



# Summer 2 Week 3

## Year 3&4

### Daily

- Reading - at least 30mins.
- Daily English session - approx. 1 hour
- Daily Maths session - approx. 1 hour
- Daily spelling session - approx. 30 mins
- 1 x other activity (see timetable and details inside pack)

**Please complete work in your exercise book, for each lesson, and upload pictures to Microsoft Teams when finished.**

# Our theme this week is: **Discrimination**



## Key Questions:

Is the world fair?

Do some people suffer more discrimination than others?

How can we stand up against prejudice?

Concepts: Discrimination, Fairness, Racism, and Prejudice

This week we are going to spend some time thinking about the key concepts above in addition to reflecting on the black lives matter movement and the protests that are currently taking place around the world.

# What is **racism**?

**Definition 1:** The opinion or belief that a particular race of people is better than another race or races.

**Definition 2:** Unfair treatment of people based on the opinion that one race is better than another race or races.

Related words: discrimination, prejudice

# What does **discrimination** mean?




















**Discrimination** is when a person or group of people is treated unfairly compared to others. Most commonly, **discrimination** happens because of one's gender, religion, nationality, ethnicity, race, or another personal characteristic. Has anyone ever discriminated against you? Why? How did this make you feel?







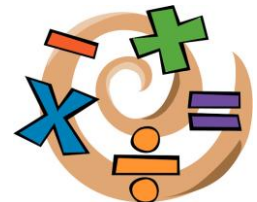



# Working From Home: Year 3/4 Timetable

Teachers: Miss Cole, Mrs Jones, Mr Sayer

Classes: Germany, Ireland, Brazil

	9:00	9:30 - 10:00	10:00 - 11:00		11:30 - 12:30		1:30 - 2:00	2:00-3:00	3:00 - 3:15
Monday	P.E.	Reading/ SPAG 	English 	B	Maths 	L	Spelling 	French or RE	
Tuesday	P.E.	Reading/ SPAG 	English 	R	Maths 	U	Spelling 	History or Geography	
Wednesday	P.E.	Reading/ SPAG 	English 	E	Maths 	N	Spelling 	<b>Enrichment Time/Golden Time:</b> If you wish, please use online learning including Active Learn, Times Tables Rock Stars and Classroom Secrets. (See log ins provided in packs).	
Thursday	P.E.	Reading/ SPAG 	English 	A	Maths 	C	Spelling 	Science	
Friday	P.E.	Reading/ SPAG 	English 	K	Maths 	H	Spelling Quiz/ Cracking Numbers/ Times Tables Practise	DT/Art or PSHE	

# Timetable - Monday

9.00-9.30	9.30-10.00	10.00 - 11.00	11.00	11.30 - 12.30	12.30 - 1.30	1.30 - 2:00	2:00 - 3.00
P.E	Reading /SPAG	English	BREAK	Maths	LUNCH	Spelling	RE
							

# P.E (daily)

Option 1: PE with Joe Wicks and 9am.

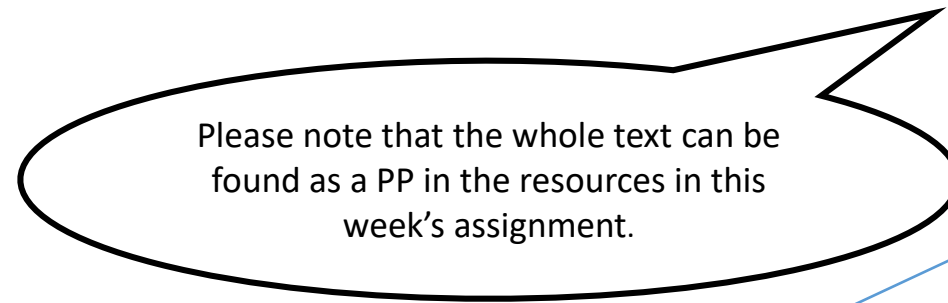
Option 2: Record how many of each activity you can do in a minute.

<u>Activity</u>	<u>How many in 1 minute</u>
High knees	
Bunny hops	
Star jumps	
Hop on one leg	
Squats	
Sit ups	

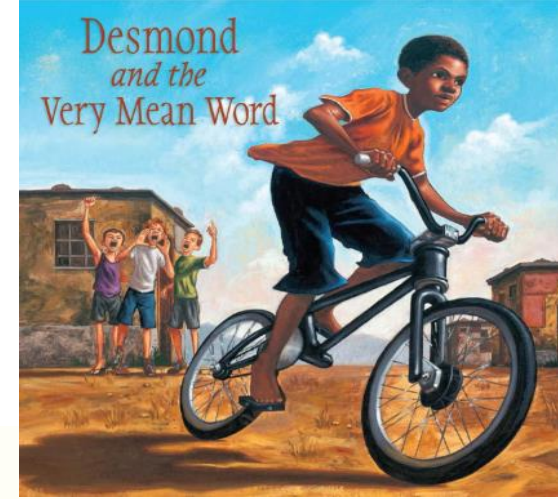
## Reading:

Monday 15<sup>th</sup> June 2020

LO: To make a prediction



Please note that the whole text can be found as a PP in the resources in this week's assignment.



Dear Child,

What if someone said that people with big noses were better than people with small noses? Wouldn't that be silly? Well, when I was growing up in South Africa, we were told something just as strange. We were told that people with darker skin were not quite as wonderful as people with lighter skin. Can you imagine? But that's the way it was for a long time, and many mean things were said and done during those bad old days.

You are about to read a story about a young boy named Desmond who looks a lot like me —although he doesn't have all this funny gray hair. In this story, Desmond learns the power of words and the secret of forgiveness.

A handwritten signature in black ink that reads "Desmond Tutu".

Desmond Tutu

1. Look at the front cover of the book we will be looking at in our reading and English lessons this week.

Answer the following questions:

**What do you think might happen in this book?**

**Why do you think that?**

2. Now read the letter from the author.

**How does this letter make you feel?**

**Has this changed your prediction?**

**What do you think the book might be about now?**

# English Lesson 1

LO: To find out about the author of our class text this week.

## 1. Read a letter from Desmond Tutu (the author of our book this week).

Dear Children of the World,

My name is Desmond Tutu and I have led a busy and rewarding life. I have achieved many great things. But my life has not always been like this.

I grew up in a society that was deeply divided. The white people in South Africa imposed unfair and cruel laws on black people, called apartheid, which meant black people were separated from white people, and they received poor education and health care too.

One day, when I was nine years old, my mother and I were walking down the street when we saw a tall white man dressed in a black suit coming towards us.

In those days, when a black person and a white person met while walking on a footpath, the black person was expected to step into the gutter to allow the white person to pass and nod their head as a gesture of respect.

But, before mother and I could step off the path, the white man stepped off the path and, as my mother and I passed, he tipped his hat in a gesture of respect to her!

The white man was called Father Trevor Huddleston, and he was an Anglican priest who was bitterly against apartheid.

This was the moment that changed my life.

When my mother told me that he had stepped off the path because he was a man of God, I found my calling. When she told me that he was an Anglican priest, I decided there and then that I wanted to be an Anglican priest too.

When I was fourteen years old, I became very ill and had to spend two years in hospital. During this time, I thought a lot about my beliefs and decided to become a committed Christian.

My decision was influenced by priest Father Huddleston. When I was in hospital, he visited me on a regular basis, and we became lifelong friends.

He did not judge me by the colour of my skin but treated me as an equal.

Since then, I have fought for harmony and peace amongst all the people of the world. My belief is that Jesus taught us that we all belong to one another, and are all sisters and brothers, members of one family, God's family.

I became an Archbishop in the church. In my fight against the unfairness of apartheid in South Africa, I have encouraged black and white people to work together peacefully to bring about change.

In 1984, I won the Nobel Peace prize for all the work I have done.

I have written books and become an inspiration to many people.

Children, I wonder if you could now write a letter back to me telling me about any examples of your own behaviour that make you a good role model and also makes a difference to the people around you?

## Time to reflect

Think about some of our key questions and discuss them with an adult if possible:

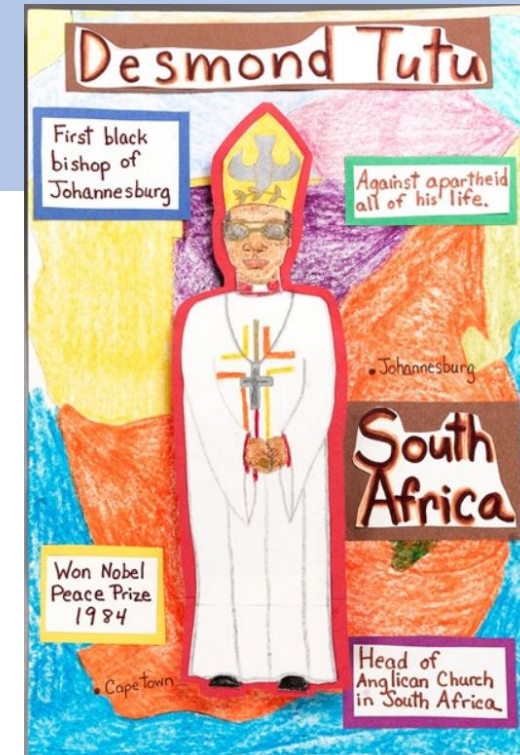
- In what ways was the world unfair for Desmond?
- How was Desmond Tutu discriminated against?

## **You must all complete task 1**

Task 1: Create an information poster about Desmond Tutu

Task 2 (Optional): Write a letter back to Desmond telling him about yourself and you own behavior.

How are you a good role model?



# Day 1 - Maths

Please see separate Year 3 and 4 maths packs.

These can be found on Microsoft Teams and on the All Saints website.

