

PARENTAL POINT - Access may be limited from this week to Twinkl for those without membership. I have put the relevant pages below so that they can still be printed out. This may make it easier as there are fewer links for you to chase after.

Literacy

SPaG

Revising your vowel and consonants

Comprehension

Firework poetry

Spellings and Handwriting

Firework themed spellings this week

Maths

Capacity

This week we are looking at capacities.

Design

Design your own fireworks

What fireworks would you design to celebrate your birthday?

PE

Can you be the next Greg Rutherford?
Try these jumping challenges, remember though, warm up carefully before you start!

Mindfulness

Fizz, pop, bang, whoosh! Is this really mindfulness?

It's firework week!



Firework Fun

As I sure some of you might be missing the Friday joke here is a few for you.

What's a firework's favorite food?
Bangers and mash!

What does a dragon eat for a snack?
Firecrackers.

What do you get if you cross a stegosaurus with a firework?
Dino-myte!

What did the dog say when it saw the firework go off?
Nothing, dogs can't talk!

Oak National Academy Online Classroom

<https://classroom.thenational.academy>



Here are a few links to online lessons which cover some of the areas we have looked at over the year. They may help with understanding and is to offered as an additional resource.

<https://classroom.thenational.academy/subjects-by-year/year-3/subjects/maths>

<https://classroom.thenational.academy/subjects-by-year/year-4/subjects/maths>

<https://classroom.thenational.academy/subjects-by-year/year-3/subjects/english>

<https://classroom.thenational.academy/subjects-by-year/year-4/subjects/english>



The newspaper that we have in class is now available online for FREE.

https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/FIRSTNEWS_733.pdf

Denver needs YOU!

Help us to win £5,000 of National Book Tokens for the school library - and get £100 for yourself!

Enter the competition online, it only takes a minute:

<http://www.nationalbooktokens.com/schools>

The more nominations our school receives, the higher the chances of winning, so please spread the word!

Have you drawn your self-portrait yet?

There are lots of amazing drawings on the website now. Have a look and see if you can recognise anyone.

If you have not done yours then have a go and send it to the office.



Spellings

This weeks spellings are below. Do not worry about what colour you are just choose one column and learn them as normal, practice them be saying and spelling them out as well as writing them.

Choose a column which challenges you, don't go for the easiest option.

Test yourself or get someone to test you on Friday.



| Week 12 | |
|---------|--------|
| Date: | |
| Name: | |
| | |
| 1 | kerb |
| 2 | verb |
| 3 | germ |
| 4 | bird |
| 5 | third |
| 6 | first |
| 7 | church |
| 8 | burst |
| 9 | nurse |
| 10 | their |
| 11 | there |
| 12 | were |

| Week 12 | |
|---------|-----------|
| Date: | |
| Name: | |
| | |
| 1 | whatever |
| 2 | misplace |
| 3 | explode |
| 4 | visit |
| 5 | revisit |
| 6 | opened |
| 7 | unopened |
| 8 | crease |
| 9 | increase |
| 10 | quick |
| 11 | quicker |
| 12 | quickest |
| 13 | Wednesday |
| 14 | February |

| Week 12 | |
|---------|-------------|
| Date: | |
| Name: | |
| | |
| 1 | brunette |
| 2 | kitchenette |
| 3 | minimum |
| 4 | minibus |
| 5 | duckling |
| 6 | weaking |
| 7 | microscope |
| 8 | microchip |
| 9 | little |
| 10 | small |
| 11 | under |
| 12 | together |
| 13 | where |
| 14 | there |

| Week 12 | |
|---------|--------------|
| Date: | |
| Name: | |
| | |
| 1 | inactive |
| 2 | indecent |
| 3 | incapable |
| 4 | inconvenient |
| 5 | inattentive |
| 6 | incredible |
| 7 | inverted |
| 8 | inaccurate |
| 9 | impossible |
| 10 | impolite |
| 11 | impure |
| 12 | impatient |
| 13 | improper |
| 14 | work |
| 15 | world |
| 16 | write |
| 17 | year |
| 18 | young |

Cut out the picture which links to the spellings you did and put it on the poster from last week.

Write your score next to it.so that you have got a record and I can see what you have done.

First 100 High Frequency Words Handwriting

the

that

not

look

put

and

with

then

don't

could

Firework Night By Enid Blyton

BANG!

What's that?

Bang-Bang! Oh, Hark,

The guns are shooting in the dark!

Little guns and big ones too,

Bang-bang-bang!

What shall I do?

Mistress, Master, hear me yelp,

I'm out-of-doors, I want your help.

Let me in - oh, LET ME IN

Before those fireworks begin

To shoot again - I can't bear that;

My tail is down, my ears are flat,

I'm trembling here outside the door,

Oh, don't you love me anymore?

BANG!

I think I'll die with fright

Unless you let me in to-night.

(Shall we let him in, children?)

Ah, now the door is opened wide,

I'm rushing through, I'm safe inside,

The lights are on, it's warm and grand -

Mistress, let me lick your hand

Before I slip behind the couch.

There I'll hide myself and crouch

In safety till the BANGS are done -

Then to my kennel I will run

And guard you safely all the night

Because you understood my fright.



Firework Night By Enid Blyton Questions

Answer in full sentences.

1. Who is the character within the poem? Give detailed evidence for your answer.

2. a) What do we call words such as 'BANG!'?

- b) Why are words like this used in poetry?

- c) Give two other examples of this type of word which could also be used within this poem.

3. What does this line suggest about the way the character is feeling?

'Let me in-oh, LET ME IN' Explain your reasoning.

