

Curriculum

Week Commencing: 01.02.2021

There is a YouTube link for one lesson in green on each day. This will give the input for the lesson and explain what the other curriculum lessons for the day require your child to do.

	8:45- 8:50	8:50 - 9:50	9:50 - 10:05	10:05 - 10:20	10:20 - 11:20	11:20 - 12:15	12:15 - 1:05	1:05 - 1:10	1:10 - 2:05	2:05 - 3:00
Monday	Registration	Maths	Break	PE- Joe Wicks	Grammar	Music	Lunch Time	Registration	Spellings and WOTW	Handwriting
Tuesday		Maths		Music- Sing Up Youtube	Guided Reading	Guided Reading			RE	PE
Wednesday		PE- Joe Wicks		Newsround	English	Maths			Curriculum	
Thursday		Maths		Class Assembly- YouTube Link	English	PSHE			Curriculum	
Friday		Maths		Newsround	English	ICT			Spanish	PE- Joe Wicks

Maths Home Learning

English Home Learning

Curriculum Home Learning

For one curriculum lesson each day, you will be able to listen to the input by a teacher.

Click on the YouTube link which will take you to the video.

Remember:

- You can pause when a question is asked if you need more time.
- You can pause if you need to write anything.
- You will be able to see the slides referred to after the recording has stopped when you return to the PowerPoint. This will enable you to access the task on the slides after it.
- You can send pictures of your work after you have completed the work and your teacher will respond to this fantastic work via marvellous me.
- Try to answer questions in as much detail in your yellow home learning book!



**I will include this image
on the first slide of the
lesson with a link to click!**

Monday- 10.05am- PE with Joe Wicks

Use the link below to access the live channel recording from 9am:

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>



Monday- 11.20am- Music



You will be using two different sized mugs and a wooden spoon, pen/pencil to tap them to get 2 different notes (a and b).

Click on this link to listen to input for this lesson from the music teacher.



Part 1: <https://youtu.be/TcDwTzY7UXY>

Part 2: <https://youtu.be/qfBbvM7bQOM>

Part 3: https://youtu.be/AfMMZshq_Rg

Monday- 1pm- Spellings and Words of the week

Week 5

Words of the Week

The word "WORD" is rendered in large, three-dimensional, metallic letters. Each letter has a reflective, chrome-like surface with highlights and shadows, giving it a 3D effect. The letters are arranged in a slightly staggered, forward-leaning perspective.

Our words of the week have been taken from Harry Potter and the Philosopher's Stone! Have a look out for them when reading the book!

Monday- 1pm- Spellings and Words of the week

Word:

desperate

Word class:

adjective

Definition:

having a great need or desire for something.

In context:

Harry must have walked straight past him, so desperate to get to the mirror.

Synonyms:

craving, eager, wanting

Can you think of 3 sentences with each words?

How do these words capture the reader?

Word:

Entranced

Word class:

Verb

Definition:

To fill someone with wonder/ delight, holding their entire attention.

In context:

Men have wasted away before it, entranced by what they have seen, or been driven mad.

Synonyms:

bewitched, captivate, engrossed.

Monday- 1pm- Spellings and Words of the week



Spelling Test Week 5

1. Why do you _____ his so much?
2. He had been ordered to _____ his attendance.
3. He began to _____ orders!
4. There is no reason to _____ him.
5. A tooth which has been hit hard may _____.
6. He knew his father would _____ of his choice.
7. We _____ a new island!
8. The king is given power to _____ any law within a year.
9. Do not do business with _____ people.
10. They watched the bus _____ into the distance.

Click on this link to listen to your teacher read the sentences for the spelling test.

<https://youtu.be/t1H3FIXDKiA>

Spelling Test Week 5

1. The _____ never trouble me.
2. He _____ her on his back!
3. It took 3 _____ before we were satisfied it was perfect.
4. The _____ slept peacefully in the nursery.
5. Several _____ had been posted but no action had been taken.
6. They sold more than 2 million _____ of the book!

Monday- 1pm- Spellings and Words of the week- ANSWERS



How many did you get right?

Shorter list

1. flies
2. carries
3. tries
4. babies
5. replies
6. copies

Longer list

1. dislike
2. discontinue
3. disobey
4. disbelieve
5. discolour
6. disapprove
7. discovered
8. disallow
9. dishonest
10. disappear

Monday- 1pm- Spellings and Words of the week

Spelling rule:

Shorter list

Adding the suffix 'er', 'ed' and 'est' to words ending with a y.

You need to change the y to an 'i' and add the suffix.

E.g. happy= happi= then add est= happiest

Longer list

Words with a 'k' sound are spelt with a 'ch'.

e.g. scheme sounds like it should be skeme.

Learn these spellings for next weeks spelling test!

Put each word into a sentence!

Longer list

1. scheme
2. chorus
3. echo
4. character
5. ache
6. chaos
7. stomach
8. chemistry
9. orchestra
10. technology

Shorter list

1. copied
2. happiest
3. cried
4. replied
5. tried
6. funnier
7. copier

Monday- 2pm- Handwriting

Handwriting - ig

Learning Intention: To practise joining to and from the letter g.

Success Criteria:

On Fire: I can join my handwriting consistently across all subjects showing clear ascenders and descenders.

I can use new words, which I have learnt during handwriting lessons in my writing.

Hotter: I can join my handwriting consistently across showing clear ascenders and descenders.

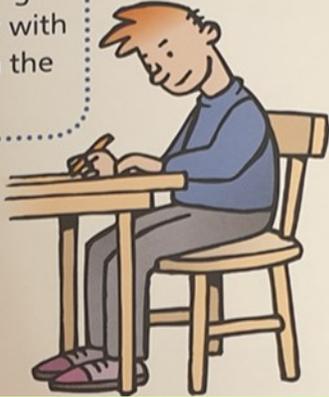
Hot: I can form all of my letters correctly making sure that they are the same size and easy to read.

Monday- 2pm- Handwriting

Getting ready to write

1. Posture:

Are you sitting comfortably with both feet on the floor?