Remember to use White Rose and BBC Bitesize links to support your learning.

A suffix is a group of letters used at the end of a word to slightly change the word's meaning.

dangerous
poisonous
mountainous
joyous
synonymous
hazardous
riotous
perilous
momentous
scandalous

## Spelling Rule: Adding the suffix 'ous'

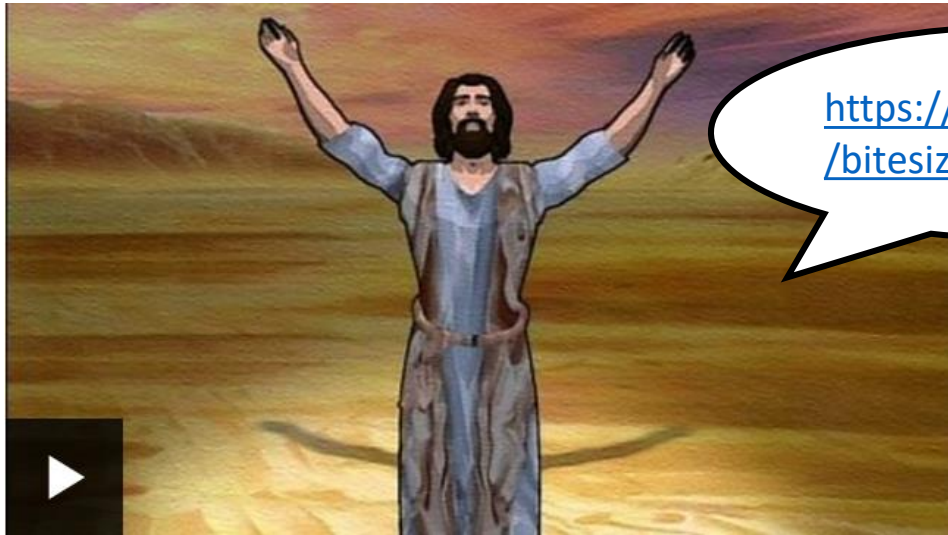
### In your workbook;

1. Practise writing these words.
2. Check the meanings of the words.
3. Write 2 sentences with two of your focus words in.

Remember, you could choose the alternative spellings instead (Year 2 CE Words).

any
many
clothes
water
pretty
Christmas
beautiful
busy
poor
kind

# RE: Judaism - Passover Festival



<https://www.bbc.co.uk/bitesize/clips/zbsb9j6>

<https://www.bbc.co.uk/bitesize/clips/zx7tfg8>





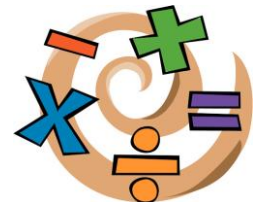





Like Christmas and Easter in the Christian faith, Jewish people have many festivals which are celebrated in a range of different ways. Today we are going to find out about one of these called Passover. Click on the video links to find out about why and how Passover is celebrated.

**Task:** Can you draw a story map to show the events of 'Moses and the Ten Plagues of Egypt'. You can add key words to help retell the story.

**Optional extra:** You could take some further notes about what you have learned today which will help with your fact file about Judaism which you will be asked to create in a couple of weeks time.

# Timetable - Tuesday

9.00-9.30	9.30-10.00	10.00 - 11.00	11.00	11.30 - 12.30	12.30 - 1.30	1.30 - 2:00	2:00 - 3.00
P.E	Reading	English	BREAK	Maths	LUNCH	Spelling	Geography
							

# P.E (daily)

Option 1: PE with Joe Wicks and 9am.

Option 2: Record how many of each activity you can do in a minute.

<u>Activity</u>	<u>How many in 1 minute</u>
High knees	
Bunny hops	
Star jumps	
Hop on one leg	
Squats	
Sit ups	

## Reading Day 2

Tuesday 16<sup>th</sup> June 2020

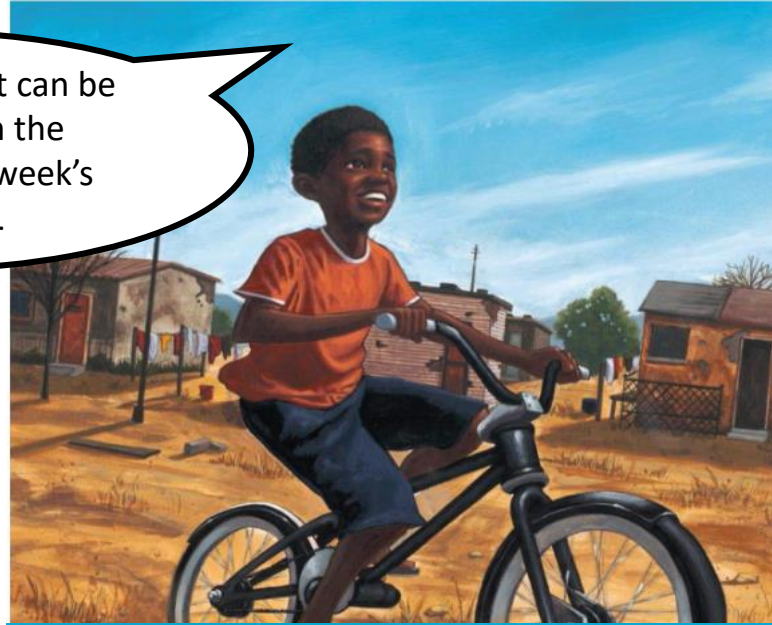
Remember the text can be found as a PP in the resources in this week's assignment.

LO: To infer meaning, explain and retrieve information

1) Read the beginning of Desmond and the very mean word.

Answer the following questions:

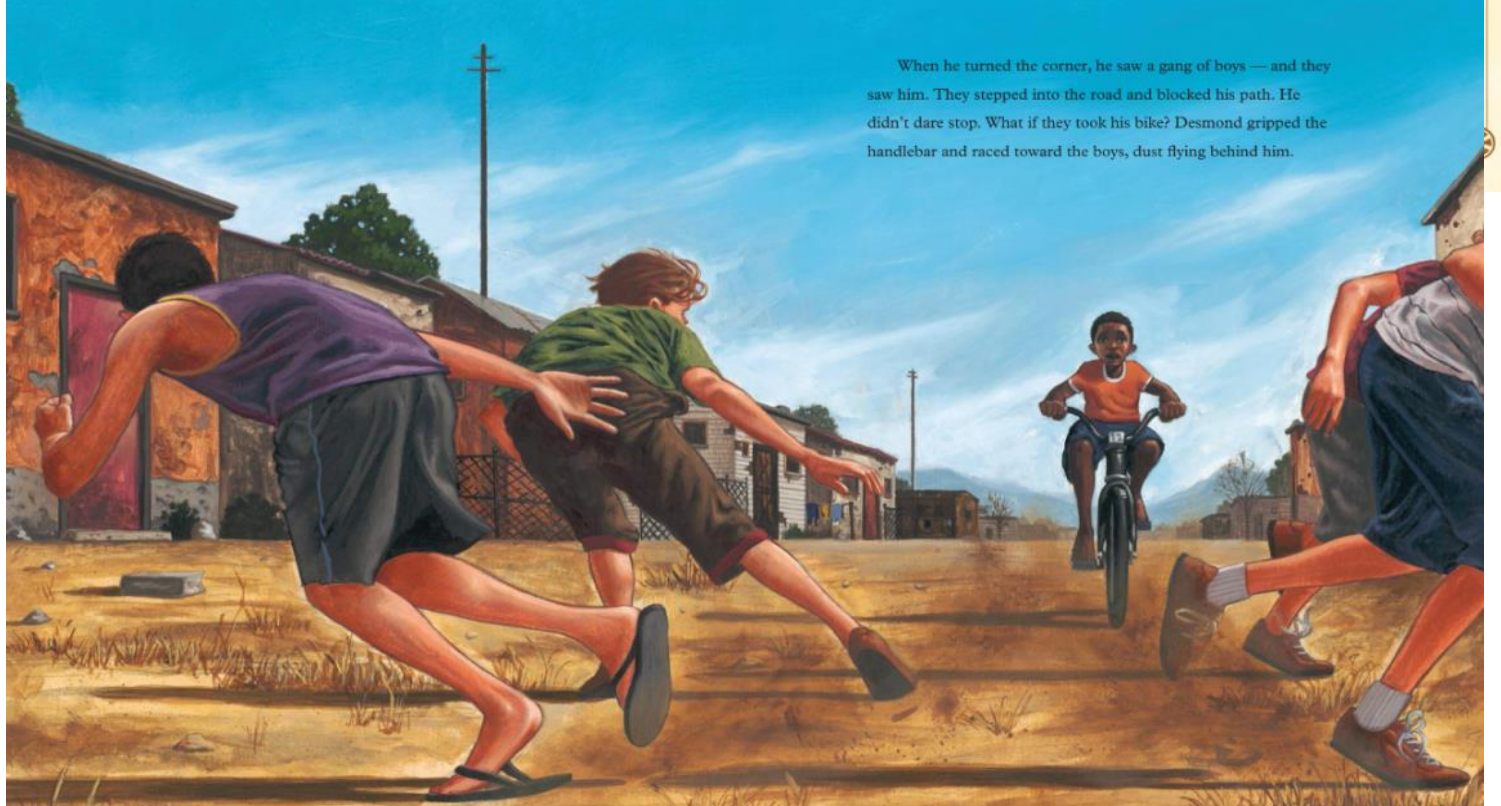
1. Can you find **two** pieces of evidence that show that Father Trevor treated everyone fairly?
2. What impression do you get of the gang of boys? Use evidence from the text to support your answer.
3. How did Desmond feel when he saw the gang of boys? How do you know?
4. Can you find and copy a phrase that shows you Desmond was cycling fast?