4. Who do you think is saying this line?

'(Shall we let him in, children?)'

5. At the end of the poem, why does the character say he will guard his owner?

6. Compare the length of the first three lines with the last three lines of the poem. What does this tell us about the way the character was feeling at the beginning and end of the poem? Explain your thoughts.

7. Why do you think Enid Blyton might have written this poem? Explain your reasoning.

Firework Night By Enid Blyton **Answers**

1. Who is the character within the poem? Give detailed evidence for your answer.

The character within the poem is a dog. The dog is scared of the fireworks on Bonfire Night. I know this because dogs yelp when they are frightened and line 8 says, 'Mistress, Master, hear me yelp.' Also, a mistress or master is the owner of a pet. On line 13, the animal is described as having flat ears with its tail down, also suggesting that the pet could be a dog. Finally, dogs live in kennels and line 27 says, 'Then to my kennel I will run'.

2. a. What do we call words such as 'BANG!'?

Words like **BANG** are examples of onomatopoeia (a word which mimics the sound of the action it relates to).

- b. Why are words like this used in poetry?

Poets use onomatopoeia to create sound.

- c. Give two other examples of this type of word which could also be used within this poem.

Own answers. Examples which sound like fireworks may include boom, crackle, whoosh, pop.

3. What does this line suggest about the way the character is feeling?

'Let me in-oh, LET ME IN' Explain your reasoning.

This line suggests that the animal is very unhappy and scared due to the noise of the fireworks. The pet is repeating the request to emphasise how much he wants to get inside the house, away from the loud bangs. The capital letters suggest that the animal is 'shouting' the request in desperation.

4. Who do you think is saying this line?

'(Shall we let him in, children?)'

I think that the owner of the animal, who is inside the house, is saying this to the children whilst looking outside at their pet.

5. At the end of the poem, why does the character say he will guard his owner?

The dog says he will guard his owner because he is thankful for being allowed into the house to avoid the noisy fireworks. The pet says that his owner understood his fright.

6. Compare the length of the first three lines with the last three lines of the poem. What does this tell us about the way the character might have been feeling at the beginning and end of the poem? Explain your thoughts.

The first three lines of the poem are very short and contain question and exclamation marks, suggesting that the dog was thinking quickly, panicked and scared about his surroundings. The last three lines are much longer, suggesting that the dog was more relaxed and happier about being safely inside the house.


7. Why do you think Enid Blyton might have written this poem? Explain your reasoning.

Own answers which may include the following ideas:

I think that Blyton might have written this poem to inform pet owners about how their animals may be feeling on Bonfire Night, if they are left outside. Blyton may have wanted to make pet owners think more carefully about where to keep their pets on this night, in order to keep them safe.

Vowels and Consonants

Sam and Lily are trying to find their way back to Mrs Scales' farm. Can you help them through the maze of consonants by following the vowels? You can go up, down, left or right.



START

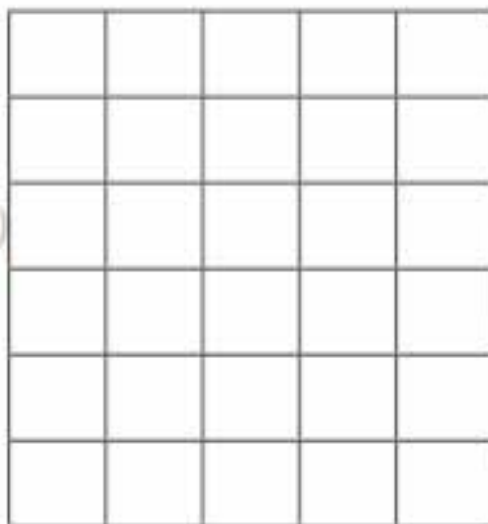
| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L |
| U | W | V | U | O | I | R | Q | P | O | N | M |
| E | E | O | I | C | A | E | D | F | G | H | J |
| W | V | T | S | R | Q | U | P | N | M | L | K |
| X | Y | Z | B | C | D | E | F | G | H | L | M |
| H | F | C | D | B | T | O | A | U | S | R | P |
| L | P | Q | R | S | T | V | N | E | M | X | Y |
| D | Y | P | T | R | R | F | W | O | D | Y | X |
| S | Q | W | C | A | U | E | O | I | F | T | S |
| X | Z | V | B | E | S | D | Y | L | H | U | I |
| P | Y | T | U | U | F | H | L | K | U | E | E |
| N | B | V | X | I | O | E | U | I | A | J | O |



FINISH

Can you think of three words that don't contain any vowels?

Create your own maze using the blank grid below. You can make it a vowel or consonant trail. When it is finished, challenge a friend to complete it.



Vowels and Consonants Answers

Sam and Lily are trying to find their way back to Mrs Scales' farm. Can you help them through the maze of consonants by following the vowels? You can go up, down, left or right.

START

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L |
| U | W | V | U | O | I | R | Q | P | O | N | M |
| E | E | O | I | C | A | E | D | F | G | H | J |
| W | V | T | S | R | Q | U | P | N | M | L | K |
| X | Y | Z | B | C | D | E | F | G | H | L | M |
| H | F | C | D | B | T | O | A | U | S | R | P |
| L | P | Q | R | S | T | V | N | E | M | X | Y |
| D | Y | P | T | R | R | F | W | O | D | Y | X |
| S | Q | W | C | A | U | E | O | I | F | T | S |
| X | Z | V | B | E | S | D | Y | L | H | U | I |
| P | Y | T | U | U | F | H | L | K | U | E | E |
| N | B | V | X | I | O | E | U | I | A | J | O |

FINISH

Can you think of three words that don't contain any vowels?

by, my, dry, fly, fry, cry, pry, gym, shy, sky, sly, spy, try, sty, why, hymn, lynx, cyst, myrrh, myth, worm, crypt, flyby, gypsy, lynch, nymph, pygmy, rhythm

How Much Does It Hold?