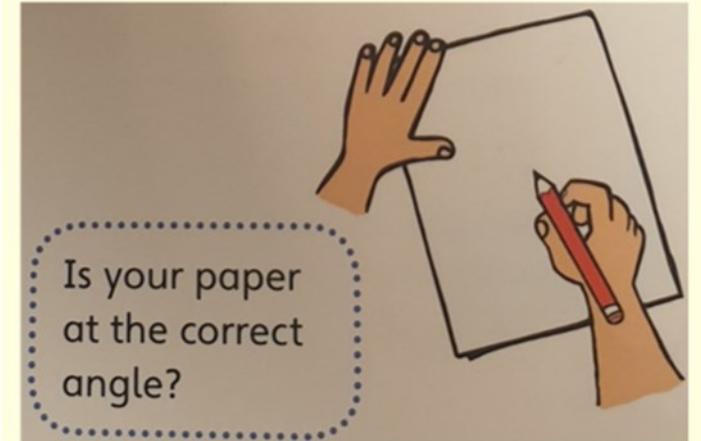
2. Pen Hold:

Are you holding your pencil correctly?



3. Paper Position:

Is your paper at the correct angle?



Monday- 2pm- Handwriting

Task 1 - Practise the
pattern

utig utig utig

Task 2 - Practise other letters

Copy these letters into your book.

lig lig lig lig lig

rig rig rig rig rig

tig tig tig tig tig

mig mig mig mig mig

Monday- 2pm- Handwriting

Task 3 - Practice the sentence

ig



Sparklers are little bright lights.

Extension - Practice the poem in your books.

Fireworks

They rise like sudden fiery flowers
That burst upon the night,
Then fall to earth in burning showers
Of crimson, blue, and white.

Tuesday- 10.05am- Singing- Join in

Use the link below to access live channel recording from 9am:

<https://www.youtube.com/singup>



To help out, Sing Up will be running **live sessions** on Tuesday mornings with a *#FeelgoodFifteen* minutes of singing and musical fun to wake children up and get them ready for a day of learning.

Tune in next Tuesday at 9am GMT for the first of our weekly series of live sessions, run by a range of fabulous vocal leaders.



Tuesday- 1pm- RE

Vihara- Buddhist
Temple



<https://youtu.be/TaBUyubKFgY>

Click on the link above to listen to the input
for this lesson!

Tuesday- 1pm- RE

Vihara- Buddhist Temple



Learning Intention- To know the importance of a Buddhist temple

Success Criteria-

On Fire- I can identify similarities between a Buddhist temple and other places of worship

Hotter- I can describe the features in detail

Hot- I can recognise the features of a Buddhist temple

What places of worship have we looked at so far?

Tuesday- 1pm- RE

What places of worship have we looked at so far?

Gurdwara-

Means gateway to the Guru

Main feature in the prayer hall is the Guru Granth Sahib, the Sikh holy book.

Inside is also a Langar (free kitchen)

Recognisable by a saffron coloured Nishan sahib, which is a flag with the Khanda (Sikh symbol) on it.

Mandir

Mandirs house many deities such as Ram and Sita, Krishna and Radha, Ganesha and Hanuman.

Main focus of a Mandir is a shrine which is dedicated to the deity.

Around the shrine there are flowers, water, shells, prashad (food offerings) incense and other forms of decoration to show the sacred nature of the deities. A bell is often rung on entry to the temple and offerings made.



Today we will be looking at a Buddhist Temple (monastery), also known as a Vihara.

A Vihara is a holy place for Buddhists; a religion which was founded in India over 2500 years ago. Buddhists follow the teachings of a man called Siddhattha Gotama who later became known as the Buddha, which means 'enlightened'.



Tuesday- 1pm- RE

A Vihara is a Buddhist temple, with the main focus being an image of the Buddha (also known as Buddharupa), The Buddharupa is kept in a high, elevated position and is surrounded by:

- Candles- which represents enlightenment
- Flowers- which represents impermanence (all things fade and die)
- Incense- which represents purity



Tuesday- 1pm- RE

The symbolic features of the Buddharupa include the hand positions (also known as mudras) as each hand position has a different meaning. The hand gestures, facial and body characteristics all demonstrate the Buddha's enlightenment and serenity. This shows the understanding he was given and the calmness and peace he experienced.



The Buddharupa sits on a lotus leaf throne, another symbol of enlightenment. The shrine room is designed to provide a silent, meditative atmosphere. There may be other Buddha images - standing, walking or reclining, as well as sitting in meditation.

Tuesday- 1pm- RE

- Other symbols found in a Vihara include:
- A leaf from the bodhi tree where Buddha was enlightened
- The Dharma wheel symbols which represent his teaching
- The Buddha's footprint which symbolises that ultimate happiness is through nirvana, so many visits have to be made to achieve happiness and contentment.



Tuesday- 1pm- RE

- Outside a Vihara, a stupa can be found which is associated with the Buddha's body. The stupa itself is a symbol of the Buddha and of his enlightened mind and presence
- Living accommodations are also found outside the Vihara where Buddhists can stay. As well as this, areas are available for people to practise walking meditation.
- Buddhists meet up to practise meditation, chanting and listen to teachings. Mala beads are used to keep count of what has been read.



Tuesday- 1pm- RE

- The Buddha is not 'worshipped' but respect is paid to him as a fully enlightened being. This is because he was able to reach the perfect spiritual state and was at peace and content with his existence.
- Viharas are designed as places of meditation and quietness to enable Buddhists to develop insight and compassion through their practice. This allows them to become like the Buddha as much as possible.
- It is usual for people to gather at a local monastery, give food (dana) to the monks (religious people living under certain rules) and eat together, listen to teachings from a senior monk, take the precepts (the five main points about morality) and practise meditation.



A virtual tour of the Grand Palace in Thailand which also has a Buddhist temple

<https://www.p4panorama.com/Gallery.aspx/grand-palace-thailand-360-virtual-reality/>

Tuesday- 1pm- RE- Task

Hot- Match the pictures with their names.

Mala Beads

Bodhi Leaf

Dharma Wheel

Buddha Feet

Buddharupa

Viraha

Stupa

Incense

1



5



2



6



3



7



4



8



Tuesday- 1pm- RE- Task

Hotter and On Fire- Match symbolic meanings of items found in a Vihara.

Stupa

Buddharupa

Mudras

Flowers

Lighted Candles

Incense Sticks

Taking off shoes/bowing

Vihara

Monk

Shows respect to the Buddha

Religious learners who spend most of their time in temples and monasteries

Buddhist Temple

A symbol of the Buddha and of his enlightened mind and presence

impermanence
(all things fade and die)

Represent the light of the Buddha's teaching, or the enlightenment which worshippers are seeking

Placed higher which shows honour that is due to the Buddha

Reflect different meanings, eg a raised hand, palm outwards, means fearlessness, while hands laying one on the other in the lap means meditation

Represents devotion and fills the room with sweet fragrance, as the Buddha's teaching has spread throughout the world

Tuesday- 1pm- RE- Further Challenge

- List 5 similarities a Vihara has with a Mandir and a Gurdwara



Tuesday- 2pm- PE

Remember to WARM UP

Why is it important to warm up?