DESMOND WAS VERY PROUD of his new bicycle. He was the only child in the whole township who had one, and he couldn't wait to show it to Father Trevor.

Father Trevor was kind and loving, and when he laughed, his eyes sparkled and his whole body shook. Father Trevor didn't care if you were rich or poor, black or white, old or young. He raised his hat and smiled at everyone he met. He especially loved the children and would even let them play marbles on the floor of his office, where he met with the many important people who came to visit.

As Desmond sped down the dirt road, he admired the bicycle's shiny black body and the white stripe on the rear fender. Oh, it was beautiful!



When he turned the corner, he saw a gang of boys — and they saw him. They stepped into the road and blocked his path. He didn't dare stop. What if they took his bike? Desmond gripped the handlebar and raced toward the boys, dust flying behind him.

## English Lesson 2

LO: To describe two contrasting characters.

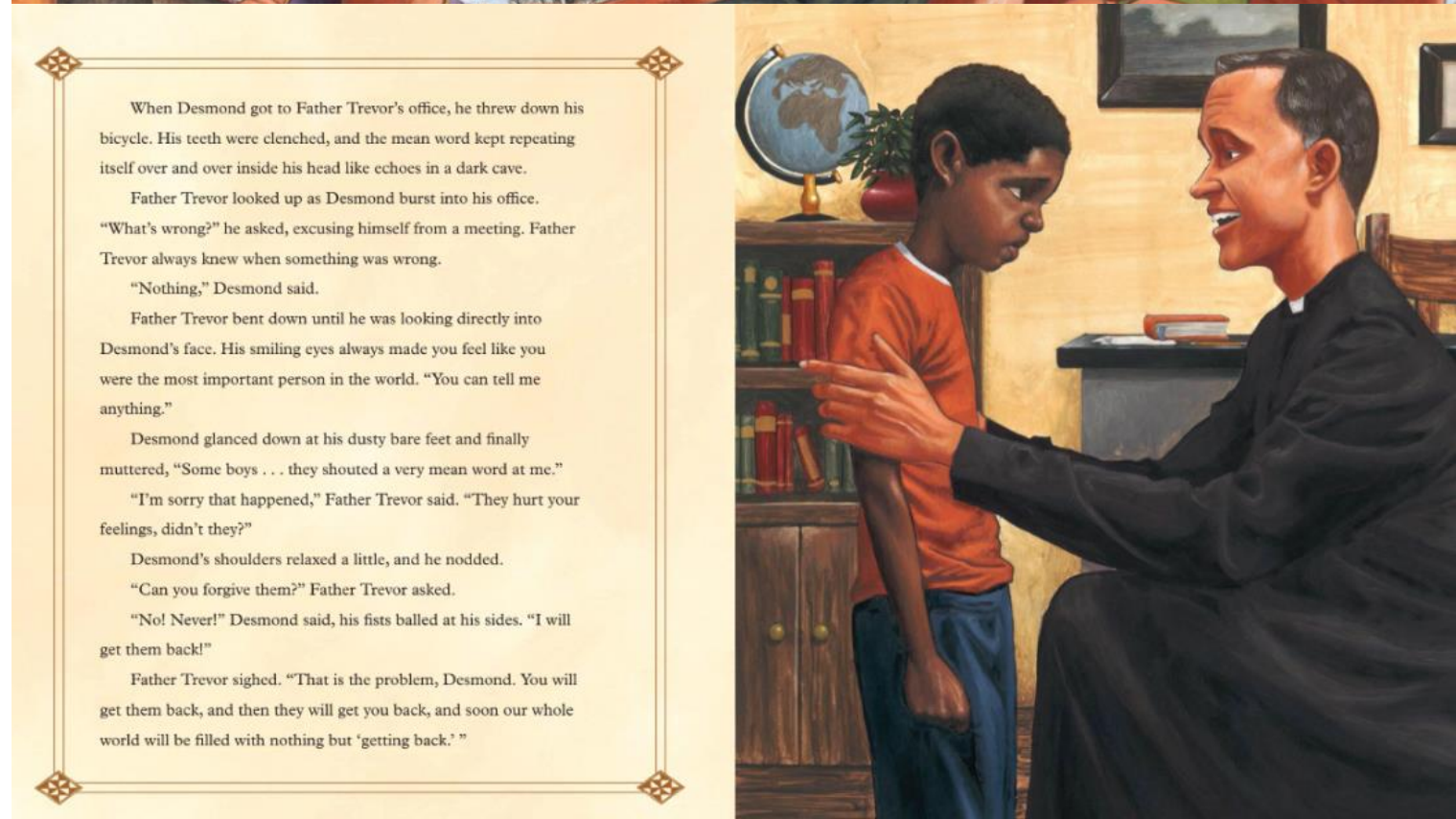
Read the next two pages of the story.  
All to complete task 1 and 2 today 😊

Task 1: Answer these questions.

1. What does the word spat tell you about the way the red-haired boy said the mean word?
2. How does Desmond feel after hearing the word? Support your idea with evidence from the text.
3. How does it make you feel when someone says mean things to you?
4. Explain what Father Trevor meant when he said, 'soon our whole world will be filled with nothing but 'getting back.'



The boys scattered out of the way, but the tallest, a red-haired boy, spat out a very mean word. The other boys laughed and shouted the mean word again and again. Desmond pedaled away as fast as he could. His heart pounded, and his chest ached.



When Desmond got to Father Trevor's office, he threw down his bicycle. His teeth were clenched, and the mean word kept repeating itself over and over inside his head like echoes in a dark cave.

Father Trevor looked up as Desmond burst into his office. "What's wrong?" he asked, excusing himself from a meeting. Father Trevor always knew when something was wrong.

"Nothing," Desmond said.

Father Trevor bent down until he was looking directly into Desmond's face. His smiling eyes always made you feel like you were the most important person in the world. "You can tell me anything."

Desmond glanced down at his dusty bare feet and finally muttered, "Some boys . . . they shouted a very mean word at me."

"I'm sorry that happened," Father Trevor said. "They hurt your feelings, didn't they?"

Desmond's shoulders relaxed a little, and he nodded.

"Can you forgive them?" Father Trevor asked.

"No! Never!" Desmond said, his fists balled at his sides. "I will get them back!"

Father Trevor sighed. "That is the problem, Desmond. You will get them back, and then they will get you back, and soon our whole world will be filled with nothing but 'getting back.'"

**LO: To describe two contrasting characters.**

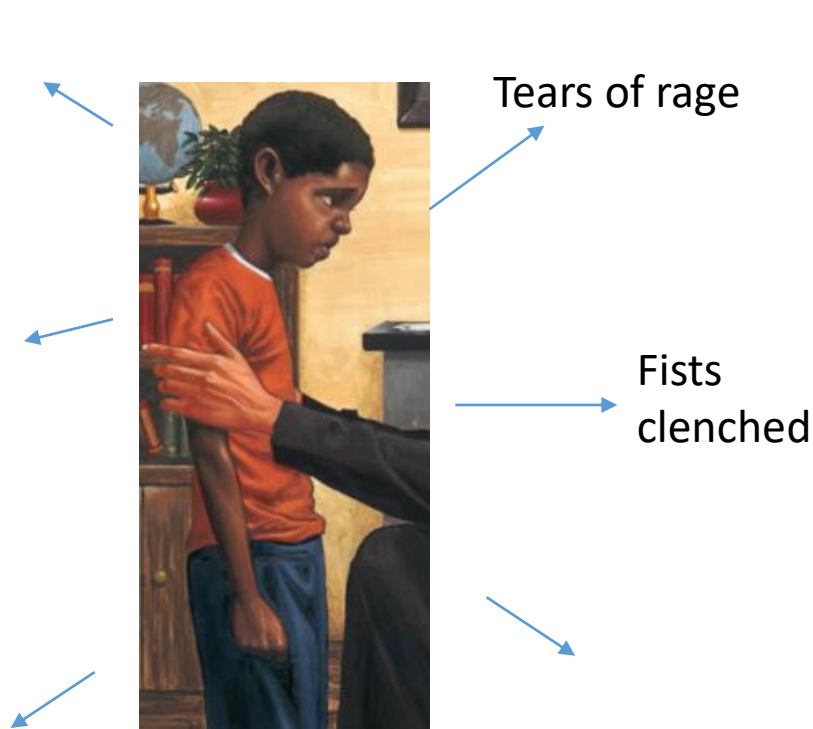
**Contrast means different**

In the section we have just read, we were introduced to a very calm and kind Father Trevor and an upset and angry Desmond because someone had been unkind to him.

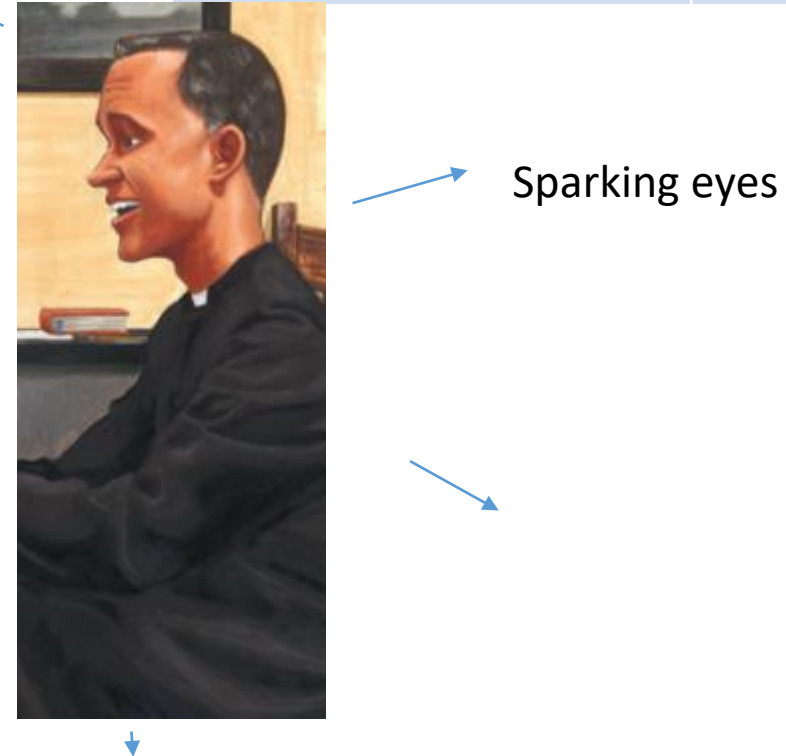
Task 2: Describe two contrasting characters.