Can you use the words in the box to label the following bottles?

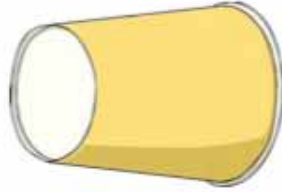
| full | nearly full | empty | nearly empty | half full |
|------|-------------|-------|--------------|-----------|
|------|-------------|-------|--------------|-----------|



Which container holds less? Please circle.



Which container holds more? Please circle.

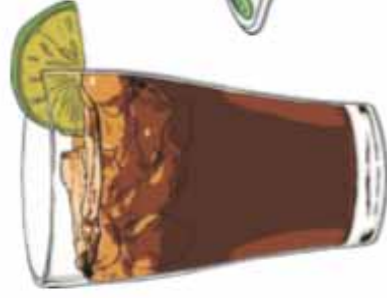


How Much Does It Hold?

Which container holds the least? Please circle.



Which container holds the most? Please circle.



Capacity and Volume

Can you draw a line on each container to show the water level at the correct volume?



Which container has the smallest capacity? **Circle one.**



Which container has the greatest capacity? **Circle one.**

Which container has the greatest capacity? **Circle one.**



Which container has the smallest capacity? **Circle one.**

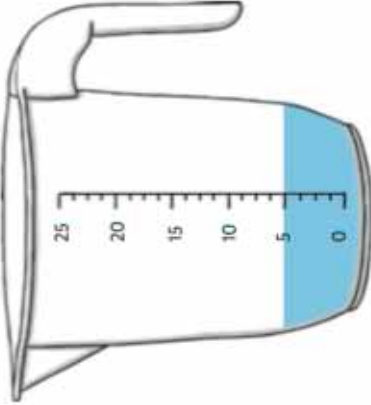
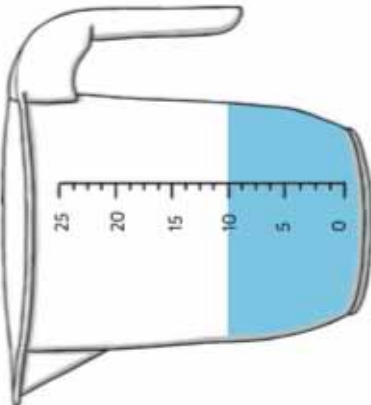


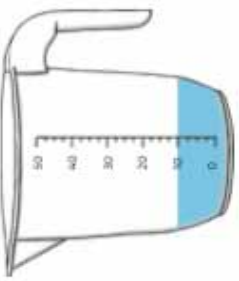
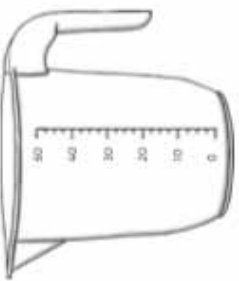
Add and Subtract Volume ★

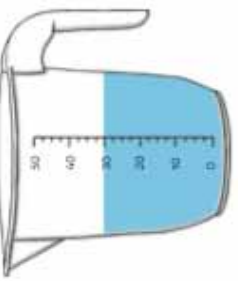

Aim: I can add and subtract Volume.

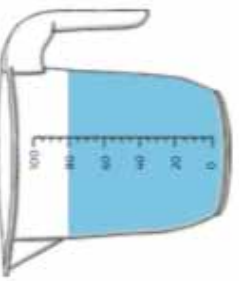
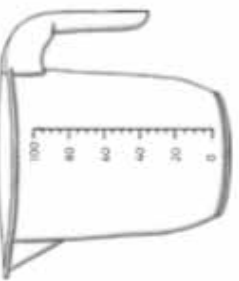
For each pair of jugs, read the instruction and draw the new water level.

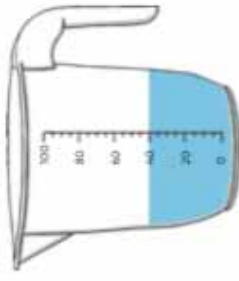
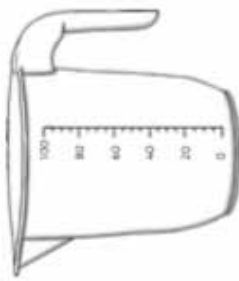
Example

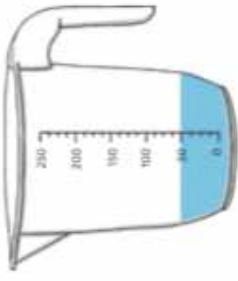
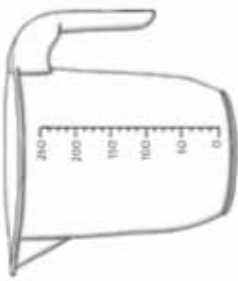
| | | |
|--|---|----|
| 1. Jug 2 contains 5ml more than jug 1. | 1 | 2 |
|  |  | |
| 5ml | 10 | ml |