What happens to our heart?

What else should we do to our muscles?



Tuesday- 2pm- PE-

Choose which activity you would like to complete.

You can pick more than one if you wish!

Get your family to join in.

Tuesday- 2pm- PE

What you need: 4 markers, 2 players, a ball or a pair of rolled up socks.

- ✓ *Create a rectangle using the markers, players begin between the ends of the rectangle (their goal).*
- ✓ *Players must hold a plank position through out.*
- ✓ *Score by rolling the ball through your opponent's goal, 2 points are scored if your opponent drops from the plank.*



Plank Goalie

Tuesday- 2pm- PE

What you need: 10 household items, one player and one person to officiate.

- ✓ Place your 10 items in a space and allow the player to look at the items for 10 seconds.
- ✓ After the 10 seconds the player must turn around and complete a 30 second task (jogging on the spot, skipping, sit ups, etc.)
- ✓ The officiator begins by taking one item away, if correct you get another turn if not swap roles.



Remember this

Tuesday- 2pm- PE

What you need: a skipping rope or a dressing gown rope (tie two together to make it longer)

- ✓ Challenge 1 – How many skips can you do?
- ✓ Challenge 2 – Can you skip 5 times on your right foot, 5 times on your left foot?
- ✓ Challenge 3 – Can you skip with high knees, one foot and then the other?
- ✓ Challenge 4 – Can you skip backwards?



Skipping challenge

Wednesday- 9am- PE with Joe Wicks

Use the link below to access the live channel at 9am:

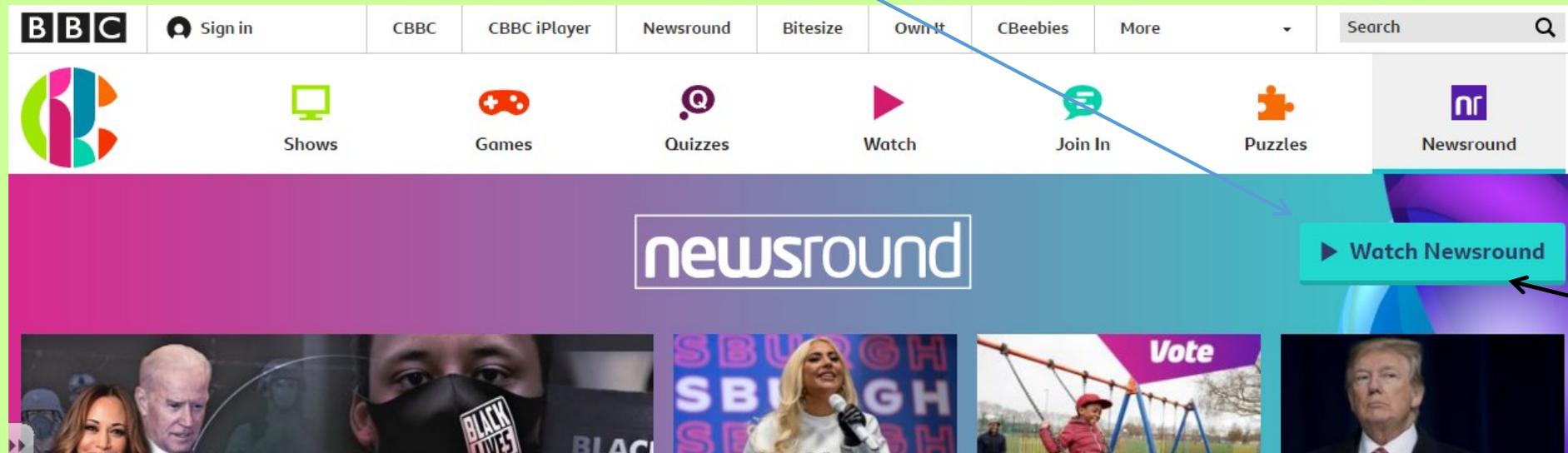
<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>



Wednesday- 10.05am- Newsround

Use the link below to watch today's Newsround:

<https://www.bbc.co.uk/newsround>



Click on
Watch
Newsround

Wednesday- 1-3pm- Science



Learning Intention: To find patterns between the pitch of a sound and the features of the object that produced it.

<https://youtu.be/TF29GAVREM0>

On Fire: I can use scientific knowledge and language in explaining my observations.

Hotter: I can try to explain observations about sound.

Hot: I can make observations about sound.

Wednesday- 1-3pm- Science

Making Observations About Sound

How is sound measured?

Sound is measured in decibels.

The higher the decibel the more intense the sound.

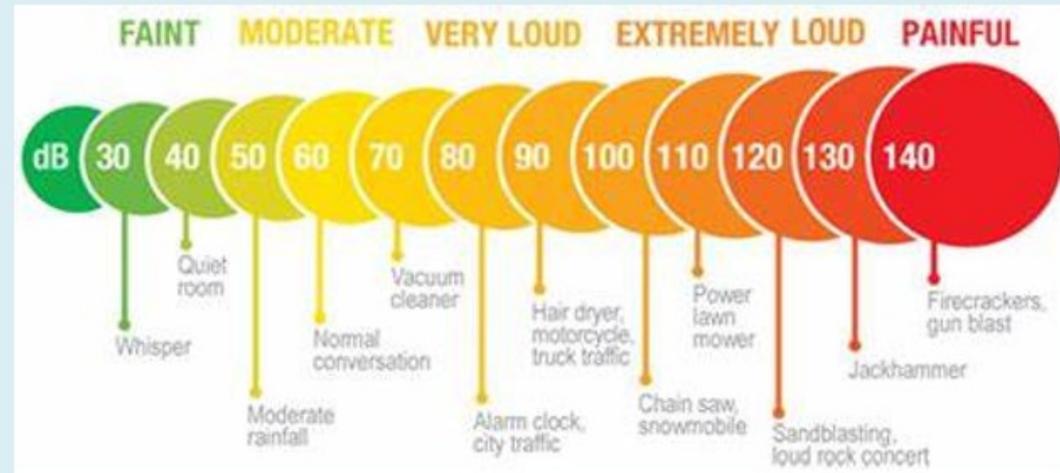
It is louder.