Write descriptive words and phrases around the images to describe these characters.

Success Criteria	
Describe appearance	
Describe how they feel by using Show not tell	e.g. fists clenched (instead of saying angry) gently placed a hand on his shoulder (rather than saying kind)
Consider what else they might they say?	e.g. It's not fair!



Warm smile



## Day 2 - Maths

Please see separate Year 3 and 4 maths packs.

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A suffix is a group of letters used at the end of a word to slightly change the word's meaning.

dangerous
poisonous
mountainous
joyous
synonymous
hazardous
riotous
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momentous
scandalous

## Spelling Rule: Adding the suffix 'ous'

In your workbook;

1. Practise writing these words.
2. Check the meanings of the words.
3. Write 2 sentences with two of your focus words in.

Remember, you could choose the alternative spellings instead (Year 2 CE Words).

any
many
clothes
water
pretty
Christmas
beautiful
busy
poor
kind



# Geography Volcanoes and Geographical Skills

This term we are going to be finding out all about volcanoes and also revising our geographical skills.

# Lesson 4 – Geographical Skills

**L.0: To understand about compass points and to be able to follow them.**

You might find this BBC video useful in addition to the slides, please don't worry if you can't access the video though.

<https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-using-compass-and-reading-maps/z77tf4j>

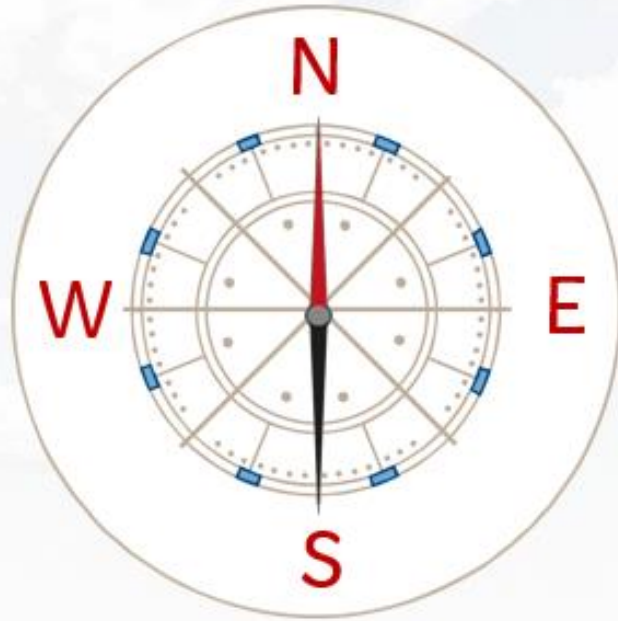
Task – Hopefully someone in your household has a mobile phone with a compass app on it, using your back garden or a nearby open space (remember to stay safe and socially distance if you go to the park) design a treasure map using compass directions – perhaps someone else in your family could follow it after you design it?

## The Four Cardinal Points of a Compass

We use compass points to describe position and direction.

There are four main (cardinal) points of the compass:

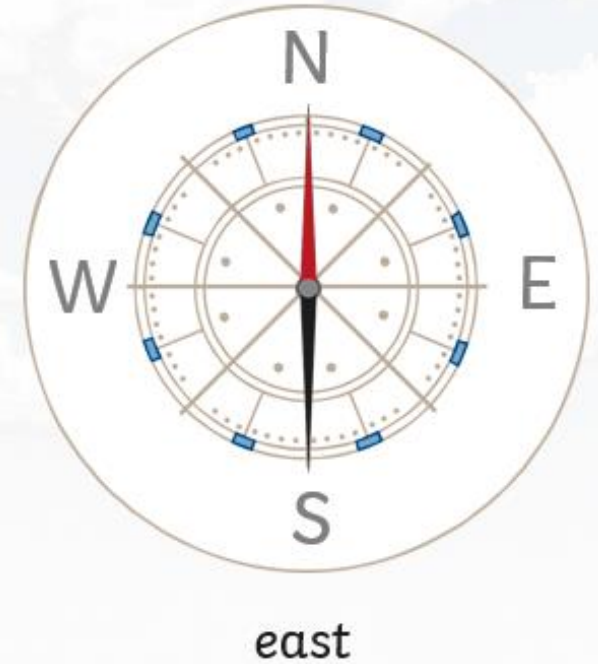
north, south, east and west.



## Using the Four Cardinal Points

Each quarter turn brings you to a new compass point.

If I am facing north and turn  $90^\circ$  clockwise, I will be facing east.



- **Using a compass try these, which direction do you end up facing?**

I am facing south and turn 90° clockwise.

I am facing west and turn 90° clockwise.

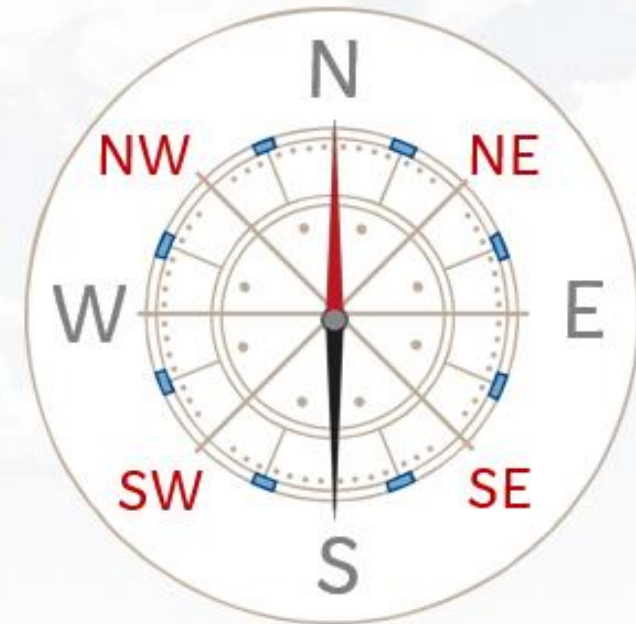
I am facing north and turn 180° anticlockwise.

## The Four Intercardinal Points

We can be more specific if we use a further 4 (intercardinal) compass points.

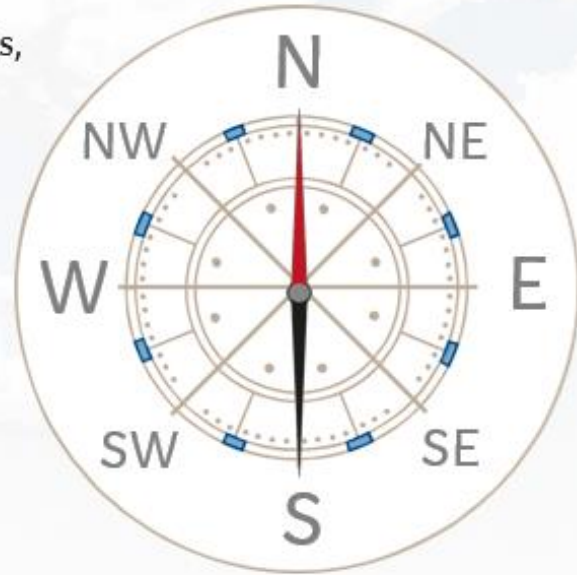
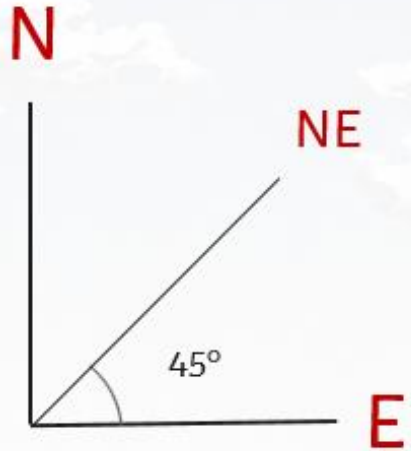
These come halfway between the main points and are called:

north-east (**NE**),  
south-east (**SE**),  
south-west (**SW**)  
and north-west (**NW**).



## Using the Four Cardinal Points

Between each of the 8 compass points, there are  $45^\circ$ . This is  $\frac{1}{8}$  of a turn.







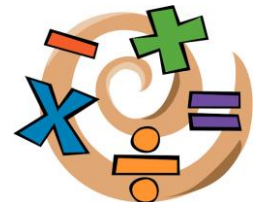



- **Using a compass try these, which direction do you end up facing?**

I am facing north-west and turn  $45^\circ$  clockwise.

I am facing north-east and turn  $90^\circ$  clockwise.

I am facing south-west and turn  $180^\circ$  anticlockwise.