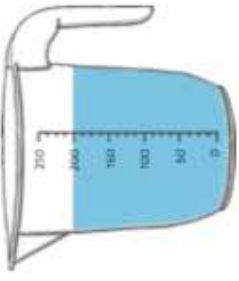
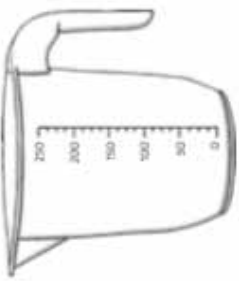
| ★ | | |
|---|---|----------|
| 1. Jug 2 contains 10ml more than jug 1. | 1 | 2 |
|  |  | _____ ml |
| 10ml | | |

| | | |
|---|---|----------|
| 2. Jug 2 contains 10ml less than jug 1. | 1 | 2 |
|  |  | _____ ml |
| 30ml | | |

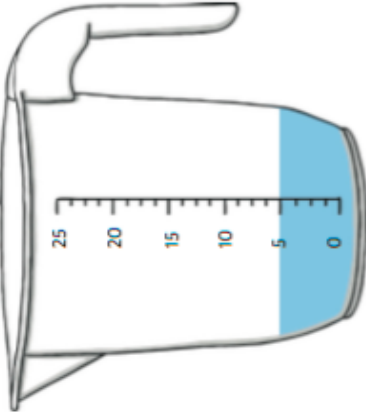
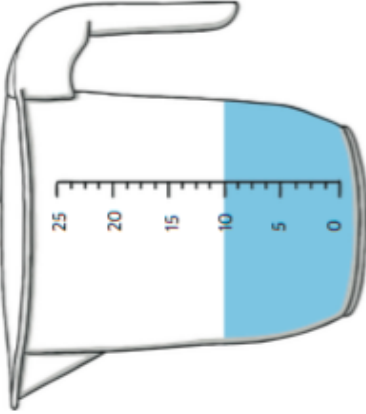
| | | |
|---|---|----------|
| 3. Jug 2 contains 20ml less than jug 1. | 1 | 2 |
|  |  | _____ ml |
| 80ml | | |

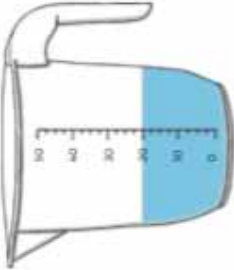
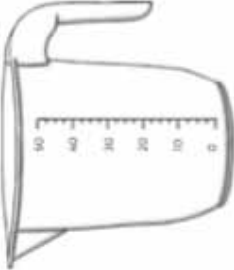
| ★ | | |
|---|---|----------|
| 4. Jug 2 contains 30ml more than jug 1. | 1 | 2 |
|  |  | _____ ml |
| 40ml | | |

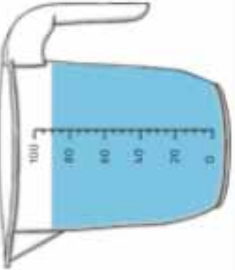
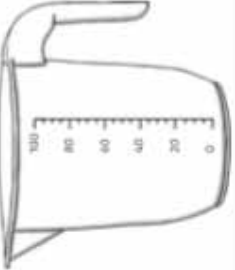
| | | |
|---|---|----------|
| 5. Jug 2 contains 100ml more than jug 1. | 1 | 2 |
|  |  | _____ ml |
| 50ml | | |

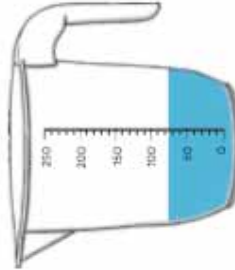
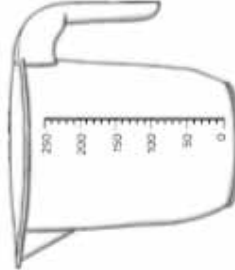
| | | |
|---|---|----------|
| 6. Jug 2 contains 100ml less than jug 1. | 1 | 2 |
|  |  | _____ ml |
| 200ml | | |

Add and Subtract Volume ★★

| | |
|---|---|
| Aim: I can add and subtract Volume. For each pair of jugs, read the instruction and draw the new water level. Example | |
| 1. Jug 2 contains 5ml more than jug 1. | 2 |
|  |  |
| 5ml | 10 ml |

| | |
|---|---|
| 1. Jug 2 contains 20ml more than jug 1. ★★ | |
| 1 | 2 |
|  |  |
| 20ml | _____ ml |

| | |
|---|---|
| 2. Jug 2 contains 60ml less than jug 1. | |
| 1 | 2 |
|  |  |
| 90ml | _____ ml |

| | |
|---|---|
| 3. Jug 2 contains 125ml more than jug 1. | |
| 1 | 2 |
|  |  |
| 75ml | _____ ml |

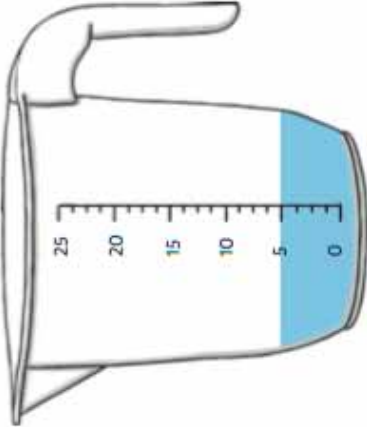
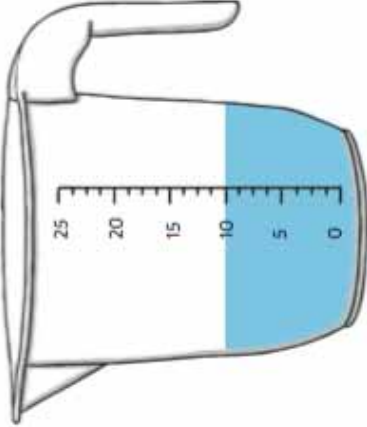
Add and Subtract Volume