Wednesday- 1-3pm- Science

Sound

The maximum decibel
your ears can take!



- At 91 decibels, your ears can tolerate up to two hours of exposure.
- At 100 decibels, damage can occur with 15 minutes of exposure.
- At 112 decibels, damage can occur with only *one minute* of exposure.
- At 140 decibels, *immediate nerve damage can occur*.

Wednesday- 1-3pm- Science Task

Put these in the order you think they would be in on the table.

Jackhammer



Medium
rainfall



Chainsaw



Pin dropping



Lawn mower



Balloon
popping



A whisper



Leaves
rustling



Alarm clock



Vacuum
cleaner



Fridge
buzzing



Normal
conversation



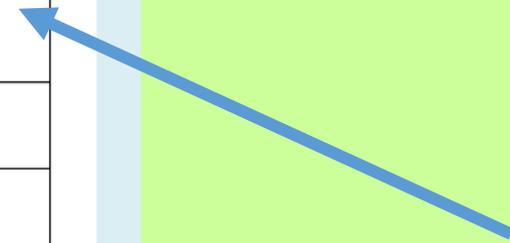
The table is on the next page!

Wednesday- 1-3pm- Science Task

Measuring Sound

Very Loud	
Loud	
Moderate	
Faint	

110 dB	
100 dB	
90 dB	
80 dB	
70 dB	
60 dB	
50 dB	
40 dB	
30 dB	
20 dB	
10 dB	



On this table can you research different objects that produce this volume?

Wednesday- 1-3pm- Science Task ANSWERS

10dB

Pin dropping 

20dB

Leaves rustling 

30dB

A whisper 

40dB

Fridge buzzing 

50dB

Medium rainfall 

60dB

Normal conversation 

70dB

Alarm clock 

80dB

Vacuum cleaner 

90dB

Lawn mower 

100dB

Chainsaw 

110dB

Jackhammer 

120dB

Balloon popping 

Wednesday- 1-3pm-

Science Task

Make observations using the writing frames.

Try to use some of these words when answering the questions:

quieter

louder

softer

higher

volume

gas

pitch

vibrations

sound

sound waves

solid

liquid

Wednesday- 1-3pm-

Science Task

Making observations about sound

I. Megaphones

The further away that I moved from the megaphone _____

When I stood to the side of the megaphone, _____

- 1) What happened to the sound the further away you moved?
- 2) What happened to the sound when you stood to the side?

Wednesday- 1-3pm-

Science Task

2. Elastic band guitars

When the elastic bands were thinner, _____

When the elastic band was tauter (tight), _____

- 1) How did the sound change when the elastic band was thinner / wider?
- 2) How did the sound change when the elastic band was more / less taut?

Wednesday- 1-3pm-

Science Task

3. Rulers

When more of the ruler was off of the edge, _____

When I hit the ruler harder, _____

When I hit the ruler, I could see it _____

- 1) How did the sound change when more of the ruler was off the edge?
- 2) How did the sound change when you hit the ruler harder?
- 3) What could you see happening to the ruler when you hit it?

Wednesday- 1-3pm-

Science Task

4. Recorders

When I had more of the holes covered, _____

When I blew harder into the recorder, _____

- 1) How did the sound change when you had more of the holes covered?
- 2) How did the sound change when you blew harder into the recorder?

Wednesday- 1-3pm-

Science Task

5. Ear to the table

When I had my ear on the table, the sound was
louder / quieter.

When my ear was closer to the knock, _____

When there was a piece of material between the
table and the knock _____

- 1) Was the sound louder when your ear was on or off the table?
- 2) Was the sound louder when your ear was closer to the knock?
- 3) Did having a fabric there make a difference to the loudness of the sound?

Wednesday- 1-3pm-

Science Further Challenge

True or False?

Decide whether these statements about sound are true or false!

Sound cannot travel through solids because they are too hard.

Sound travels as vibrations.

Sounds get quieter as you move further away because the sound energy of the vibrations disappears.

The bigger the vibration, the louder the sound.

The faster the vibration, the lower the sound.

High and low sounds are the same as loud and quiet sounds.

Thursday- 10.05am- Class Assembly

Use the link below to watch your class assembly:

4A click- <https://youtu.be/NDPA9YCCUK0>

4B click- <https://youtu.be/fYVwWiZNq7w>

4C click- <https://youtu.be/kxPJniGYMS4>



Thursday- 11.20am- PSHE

Mental Health

What is mental health?

Why is it important?

How can it help us right now?



https://youtu.be/il1WLLP_i4c



time to change

let's end mental health discrimination

Small things

Thursday- 11.20am- PSHE

Mental Health

There has been lots of attention over the last year on mental health and how we can help each other improve our own and each others.



Mental Health

SOME FACTS.

Do you know any more?

Mental Health

All of us have mental health and, like our bodies, our minds can become unwell.

1 in 10 young people will experience a mental health problem.

These include depression, anxiety disorder, eating disorders, psychosis or bipolar disorder.

It's important to talk about mental health and get help early if things don't feel right, just like we would for our physical health.

Thursday- 11.20am- PSHE

Mental Health

How can we let people know we care?

DISCUSS

What things can we do to improve our own mental health and that of our friends and families?

Mental Health

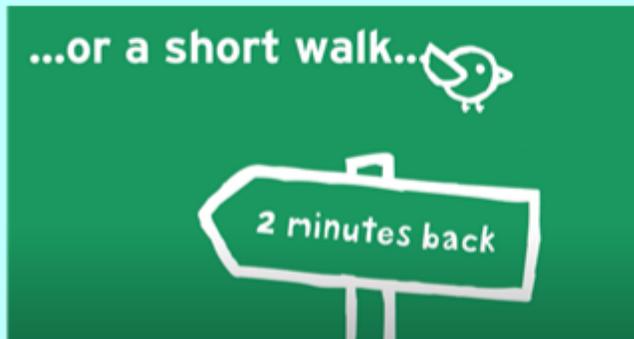
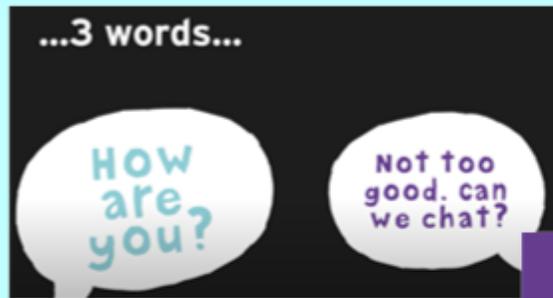
It doesn't have to be a huge gesture! Checking in on someone and giving them time to talk can make a big difference.