# Timetable - Wednesday

9.00-9.30	9.30-10.00	10.00 - 11.00	11.00	11.30 - 12.30	12.30 - 1.30	1.30 - 2:00	2:00 - 3.00
P.E	Reading	English	BREAK	Maths	LUNCH	Spelling	Enrichment /Golden Time
							

See  
Enrichment  
slide for ideas

# P.E (daily)

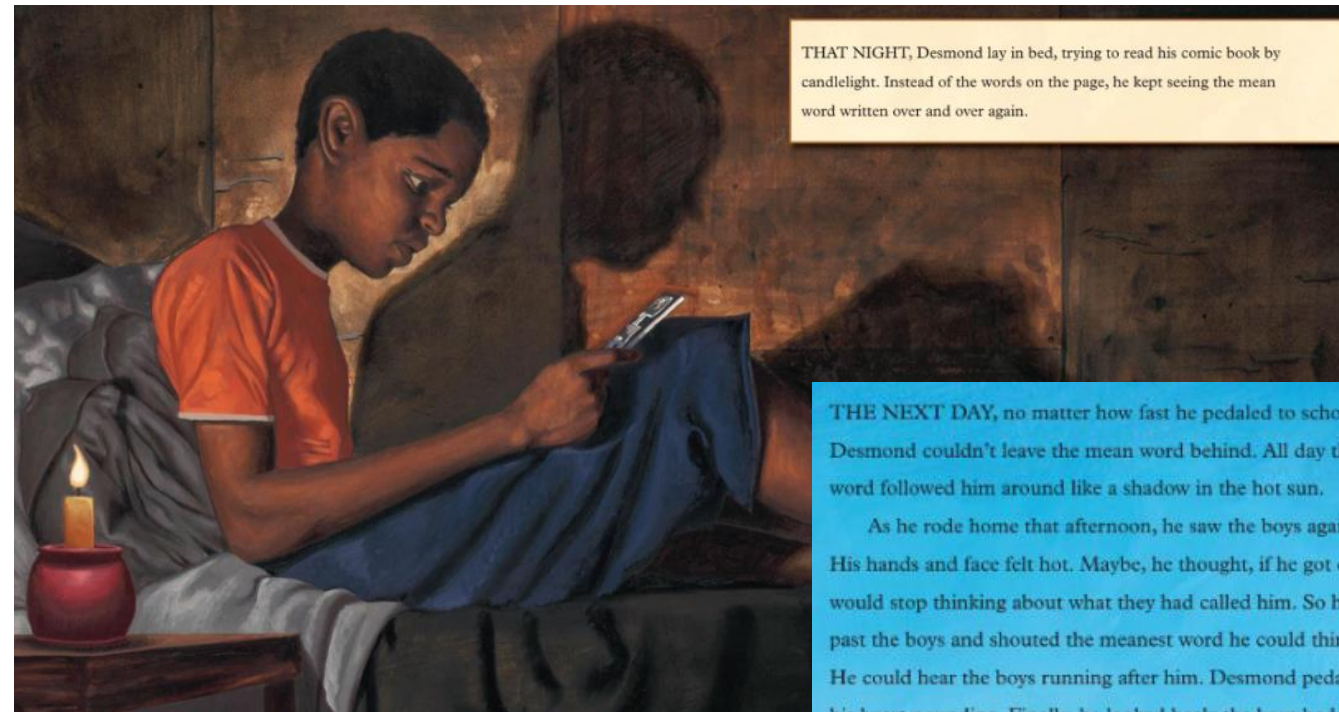
Option 1: PE with Joe Wicks and 9am.

Option 2: Record how many of each activity you can do in a minute.

<u>Activity</u>	<u>How many in 1 minute</u>
High knees	
Bunny hops	
Star jumps	
Hop on one leg	
Squats	
Sit ups	

# Reading Day 3 Wednesday 17<sup>th</sup> June 2020

## Book Talk



THAT NIGHT, Desmond lay in bed, trying to read his comic book by candlelight. Instead of the words on the page, he kept seeing the mean word written over and over again.

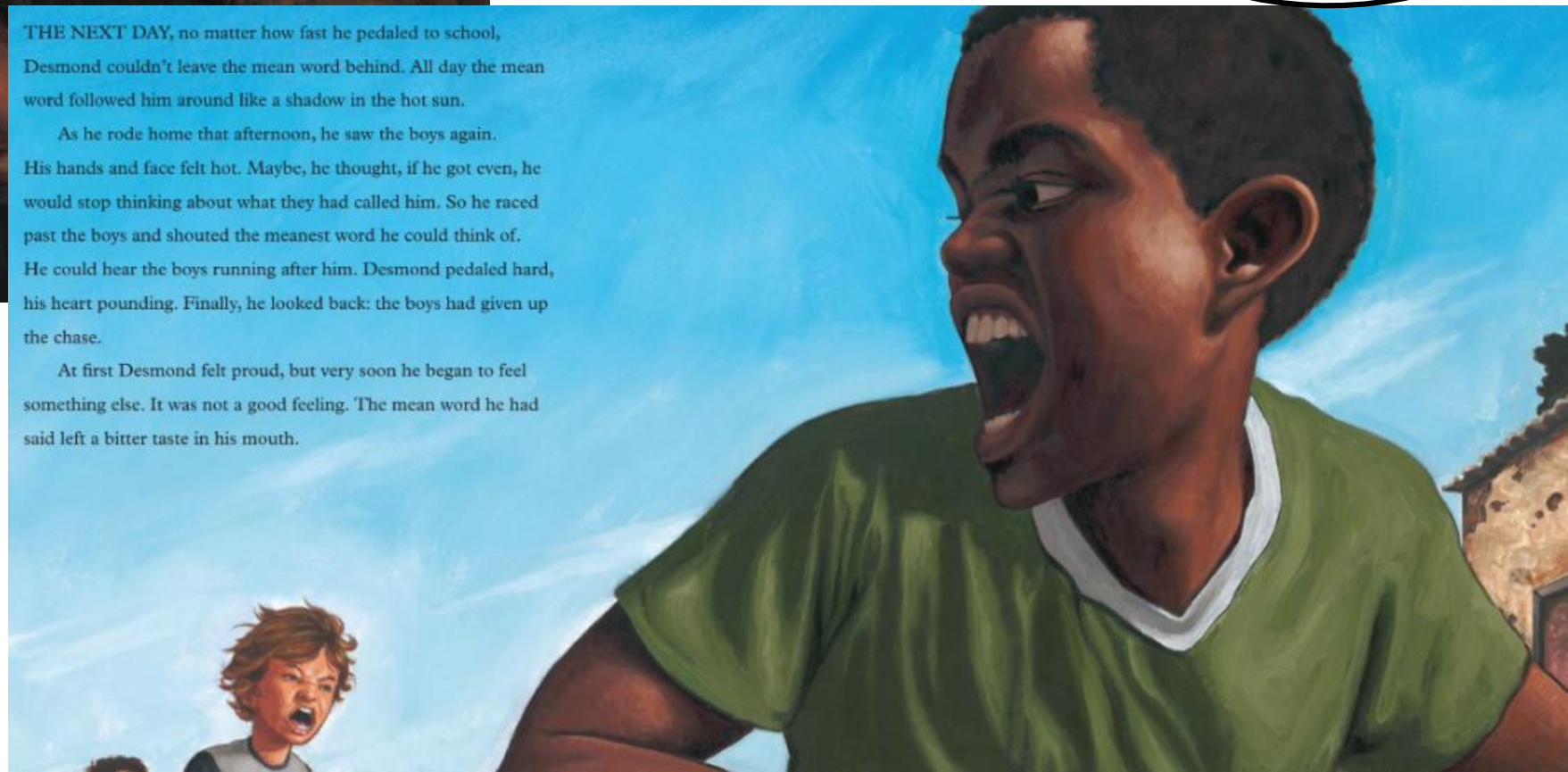
Re-read the story from yesterday to remind yourself what has happened so far.

Remember the text can be found as a PP in the resources in this week's assignment.

THE NEXT DAY, no matter how fast he pedaled to school, Desmond couldn't leave the mean word behind. All day the mean word followed him around like a shadow in the hot sun.

As he rode home that afternoon, he saw the boys again. His hands and face felt hot. Maybe, he thought, if he got even, he would stop thinking about what they had called him. So he raced past the boys and shouted the meanest word he could think of. He could hear the boys running after him. Desmond pedaled hard, his heart pounding. Finally, he looked back: the boys had given up the chase.

At first Desmond felt proud, but very soon he began to feel something else. It was not a good feeling. The mean word he had said left a bitter taste in his mouth.



Wednesday 17<sup>th</sup> June 2020

## Book Talk

Quick fire question:

What does Desmond do to get even with the boys?

Complete the following sentences in Your book.

AFTER SCHOOL the next day, Desmond went to Father Trevor's.

"Are you feeling any better, Desmond?" Father Trevor asked as he sat on the floor shooting marbles with the children.

Desmond shook his head from side to side and frowned.

"When people say mean words to us, we often feel ashamed of who we are," Father Trevor said. "They can make us feel a little less lovable, but it's not true." Lowering his face close to the floor, Father Trevor lined up a marble in the chalk circle. "Desmond, everything we do matters — if we smile or if we frown, if we say something nice or something mean." Father Trevor flicked the shooter with his thumb and hit the marble out of the circle.

"When we hurt someone," Father Trevor said as he got up, "it hurts us, too."



1) The overriding feeling at this part of the story is .....

2) Positive relationships in this story are .....

3) Negative relationships in this story are .....

