



**Abbey Road  
Primary School**

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Dear Children, Parents and Carers,

We hope you had a great Easter holidays. We're looking forward to seeing lots of photos of you. What was the highlight of your holidays? Let me think, I wonder what it could be?



We're sorry this letter is so long! It's the first one, so we feel we need to explain things as completely as we can. Subsequent weekly letters should be shorter as we all get used to this new way of learning.

It's now time for all of us to get back into a "School" routine. It's great that you are learning loads and developing lots of new skills at home, but we also need to keep on top of those basic skills we try to develop when you're in the classroom. We know it's not easy, we're finding it tricky too, but if we all show some determination and resilience we can get through this. Remember to do an activity you enjoy once you've completed your school work - that goes for the grown-ups as well as the children!!



These days when we're in school, we start off every morning with a Joe Wicks session, Just Dance, KIDZ BOP dance along videos, or some other fun movement activity just to warm up our bodies and to make us feel energised. It's a great way to get you started and into a positive mindset. Keep yourself fit and active. One hour of daily activity is recommended for all children. So go in your garden and kick a football, skip, play hopscotch, jump on a trampoline, have a race, do some laps (changing direction every so often). Go for a walk, go for a run, get on your bike – the roads are really quiet now! Get active.



Once you've had a drink, you're ready to begin your working day. Make sure you have a designated workspace that has all the equipment you'll need "your office", it doesn't matter where it is so long as you are comfortable to work there. There's nothing more distracting than having to get up every two minutes to find something else so, just as we do at school, make sure you have your pencil sharpened, a rubber, a ruler, a drink and whatever else you can think of.

Try to keep to a similar routine each day. Decide where you want to begin – starting with something you like and ending with something fun can be a good idea. Remember that you can have breaks and it is fine to work in whatever way suits your family. You could have a Maths Morning or a Literacy Afternoon. It depends on what suits your family.

We've included activities you must do and some fun extras. Some of you will want to complete everything and some of you will prefer some activities over others. We've tried to make it clear which activities you have to do and then you and your families can decide how many of the optional extras you should do. Remember you don't need to print everything out or to write down all your answers. We suggest you should be doing some school work every day Monday-Friday but not all day. The good news is that there is no Homework!

OK HERE WE GO!

### Maths:

**Times-tables:** Times-tables Rockstars.

Please keep using the Sound Check game and watch out for a battle or even a teacher challenge. Children should be practising all of the time-tables from 1-12. 5 minutes every day will be a great way to start your maths session.

### Maths teaching and learning:

Please follow the link: <https://whiterosemaths.com/homelearning/year-4/> and see Week 1 lessons 1-5 on tenths and hundredths. Watch the video and then complete the relevant worksheet for that session. Helpfully the answers are also provided. One lesson for each day of the week.

Parents, this website has experienced a lot of demand in the mornings. If this is the case we suggest trying the website at a less child-friendly time so that you could "screen record" the videos and download the question and answer sheets. Let us know if you have any difficulties.

We would advise watching the video with the children, stopping it from time to time to ensure understanding. We recommend the use of practical resources such as Lego, physically folding paper, drawing models etc., to help the children visualise the concepts and models – the more ways the children see fractions and decimals represented the better their understanding will be. Some of the activities on the worksheet are testing fluency while others will encourage the children to reason and explain. Please support the children with relevant vocabulary.

On our webpage, there is an additional pack of reasoning and problem solving activities (with answers) for each day. All of the children should have a go at these on their own first and then talk through their answers with you. Your child might require more support – talking through the problems with you first, before having a go themselves – they can come back to it later in the day or even the next day just to check their understanding.

There is no need to print out all the sheets. The children can write on ordinary paper (when possible) or say the answers orally if necessary. The main focus is understanding, shown by clear explanations that use the correct vocabulary. Be mindful the children are all experts at watching for prompts for the correct answer, so take care it is not the grown-ups doing all the work!

### Daily Summary Maths:

- Times tables warm up 5 minutes Rockstars
- Video and work sheet from White Rose website
- Reasoning activity from Year 4 class page



**Literacy:** Usually in the summer term, we use the book *Krindlekrax* by Philip Ridley to support our Literacy lessons. However, this is quite a long chapter book and it would be impractical to use within our new online format. Children enjoy the book immensely, so if you are looking for a new read we can recommend it.

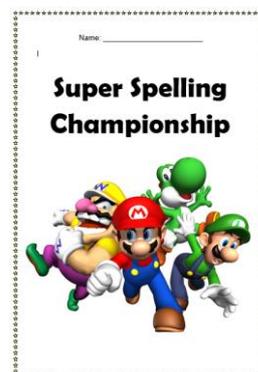


Within our new format, we would like the children to complete the following activities.

**SPAG:** By now you should be finished your Spring 2 spelling booklet. The new spelling list is on the website. This week: Week 1.

Each week we will put a spelling activity based on the spelling rule of interest on our webpage for the children to complete. Please keep learning and checking these in all writing – not just in a test! We've also put the Year 3 and 4 Statutory Spellings up as well as an extra for you to keep practicing while you're at home – these will be the focus spellings occasionally.

Grammar and punctuation activities can be found on the SPAG mats on the website. We would like the children to complete one of these per week. These come in three levels with answers provided. Please support your child to work within their own level while still maintaining some challenge.



**Handwriting:** We've posted a set of sentences based on this week's spellings. The children should practice writing the sentences in their best handwriting. Lined paper if available is good. We're really concentrating on joining all letters and making sure that lower case p's, g's, j's, y's and q's all sit properly on the line.

We think these SPAG and handwriting activities could comprise your first literacy session of the week.

In addition to the above tasks, we will be using some resources from the Hamilton trust website. Please see <https://www.hamilton-trust.org.uk/blog/learning-home-packs/> and download Year 4 Week 1. Everything you need is in the pack. We'd like the children to complete the tasks in **Lessons 1-3** only, these should take one session each and need to be done in order. There are extra fun suggestions within each lesson that are optional as are lessons 4 and 5 in the pack.

Our focus SPAG activity this week is PUNCTUATING DIRECT SPEECH OR DIALOGUE. This will be covered in Lesson 2 above. An **optional** extra sheet with 3 levels (and answers) is on the webpage. Please choose an appropriate level of challenge for your child.

On Friday, your fifth session, you should spend some time finishing your writing from session 4. In the remaining time, edit and improve your writing. This week really focus on your punctuation – especially your dialogue punctuation. If you have no dialogue then you need to add it in! Remember to add a comma to separate the reporting clause and challenge yourself by placing the reporting clause at the beginning or even better in the middle of the sentence (see examples in Lesson 2). Add detail by describing what your characters are doing (ACTION). When finished if you have time, you can redraft a small section of your work in your best handwriting.