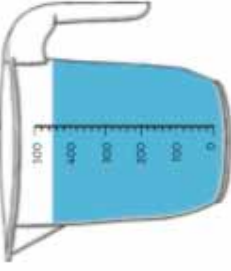
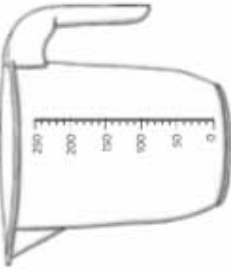
★★★

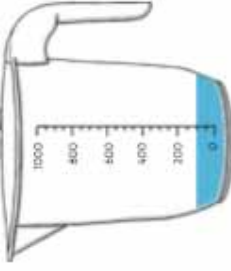
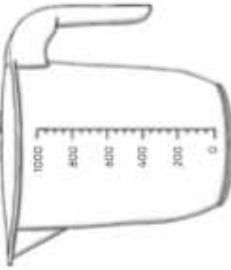
Aim: I can add and subtract Volume.

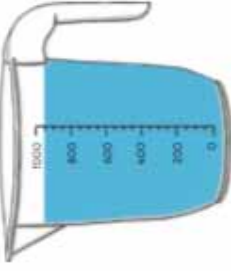
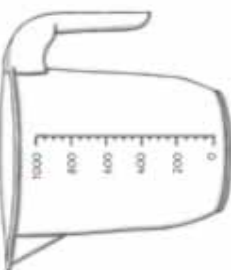
For each pair of jugs, read the instruction and draw the new water level.

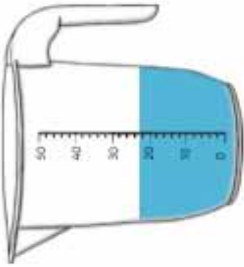

Example

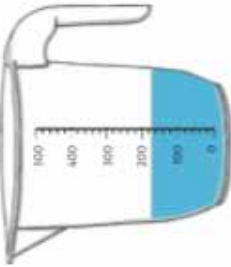
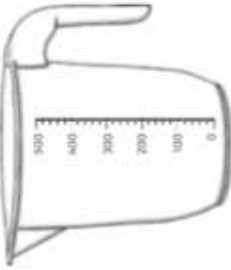
| | | |
|--|--|---|
| 1. Jug 2 contains 5ml more than jug 1. | 1 | 2 |
| |  |  |
| | 5ml | 10 ml |

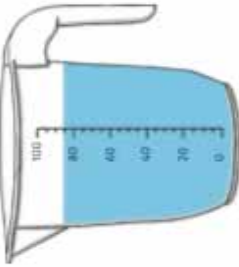
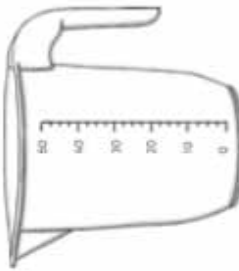
| | |
|---|---|
| 4. Jug 2 contains 350ml less than jug 1. | ★★ |
| 1 | 2 |
|  |  |
| 450ml | ml |

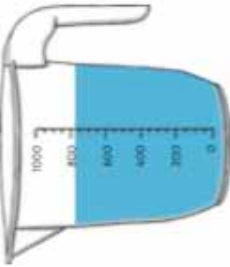
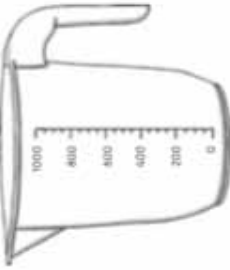
| | |
|---|---|
| 5. Jug 2 contains 700ml more than jug 1. | |
| 1 | 2 |
|  |  |
| 100ml | ml |



| | |
|---|---|
| 6. Jug 2 contains 800ml less than jug 1. | |
| 1 | 2 |
|  |  |
| 950ml | ml |

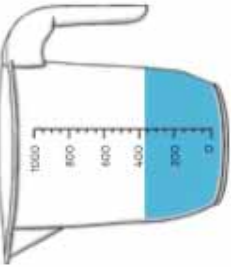

| 1. Jug 2 contains 21ml more than jug 1. ★★☆☆ | |
|---|---|
| 1 | 2 |
|  |  |
| 23ml | _____ml |

| 4. Jug 2 contains 175ml more than jug 1. ★★☆☆ | |
|---|---|
| 1 | 2 |
|  |  |
| 175ml | _____ml |

| 2. Jug 2 contains 62ml less than jug 1. | |
|---|---|
| 1 | 2 |
|  |  |
| 85ml | _____ml |

| 5. Jug 2 contains 425ml less than jug 1. | |
|---|---|
| 1 | 2 |
|  |  |
| 775ml | _____ml |

| 3. Jug 2 contains 210ml more than jug 1. | |
|---|---|
| 1 | 2 |
|  |  |
| | |

| 6. Jug 2 contains 430ml more than jug 1. | |
|---|---|
| 1 | 2 |
|  |  |
| 360ml | _____ml |