## English Lesson 3

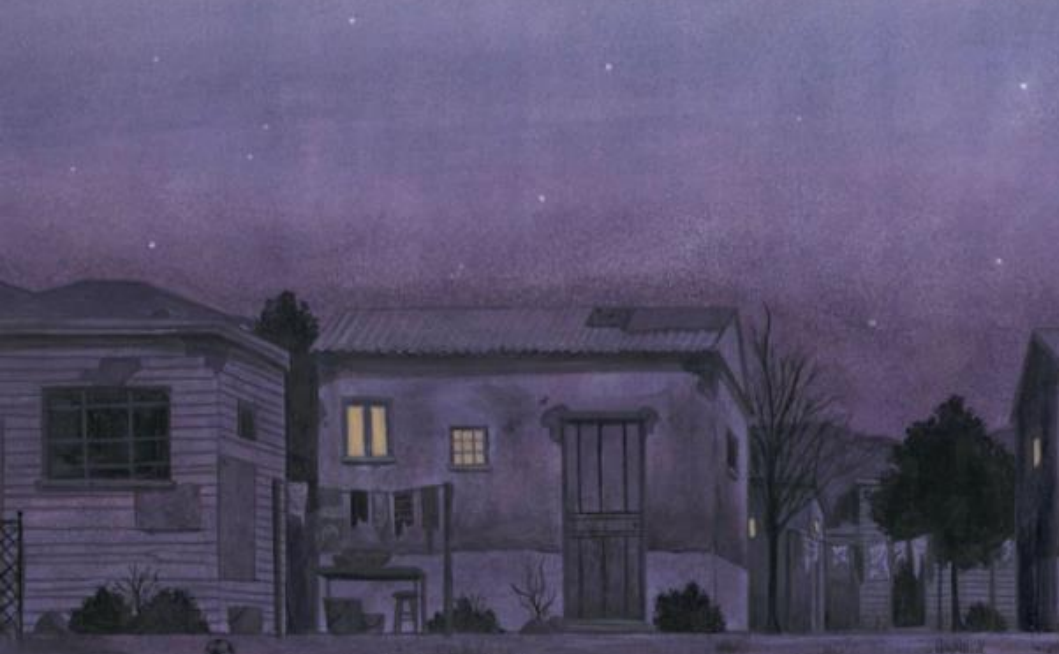
LO: To identify and use adverbs.

Task one: Read the next two pages of the story

THAT NIGHT, Father Trevor dropped in to see Desmond's parents. Desmond carried a pot of tea into the living room and then went outside. Usually he would try to listen to what the adults were saying, but tonight he just wanted to be alone. Sitting on the doorstep, Desmond looked up at the starry sky, an empty ache in his chest. He thought he could even see the mean word written on the face of the moon.

"That's a very nice bicycle you have," Father Trevor said as he sat down next to Desmond. The black paint gleamed in the moonlight.

Desmond had forgotten to show his bike to Father Trevor. It didn't matter now. He just shrugged and turned his back. He didn't want to talk, not even to Father Trevor.



"Still thinking about that mean word?" Father Trevor asked. Desmond slowly nodded.

"Our hearts are fragile and easily hurt. This is why we were given a way to heal them — it's called forgiveness."

"How can I forgive them? They haven't said they're sorry."

"You don't need to wait until someone says they're sorry to forgive them. You have the power to forgive whenever you are ready."

"I'm not ready," Desmond said.

"That's fine, Desmond. Only you will know when you are."

Father Trevor got up to leave.

Desmond felt a lump in his throat.

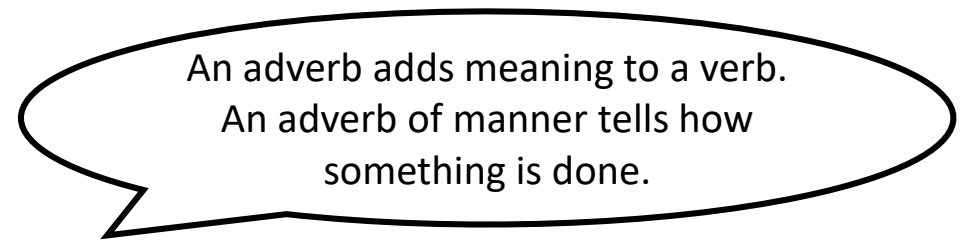
Father Trevor said very softly, "Let me tell you a secret, Desmond. When you forgive someone, you free yourself from what they have said or done. It's like magic."

Why do you think Desmond wants to be alone when Father Trevor comes to visit?

## English Lesson 3

LO: To identify and use adverbs.

Task Two: Complete these two activities about adverbs.



Think of an adverb to add to the verbs below to tell *how* it was done.

1. Desmond pedalled \_\_\_\_\_.
2. The boys shouted \_\_\_\_\_.
3. Father Trevor smiled \_\_\_\_\_.
4. Desmond spread his arms \_\_\_\_\_.

**"I forgive you," said Desmond quietly.**

What did Desmond do?

He *said* "I forgive you." (This is a verb)

How did he say it?

He said it *quietly*. (This is an adverb)

Circle the adverbs in the sentences below.

1. He especially loved the children and would even let them play marbles on the floor of his office.
2. Father Trevor bent down until he was looking directly into Desmond's face.
3. Desmond glanced down at his dusty feet and finally muttered, "Some boys... they shouted a very mean word at me."
4. Desmond slowly nodded.
5. Father Trevor said softly, "Let me tell you a secret, Desmond. When you forgive someone, you free yourself from what they have said or done. It's like magic."

## Day 3 - Maths

Please see separate Year 3 and 4 maths packs.

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A suffix is a group of letters used at the end of a word to slightly change the word's meaning.

dangerous
poisonous
mountainous
joyous
synonymous
hazardous
riotous
perilous
momentous
scandalous

## Spelling Rule: Adding the suffix 'ous'

### In your workbook;

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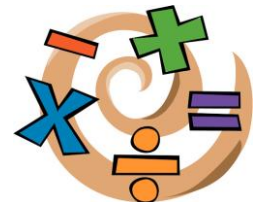



any
many
clothes
water
pretty
Christmas
beautiful
busy
poor
kind



## Activity ideas

- Online learning - Active Learn, TTRS, Classroom Secrets Packs
- Listen to a range of musical genres e.g. rock, pop, classical. Which do you like best? Why?
- Mindful colouring or drawing
- Build a structure out of LEGO
- Play your favourite board game
- Do some baking of your choice
- Play outside in the garden with your favourite toys
- Read your favourite book - could you read it in an unusual place?
- Help a grown up - cook, clean, tidy up

# Timetable - Thursday

9.00-9.30	9.30-10.00	10.00 - 11.00	11.00	11.30 - 12.30	12.30 - 1.30	1.30 - 2:00	2:00 - 3.00
P.E	Reading	English	BREAK	Maths	LUNCH	Spelling	Science
							

# P.E (daily)

Option 1: PE with Joe Wicks and 9am.

Option 2: Record how many of each activity you can do in a minute.

<u>Activity</u>	<u>How many in 1 minute</u>
High knees	
Bunny hops	
Star jumps	
Hop on one leg	
Squats	
Sit ups	

# Reading Day 4

Continue reading the story of Desmond and the very mean word.



A WEEK LATER, Desmond was riding his bicycle down the street when he saw the boy with red hair surrounded by two older boys.

"That'll teach you," one of them said, dunking the head of the red-haired boy into a bucket of water. Seconds later, the boy managed to raise his head, his wet hair standing up like a carrot top. He looked like he was about to cry.

A woman appeared at the door. "Leave your brother alone. You are as bad as your father. Now, get in this house before I —"

She didn't finish her sentence before the brothers were inside and the door had slammed shut. To Desmond's surprise, he felt sorry for the red-haired boy.

A FEW DAYS LATER, Desmond ran into the neighborhood market to buy his father a newspaper. Out of the corner of his eye, he saw a flash of red. Turning, Desmond realized it was the red-haired boy. He was standing alone in front of the candy counter. It was filled with lollipops and delicious chocolates.

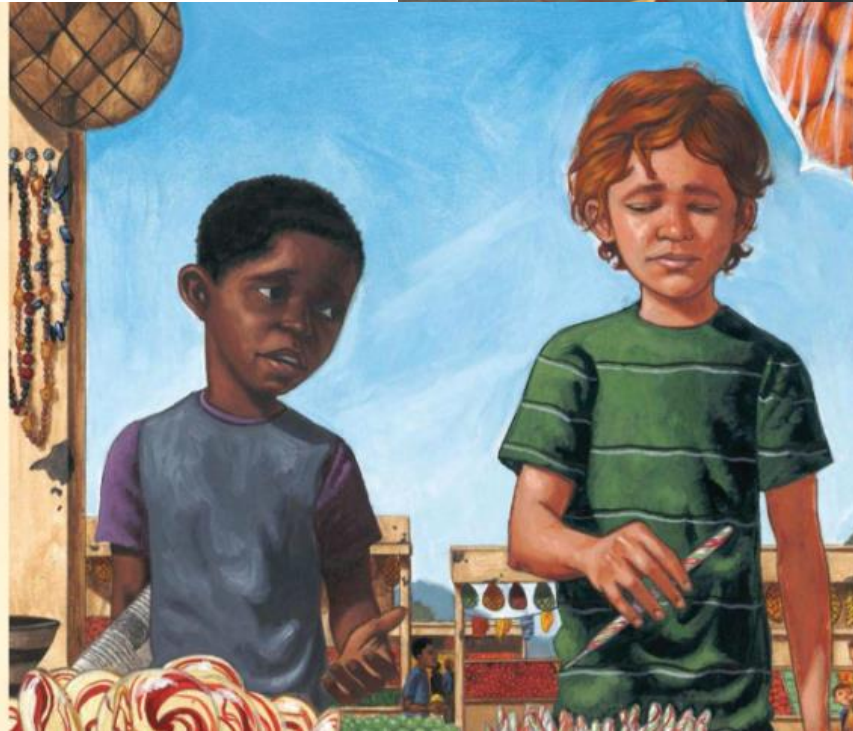
Desmond wanted to say something, but what?

Thinking of the mean word he had shouted at the boy, Desmond finally blurted out, "I'm sorry for what I said."