Thursday- 11.20am- PSHE

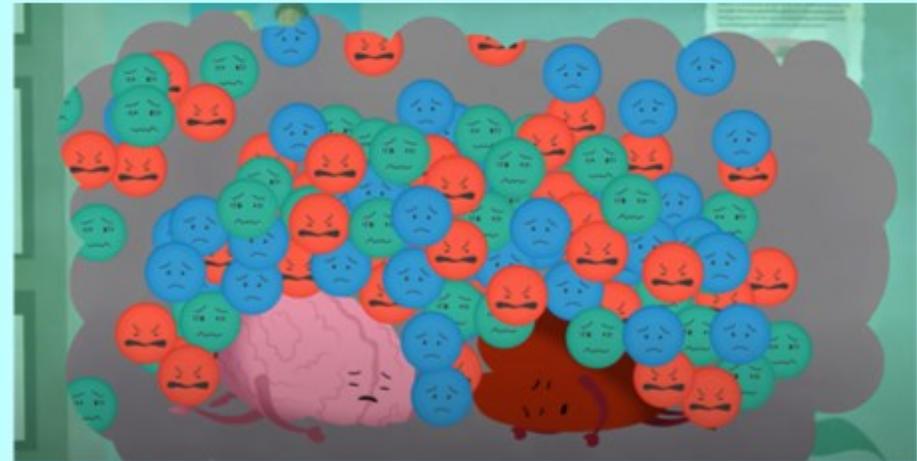
Mental Health

Tips: Did we get them all?



Mental Health

Let's watch the video for more tips and examples of what we might see if other's are suffering.



<https://www.youtube.com/watch?v=DxIDKZHW3-E>

Thursday- 11.20am- PSHE- Task

Mental Health

TASK:

You are going to create a mental health tool kit!

Pretend you are trying to help someone manage their mental health.

What tips can you give them?
Just like Sasha and Andre in the video.

How would you help?

Set this out any way you like.
You could make a leaflet, or a poster.

Tips: anything!

Thursday- 11.20am- PSHE

This week is:

Children's Mental Health
Week!!

This years theme is to
EXPRESS YOURSELF!

<https://www.childrensmentalhealthweek.org.uk/schools-and-youth-groups/>



This link provide FREE resources for all Primary aged children- feel free to take a look!

Thursday- 1-3pm- Science

Learning Intention: To know the importance of the ear.

On Fire: I know how sound travels to the ear and can explain the function.

Hotter: I can name the different parts of the ear and explain how they work.

Hot: I know how sound travels to the ear.



https://youtu.be/rq9J_2aQiVY

Click on the link above to listen to your teacher explain this lesson.

Thursday- 1-3pm- Science

[How are sounds detected? - BBC Bitesize](#)

<https://www.bbc.co.uk/bitesize/topics/zgdmsbk/articles/zkdkmfr>

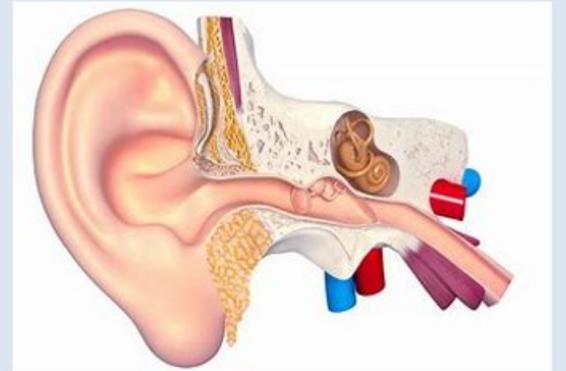
Watch both the videos to find out more!

What are sound waves?

How do they use the air?

What does the ear drum do?

Can you make notes on what you find out!



Thursday- 1-3pm- Science

Our Ears



The human ear is incredible! Ears can sense sound in the form of vibrations and send and receive signals from the brain.

Look Closely

Look closely at one of your family members ear. You will be able to see the outer structure of the ear.

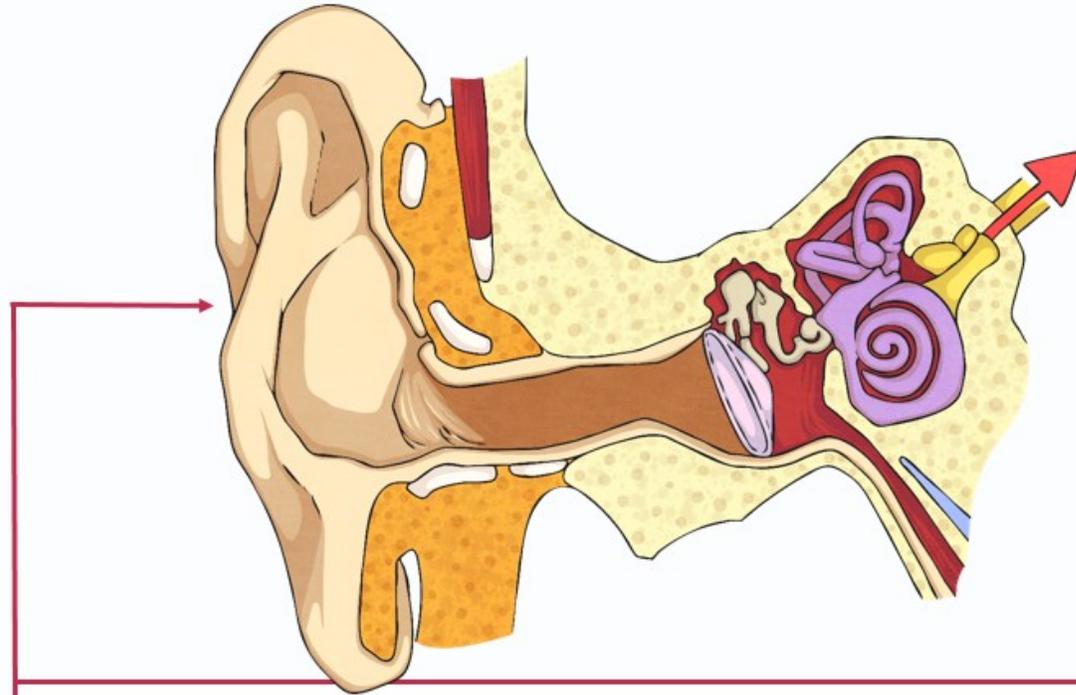
Take a minute to describe to your partner what you can see.