Answers

1. 20ml
2. 20ml
3. 60ml
4. 70ml
5. 150ml
6. 100ml

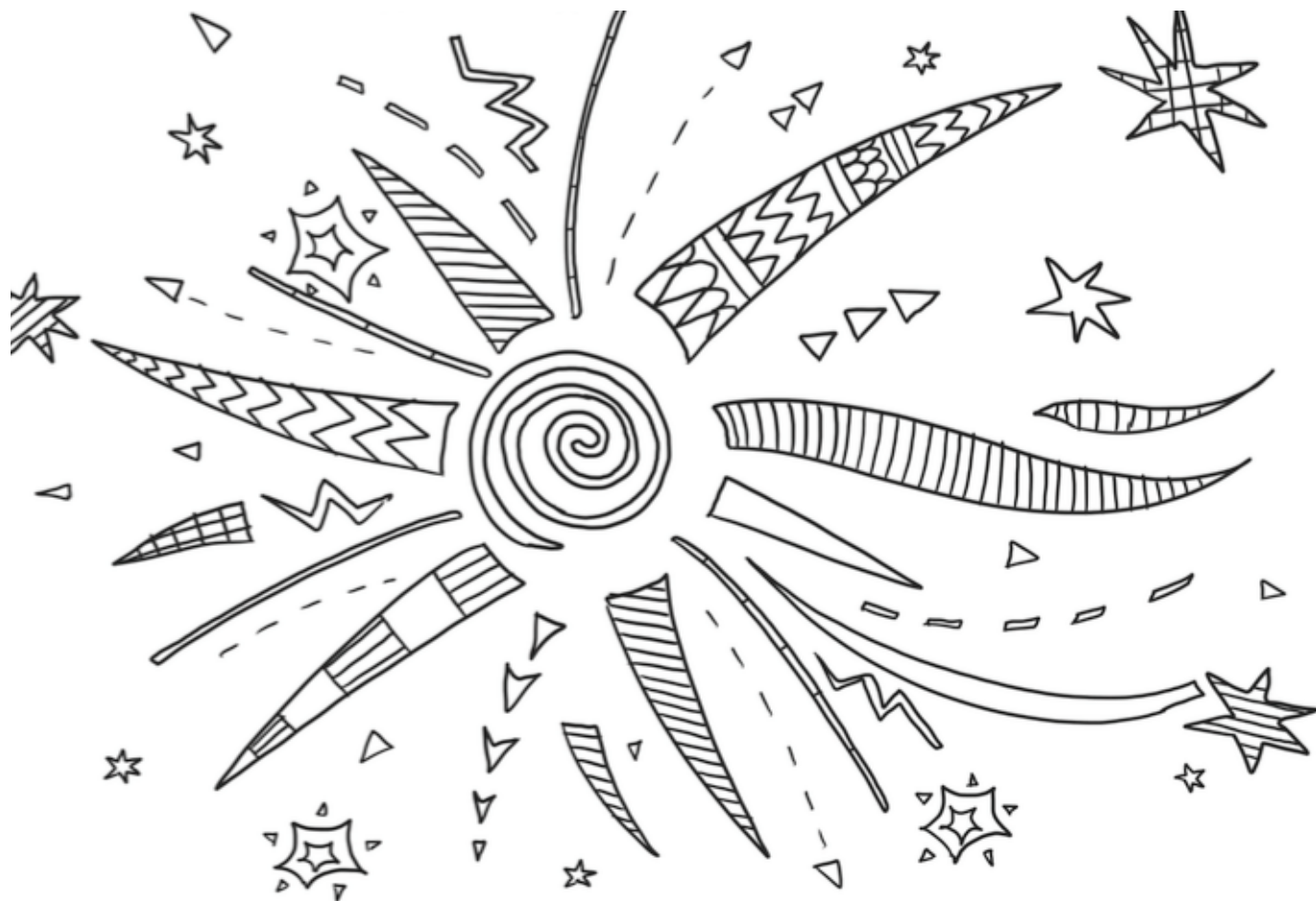
★

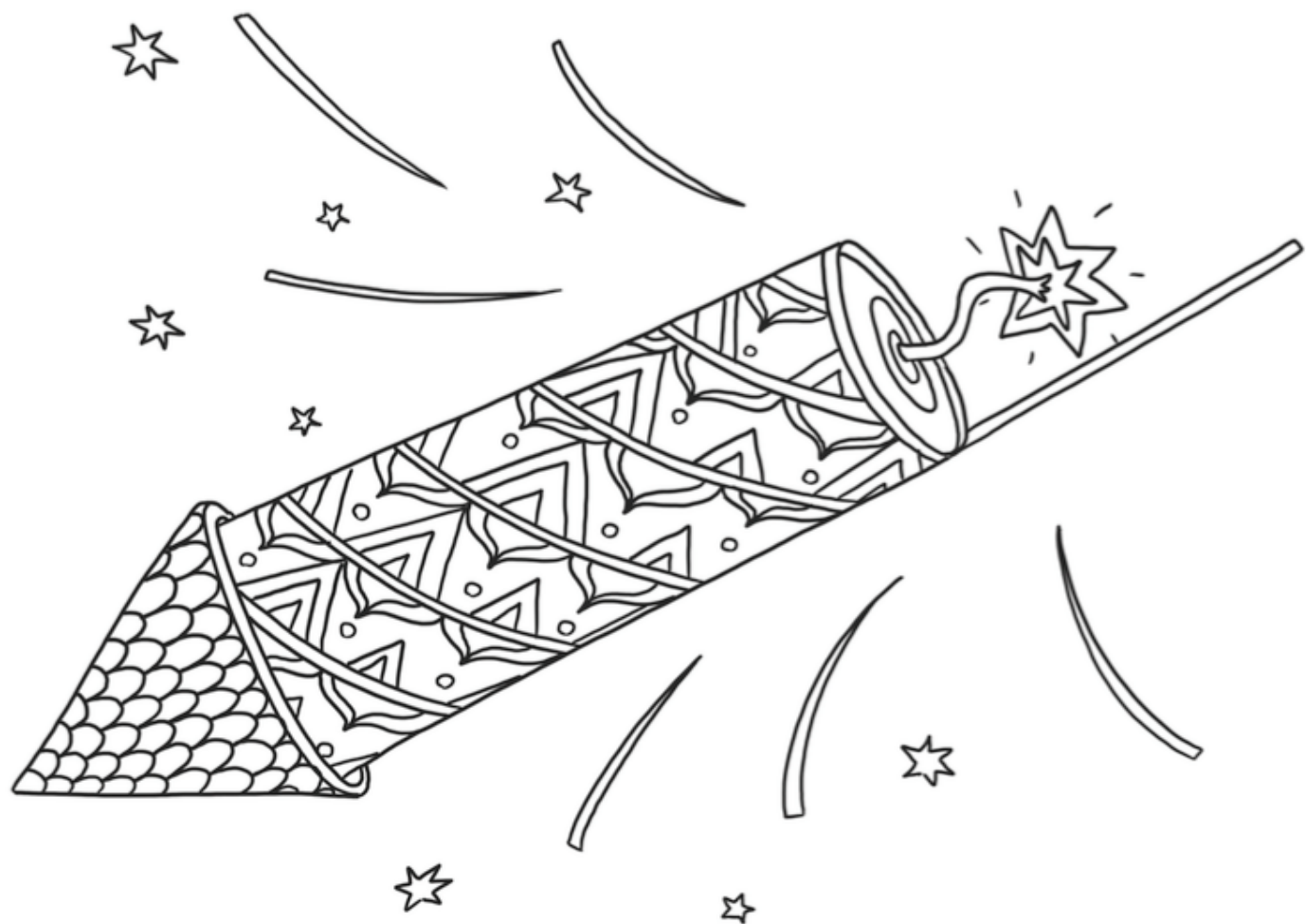
1. 40ml
2. 30ml
3. 200ml
4. 100ml
5. 800ml
6. 150ml