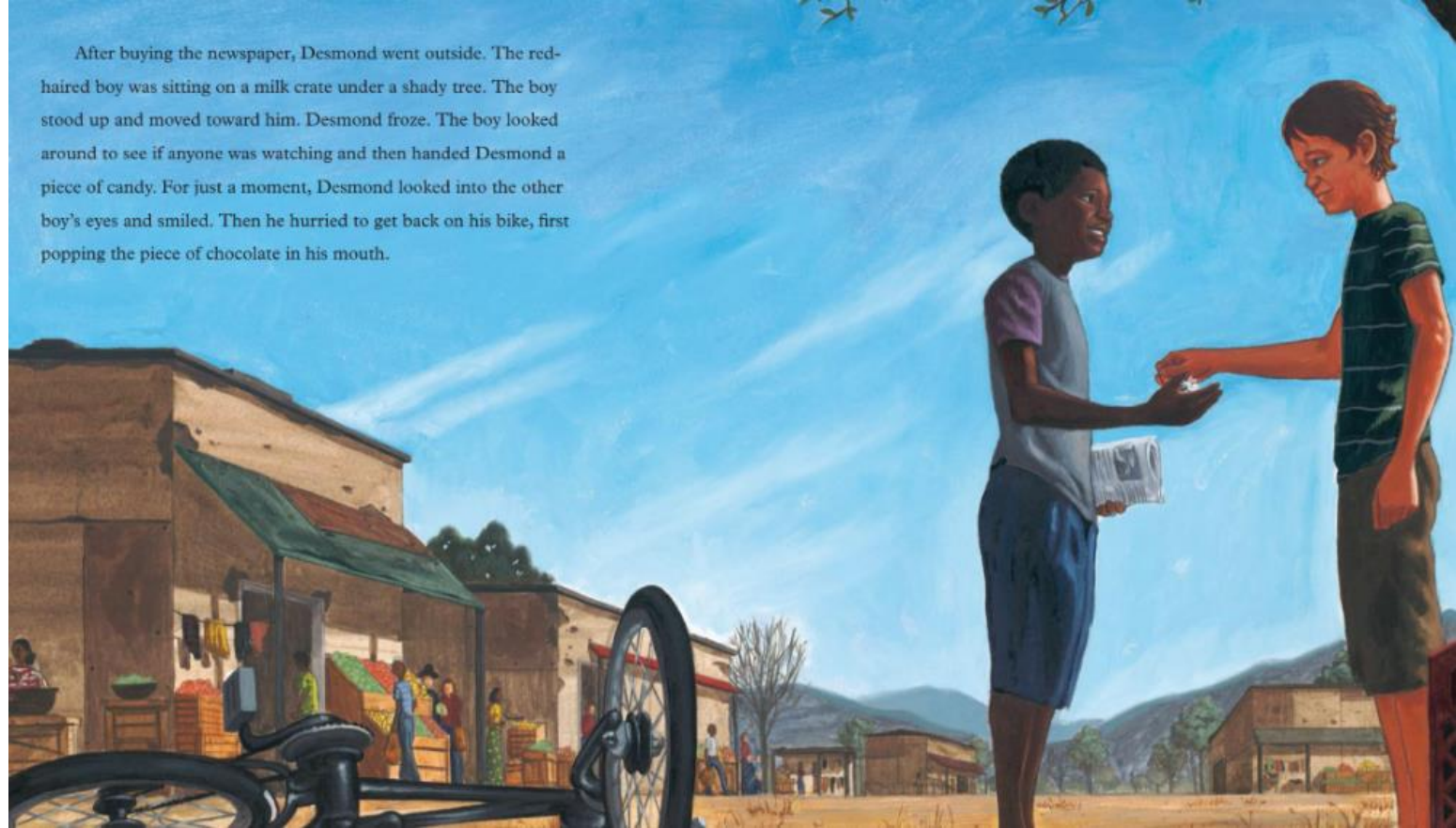
The boy looked at him, speechless. Finally he stammered, "I guess . . . I'm . . . well . . ."

Desmond didn't need the boy to say he was sorry. It would have been nice, but as Father Trevor had said, it really wasn't necessary.

"I forgive you," Desmond said quietly. As soon as the words were out of his mouth, Desmond felt a little stronger and a little braver and stood up a little taller.



After buying the newspaper, Desmond went outside. The red-haired boy was sitting on a milk crate under a shady tree. The boy stood up and moved toward him. Desmond froze. The boy looked around to see if anyone was watching and then handed Desmond a piece of candy. For just a moment, Desmond looked into the other boy's eyes and smiled. Then he hurried to get back on his bike, first popping the piece of chocolate in his mouth.



Answer the following questions in full sentences:

What made Desmond change his mind about forgiving the boy?

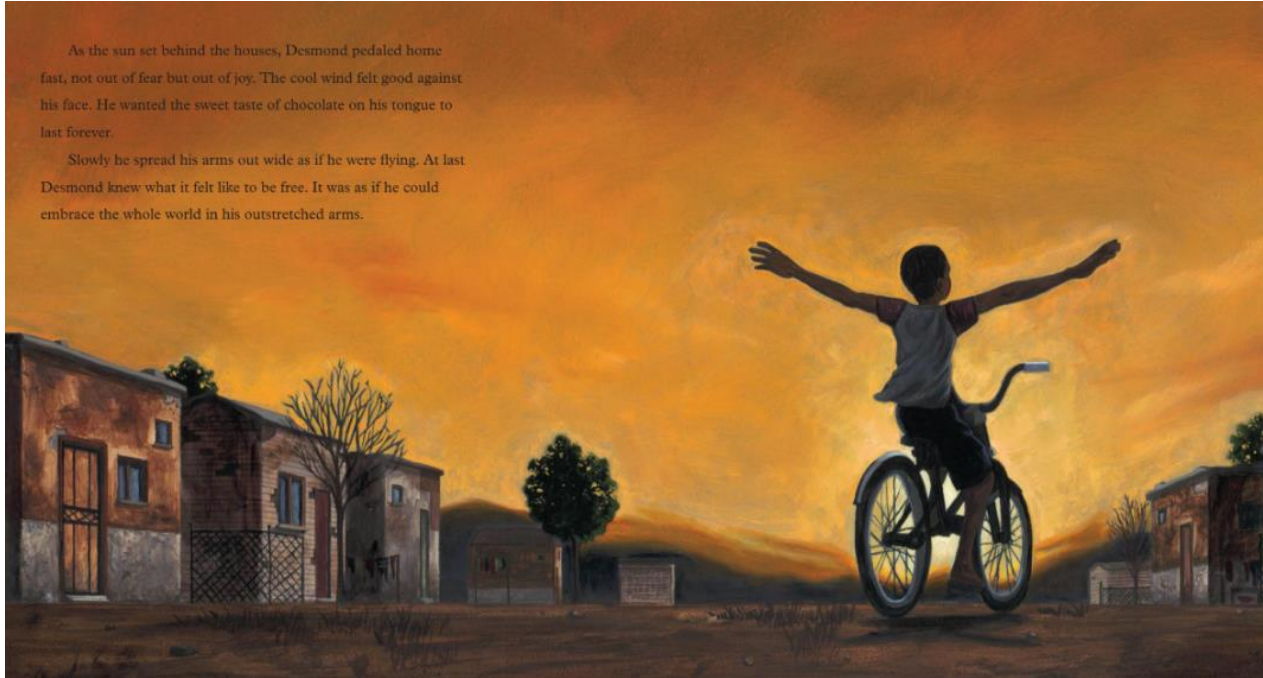
What did the boy do when Desmond apologised for what he had said?

How do you think the red-haired boy felt after Desmond apologised?

Remember to support your answer with evidence from the text.

# English Lesson 4

LO: To infer meaning characters feeling.



As the sun set behind the houses, Desmond pedaled home fast, not out of fear but out of joy. The cool wind felt good against his face. He wanted the sweet taste of chocolate on his tongue to last forever.

Slowly he spread his arms out wide as if he were flying. At last Desmond knew what it felt like to be free. It was as if he could embrace the whole world in his outstretched arms.

1. Read the final page of Desmond and the very mean word.
2. Complete the activity on the right. You need to think about Desmond's feelings at different parts of the story.

e.g. Desmond felt angry when the boys called him a mean word.

## Making Connections

Write down four emotions Desmond felt during the story and what caused these feelings.

<i>Desmond felt</i> _____
<i>when</i> _____
_____
_____

<i>Desmond felt</i> _____
<i>when</i> _____
_____
_____

<i>Desmond felt</i> _____
<i>when</i> _____
_____
_____

<i>Desmond felt</i> _____
<i>when</i> _____
_____
_____

Once you found out how the red-haired boy was treated by his brothers did it change your opinion of him? Why / Why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why do you think the red-haired boy acted the way he did at the start of the story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Day 4 - Maths

Please see separate Year 3 and 4 maths packs.

These can be found on Microsoft Teams and on the All Saints website.

Remember to use White Rose and BBC Bitesize links to support your learning.

A suffix is a group of letters used at the end of a word to slightly change the word's meaning.

dangerous

poisonous

mountainous

joyous

synonymous

hazardous

riotous

perilous

momentous

scandalous

## Spelling Rule: Adding the suffix 'ous'

### In your workbook;

1. Practise writing these words.
2. Check the meanings of the words.
3. Write 2 sentences with two of your focus words in.

Remember, you could choose the alternative spellings instead (Year 2 CE Words).

any

many

clothes

water

pretty

Christmas

beautiful

busy

poor

kind

# Science – Plants

## Lesson 2 – LO: Seed Dispersal





# WIND DISPERSAL



## Pepperpots



**(RED CAMPION)**

The flower dries out into a hollow container inside which seeds are rattled out.

