effect on your ability to do daily activities.”

**Note down your thoughts
and compare with the
next slide.**

HOW MANY OF THESE DID YOU GET?

- Make sure the building is physically accessible (ramps and lifts for example)
- Work with specialist services to meet the needs of the child such as accessible buildings, specialist equipment or audio descriptions.
- Make lessons and activities accessible for all (easy read, sign language, Braille)
- Have quiet, calm and relaxing spaces such as a nurture room
- Use special equipment such as a microphone or hearing loop
- Listen to the child and help them to be included – every child is unique
- Work together and create a plan – making sure the child is heard
- Have toilets that are accessible
- Make sure all children can enjoy the playground

ACTIVITY TIME

All these activities are related to...



You don't need to do every single activity but if you have time you can do more than one.

What does disability mean to you? Do you know anyone who has a disability? How does your school help people with disabilities? Write down a list and talk to your friends about it.

Winnie has cerebral palsy and she enjoys horse riding. Do you have any hobbies? Write a letter to tell Winnie about the hobbies that you enjoy doing and maybe you have some questions for her. Watch Winnie tell her story [here](#).



Article 23 says that children have the right to live a "full and decent life with dignity". Do you know what dignity is? Ask someone at home or school what they think it means or look it up and talk to someone about it.

Some children can't use their hands to do things like drawing and painting. Watch this video and have a look at some art created by artists using only their mouth or feet. Have a go at [painting this hedgehog \(or anything else\)](#) with either your mouth or feet.

ACTIVITY TIME

How would you feel if you couldn't join in with games in the playground? What should a playground that can be used by everyone look like? Draw a picture and share with your friends. Have a look at [this comic](#).

Find out about a [Paralympic sport](#) that interests you and find a way to show your findings in something like a story, poster, PowerPoint or drawing.

It is important that a child with a disability is included and treated with respect. Watch [this video](#) and listen to Phoebe who has Cerebral Palsy share her story about the importance of being included and involved in everything she wants to do. Think about what you would ask Phoebe or what you would want to talk to Phoebe about.

Sign language is a way of communicating using your hands, mostly used by people with loss of hearing. Have a look at this website and see if you can learn some [sign language](#). Mr Norton has been greeting everyone on his Vlogs using Makaton. Teach what you learn to a friend or with someone in your household. Maybe even share a video with us on the APS gallery. You could also try this one for [animals/alphabet](#). Can you spell your name? or sign your favourite animal?



REFLECTION

Try to find somewhere peaceful and spend a few minutes being quiet and still... then think about these questions...

- What do you do in your own life to respect the rights of disabled children to live a full and decent life with dignity?
- Is your local playpark accessible for children with disabilities? If not, what can you do to help improve things?

Write down your thoughts and if you want, share this back with your teacher, friends or family.



EXTENSION

- Rights are universal and unconditional. Which other articles from the CRC link to rights for disabled children?
- Watch [this video](#) on the Social Model of Disability. Explain the ways could your school or community be organised to provide more independence, accessibility and opportunity to people with a disability?

You can find a summary of the whole Convention [here](#)



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THANK YOU