★★

1. 44ml
2. 23ml
3. 230ml
4. 350ml
5. 350ml
6. 790ml

★★★




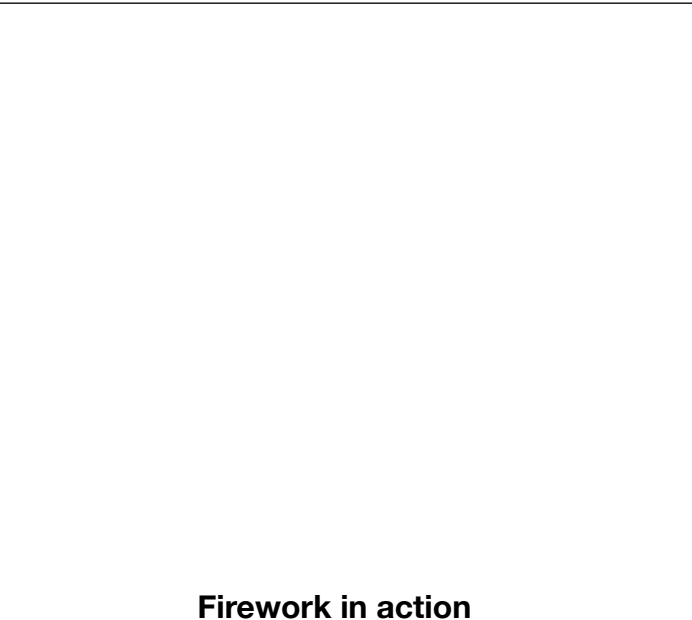




Designing Fireworks

Think about and design your own collection of fireworks. What do they do? Think about sounds, colours and actions. Are they for any celebration or are they for a particular time of year? Draw the ideas below of what they will look like. What colours would fireworks have for Children in Need? What about for an FA Cup final? Draw the shapes, describe what it does and make sure it looks exciting.

| | |
|--|-----------------------|
|  | Firework Name: |
| | Event: |
| | Description |
| Firework in action | |

| | |
|---|-----------------------|
|  | Firework Name: |
| | Event: |
| | Description |
| Firework in action | |

Standing Long Jump

A two-footed horizontal jump from a standing position.

Instructions

Start by standing with both feet as close to the take-off line as possible.

Both feet must stay in contact with the ground until the start of the jump.

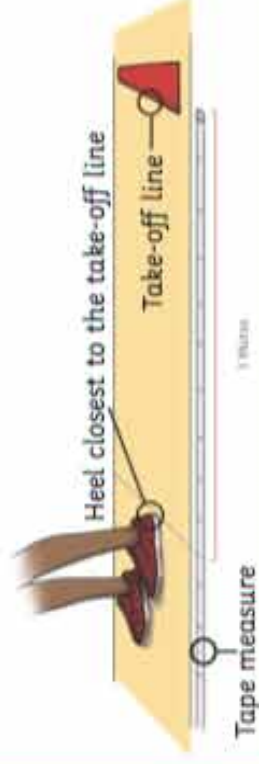
No part of the body must touch in front of the take-off line prior to take off.

Jump as far as possible from a standing position, with a two-footed take off.

Land on both feet.

You are not required to hold the landing position and may step forward after the jump. However, if you step back, fall back or touch the mat or floor behind your heel, a no jump will be recorded.

Measure from the take-off line to the back of the closest heel on landing.



How to do the Standing Long Jump Step-by-Step

You may prefer a crouching or a rocking motion prior to the jump.

Bend ankles, knees and hips.

Keep eyes focused forward.

Swing arms behind body.

Straighten legs.