We are going to find out about the parts of the ear we can see and the ones we cannot. We will also learn what each part's function.



Thursday- 1-3pm- Science

Pinna

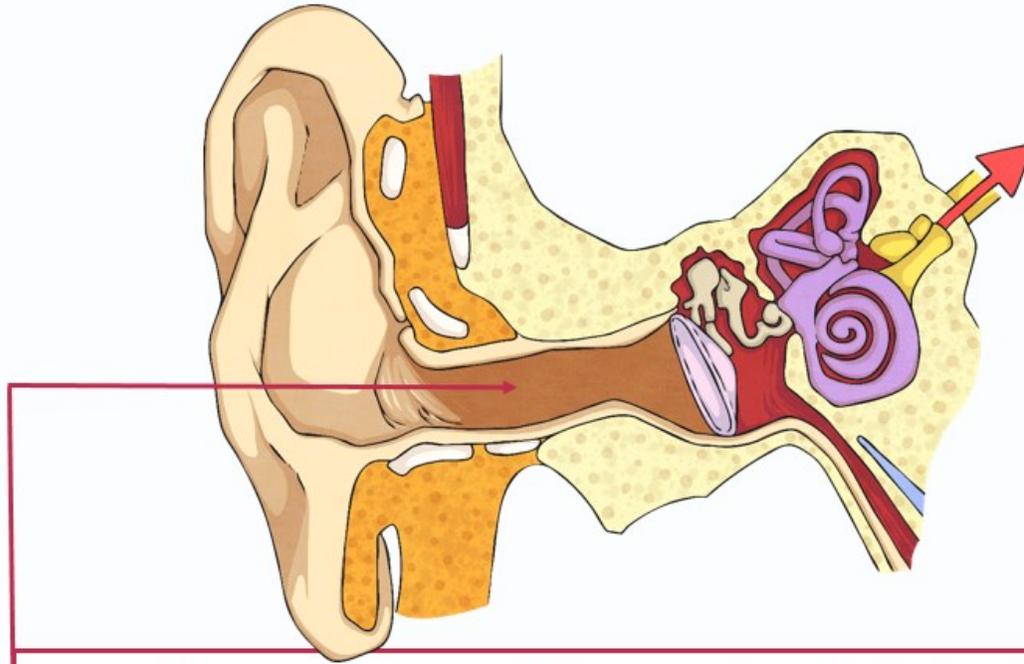


The pinna is made of cartilage covered by skin.

It funnels sound into the ear canal.

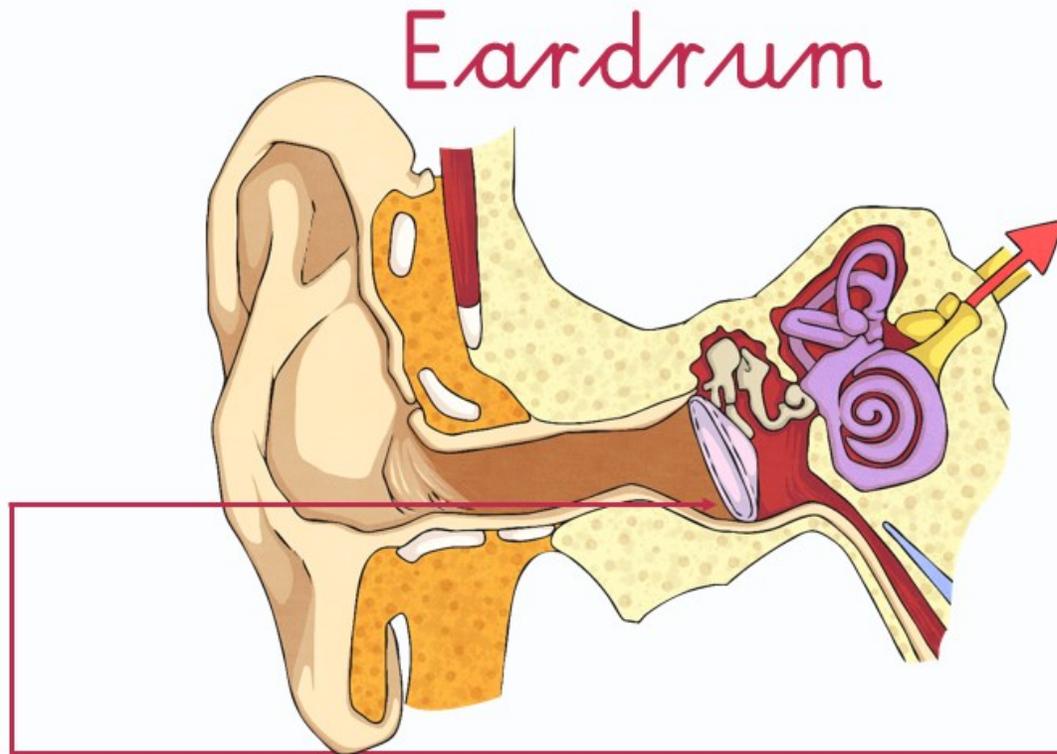
Thursday- 1-3pm- Science

Ear Canal



The ear canal is a short tube that transmits sound from the pinna to the eardrum.