## Parachutes



**(DANDELION)**

Feathery hairs help the seed to float on the wind. They can be carried very far this way.

## Spinners



**(SYCAMORE)**

Its wings make it spin like a helicopter and carry it far from the parent tree.

Wind dispersal is most common for smaller, lighter seeds.

# WATER DISPERSAL



Seeds of plants which grow near water may be carried far away by streams & rivers.

How do you think the seeds eventually begin growing in this case?

# EXPLOSIVE DISPERSAL

Some plants distribute their seeds by violently ejecting them so that they fall well away from the parent plant.



Gorse is a good example of this.

Sitting near Gorse bushes on a hot day in summer you can hear exploding pods sound almost like gun shots.

# ANIMAL DISPERSAL

1

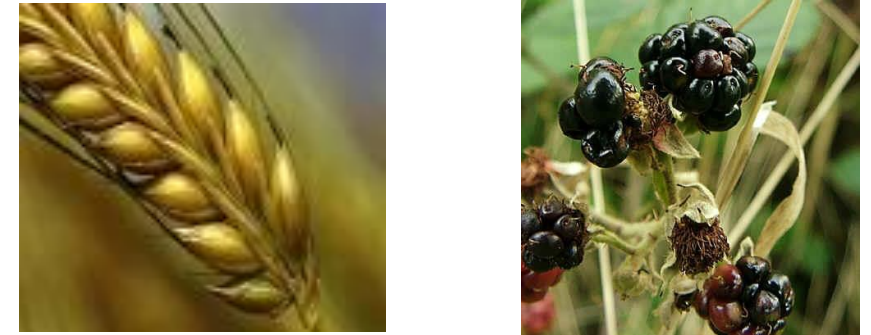
Animals, including humans, have a big role to play in seed dispersal.



Some species of plant use **hooks** on their fruits to attach themselves to the fur of mammals or feathers of birds... or even the clothes of humans!

2

The seeds of many plants are dispersed after passing through the digestive system of animals that have eaten them.



What kind of animals would eat these fruits/seeds?

# ANIMAL DISPERSAL - 3



Hard nuts are usually destroyed if chewed or eaten.

However, animals such as squirrels may store them to eat later and forget to go back to get them, giving them a chance to germinate.

On rare occasions, birds such as blue jays can transport acorns long distances.

# Your Task:

- To create your own poster on seed dispersal – sharing how plants disperse their seeds in order for them to grow successfully.

## Example:

**Seed Dispersal is Scattering Seeds**

Seeds are **dispersed** or **spread out** so that they can grow **without** too much **competition** from **each other**. Here are some ways in which the seed can be dispersed:





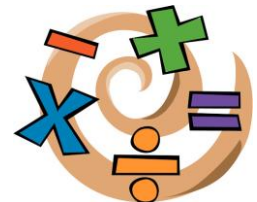



- 1) Wind dispersal**
  - Dandelion fruit.** Parachutes catch the wind.
  - Sycamore fruit.** Wings help it fly away from the parent tree.
- 2) Animal dispersal**
  - Tomato fruit.** Fruit gets **eaten**. Seeds come out in the animals' **droppings**.
  - Burdock fruit.** Hooks catch animals' coats.
- 3) Explosions**
  - Peas.** The pods **dry out** and **flick** the seed out.
- 4) Drop and Roll**
  - Horse Chestnut fruit.** The heavy fruit **falls** down from the tree. It **splits** when it hits the ground and the seeds **roll** out. The seeds then tend to be further dispersed by animals.

## Explanation video:

<https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/z28dpbk>



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P.E	Reading	English	BREAK	Maths	LUNCH	Spelling	PSHE
							

# P.E (daily)

Option 1: PE with Joe Wicks and 9am.

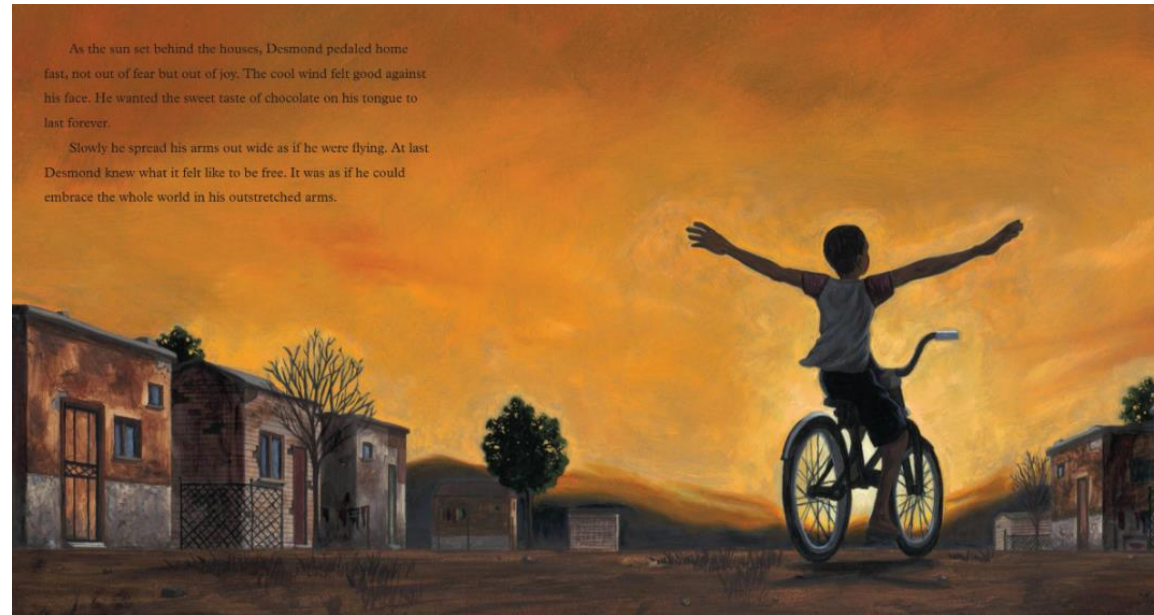
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# Reading Day 5

LO: To write a summary.

Today's task: Write a summary to tell someone what happened in the story, 'Desmond and the very mean word.'  
Challenge: Can you make your summary 50 words long?



# English Lesson 5

LO: To reflect on the story, Desmond and the very mean word.'

- 1) Re-read the story Desmond and the very mean word.
- 2) Complete these reflection questions about the book.

## Reflection

Has anyone ever said something really mean to you? What happened?

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How did you deal with it?

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There is a well-known saying: Two wrongs don't make a right. What does this mean?

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Why is it hard to forgive others sometimes?

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Explain what forgiveness does.

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## Day 5 - Maths

Please see separate Year 3 and 4 maths packs.

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dangerous
poisonous
mountainous
joyous
synonymous
hazardous
riotous
perilous
momentous
scandalous

## Spelling Quiz

With a grown up or sibling, complete a spelling quiz on all of your words.

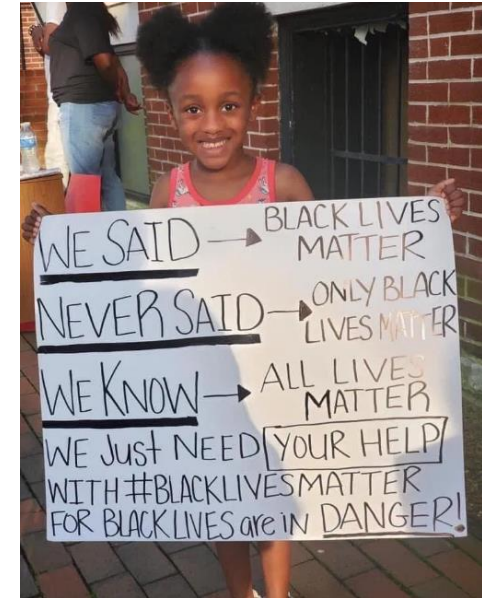
How did you do? You could let your teacher know what you got out of 10.

any
many
clothes
water
pretty
Christmas
beautiful
busy
poor
kind

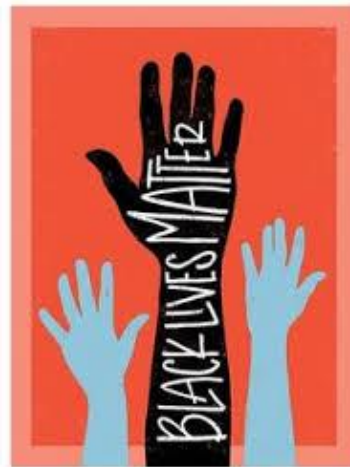
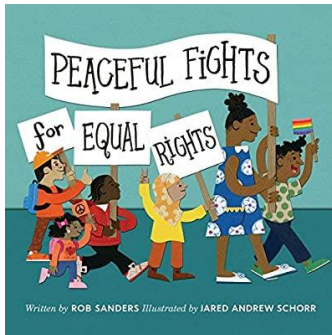
# Day 5 - PSHE - Black Lives Matter

**CHANGE**  
BEGINS WITH  
**YOU**

This week, through the story of 'Desmond and the Very Mean Word', we hope you have had an opportunity to reflect and think carefully about equality and kindness to all. Unfortunately racism and discrimination are issues that still cause great unrest around the world, as you may have seen in recent news. It is important to be aware of these issues and think carefully about what we can do to make a difference! Remember this can be as simple as remembering our school values of kindness, respect and inclusion, not just at school but whenever and wherever.



If you would like to find out more about the recent events in America watch this Newsround episode for further information: <https://www.bbc.co.uk/newsround/52813673>



Your task is to create a **campaign poster** to stand up for equal rights. Your poster can include; bubble writing slogans, important messages, advice, information and pictures to portray these. Make sure it is eye-catching to attract attention. When you finish you could display your poster up in your house or on a window.