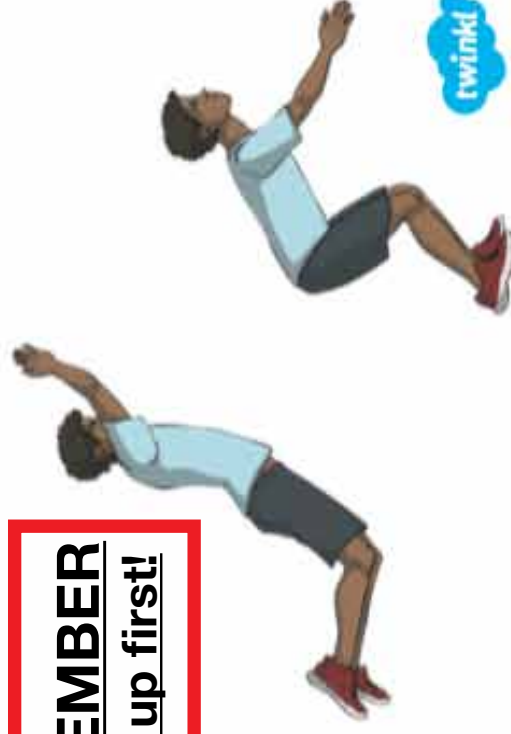
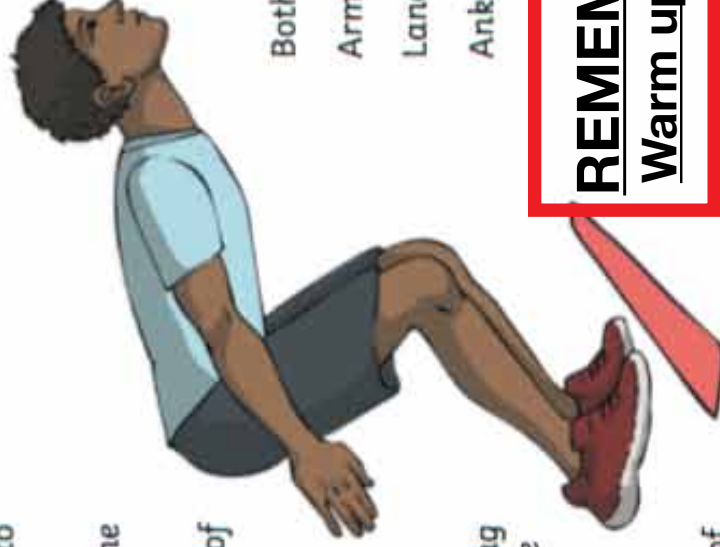
Both feet leave the ground together.

Arms swing forward and up.

Land on both feet at the same time.

Ankles, knees and hips bend to absorb impact.

REMEMBER
Warm up first!



Standing Triple Jump

A horizontal jump involving a hop, step and jump from a standing position.

Instructions

Start by standing on one foot as close to the take-off line as possible.

No part of the body must touch in front of the take-off line prior to take off.

Hop, step and jump in one continuous movement as far as possible from the take-off line.

Land on both feet.

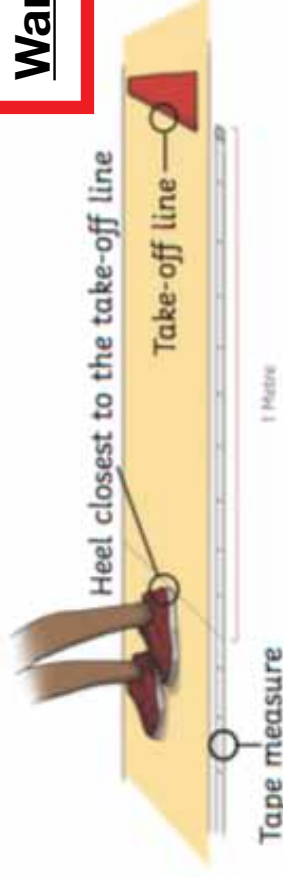
You are not required to hold the landing position and may step forward after the jump. However, if you step back, fall back or touch the mat or floor behind your heel, a **no jump** will be recorded.

Measure from the take-off line to the back of the closest heel on landing.



REMEMBER

Warm up first!



How to do the Standing Triple Jump

Step-by-Step

Start with one foot on the ground.

Hop onto the same foot.

Step onto the other foot.

Leap and land on both feet at the same time (this is the jump phase).

Ankles, knees and hips bend to absorb impact on landing.

Drive the knees high and fast.

Keep eyes focused forward.

Arms swing forward and up during the jump phase.

Measure from the take-off line to the back of the closest heel on landing.



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Standing Vertical Jump

A two-footed vertical jump from a standing position.

Instructions Measuring your reaching height

Stand with your back to the wall, feet flat on the floor and arms upstretched. With chalk mark the highest point reached with your fingertips.

Your Jumping Height

Stand side on to the wall.

Both feet must stay in contact with the ground until the start of the jump.

Hold the chalk in your hand that is closest to the wall.

Jump as high as possible from a standing position, with a two-footed take off.

Make a chalk mark on the wall at the highest possible point.

Land on both feet.

Measure from the reaching height to the mark reached with the jump.



How to do the Vertical Jump Step-by-Step

- Stand side on to the wall with feet slightly apart.
- Bend ankles, knees and hips.
- Extend legs quickly at take-off.
- Reach to make a chalk mark on the wall at the highest possible point with inside arm to the wall.
- Ankles, knees and hips bend to absorb impact on landing.

REMEMBER
Warm up first!