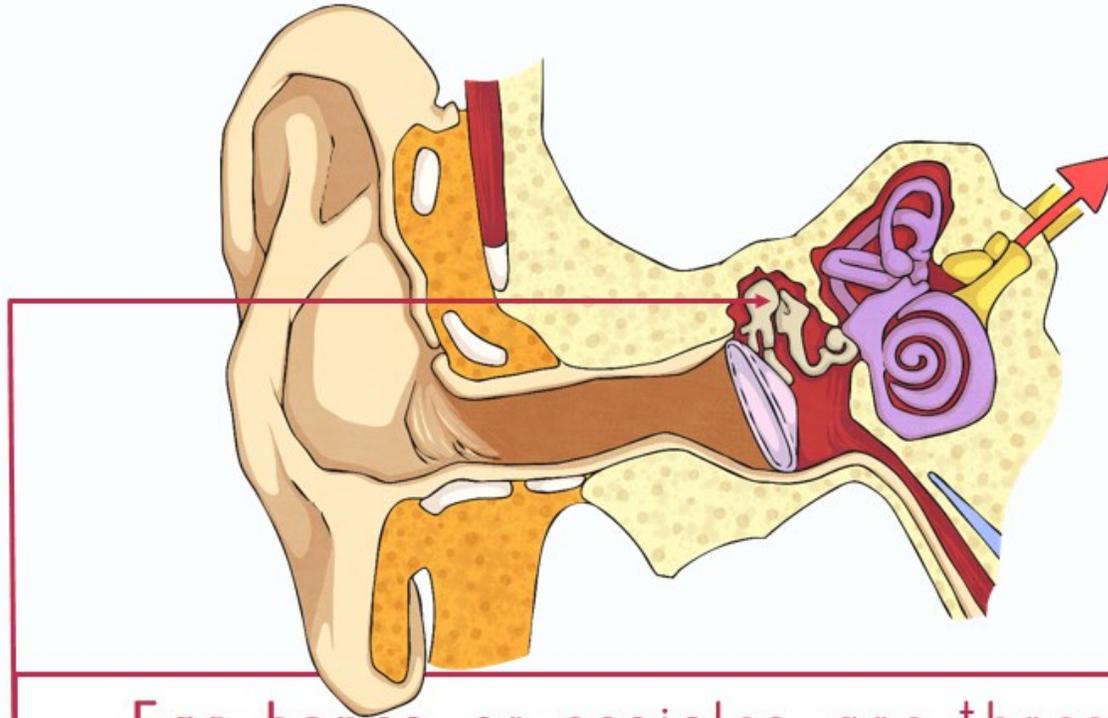
Thursday- 1-3pm- Science



The eardrum is a thin, tough layer of tissue at the end of the auditory canal. Sound waves make the eardrum vibrate.

Thursday- 1-3pm- Science

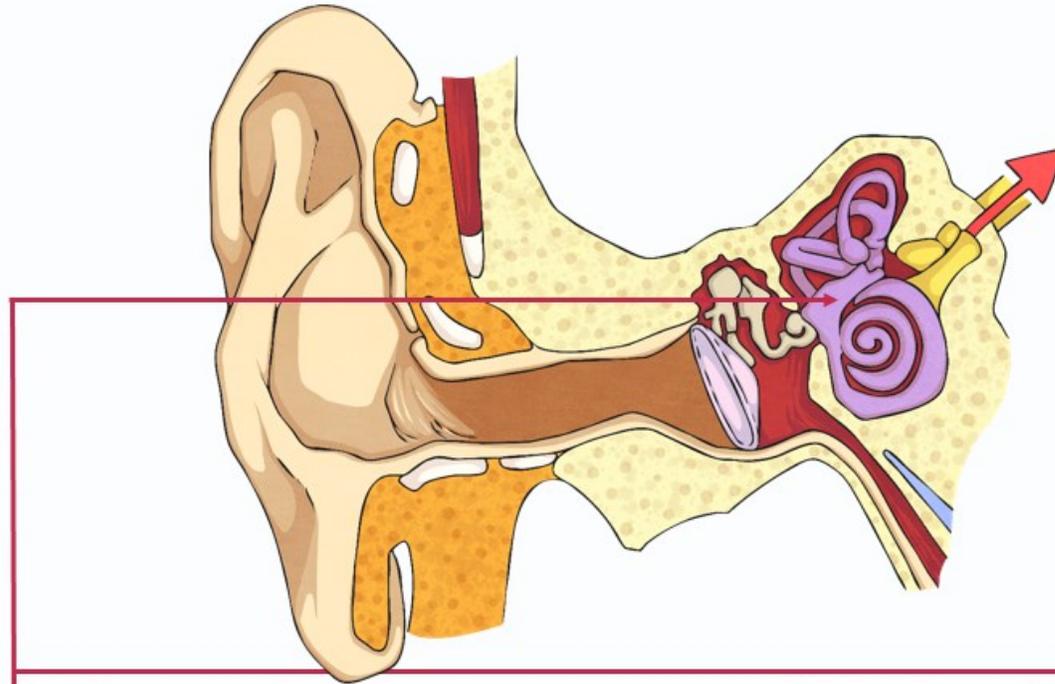
Ear Bones



Ear bones, or ossicles, are three tiny bones that amplify and transmit the vibrations from the eardrum to the cochlea.

Thursday- 1-3pm- Science

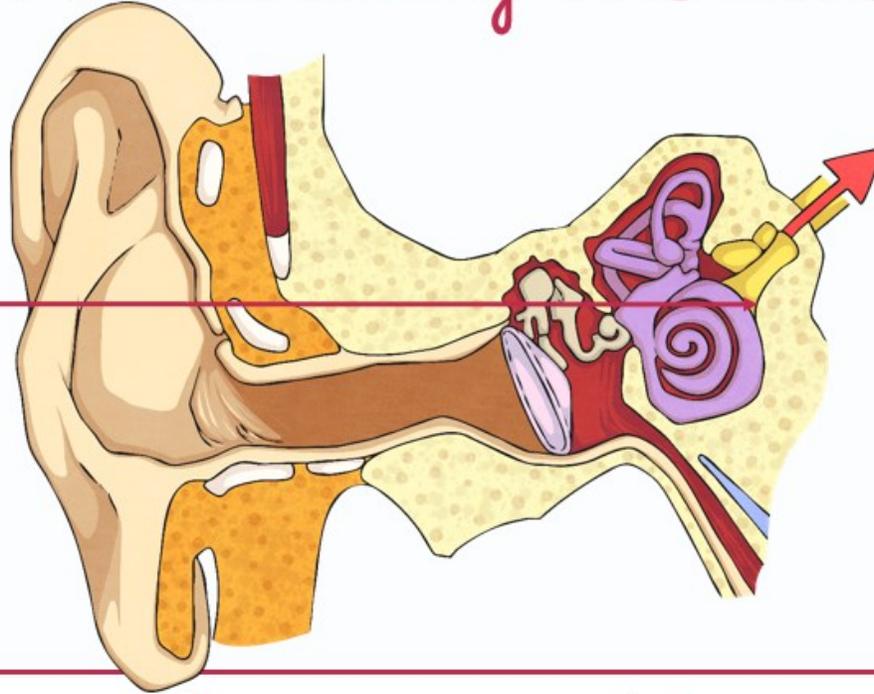
Cochlea



The cochlea is an organ filled with fluid. Receptor cells change vibrations in the fluid into electrical impulses.

Thursday- 1-3pm- Science

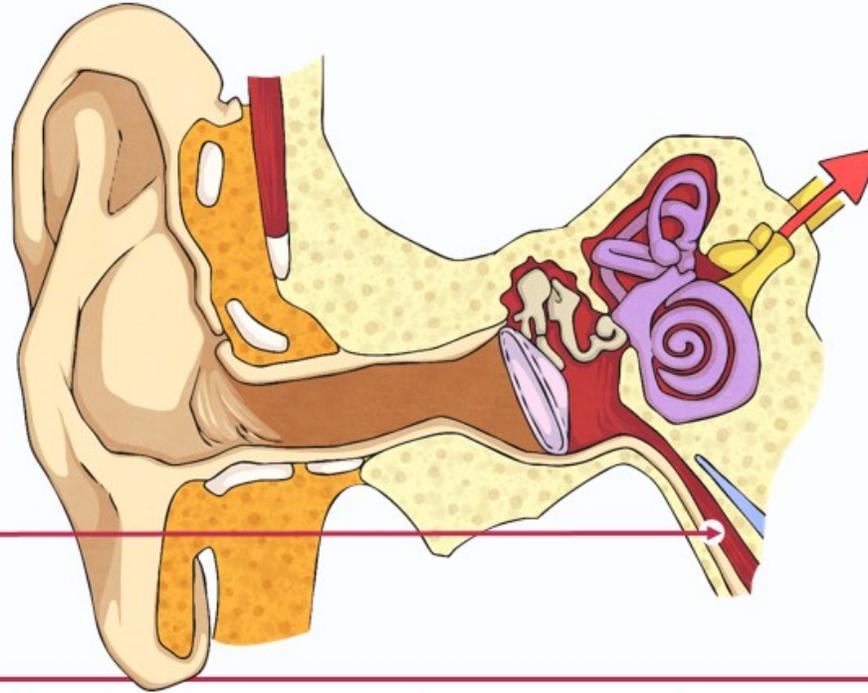
Auditory Nerve



The auditory nerve contains sensory neurons that send information to the brain for processing.

Thursday- 1-3pm- Science

Eustachian Tube



The Eustachian tube connects the middle ear to the nasal cavity.
It regulates the pressure within the ear.

Thursday- 1-3pm-

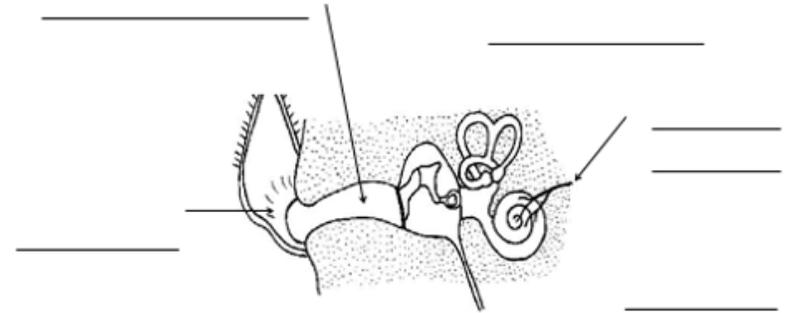
Science Task

TASK:

Label the
parts of the
ear.

Under each
one tell the
function of
each part.

Auditory canal	Auditory nerve	Ear-drum
Cochlea	Outer ear	



- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

Thursday- 1-3pm- Science Task

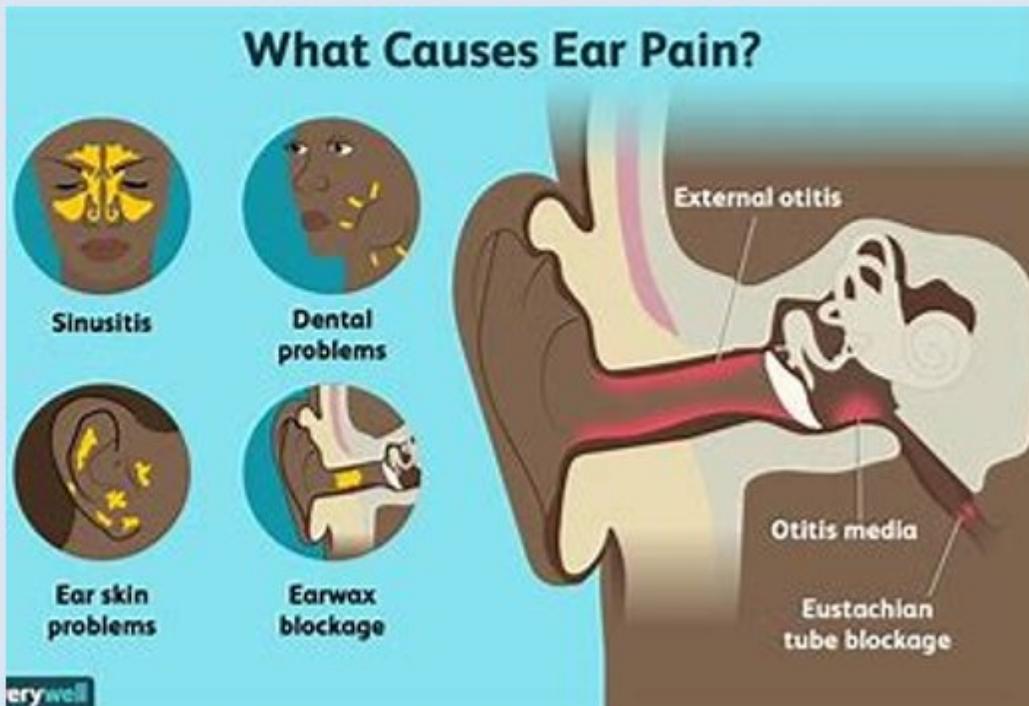
These statements are about how we hear are jumbled up. You need to write them in the correct order in your books.

THE ORDER BELOW IS INCORRECT!

- 1. The vibrations pass along the auditory nerve to your brain.*
- 2. The ear-drum vibrates when a sound hits it.*
- 3. Your brain sorts the message and you hear the sound.*
- 4. Your outer ear channels the sound waves into your ear.*
- 5. The vibrating ear-drum makes the little bones in your ear vibrate.*
- 6. The sound waves travel along the auditory canal.*

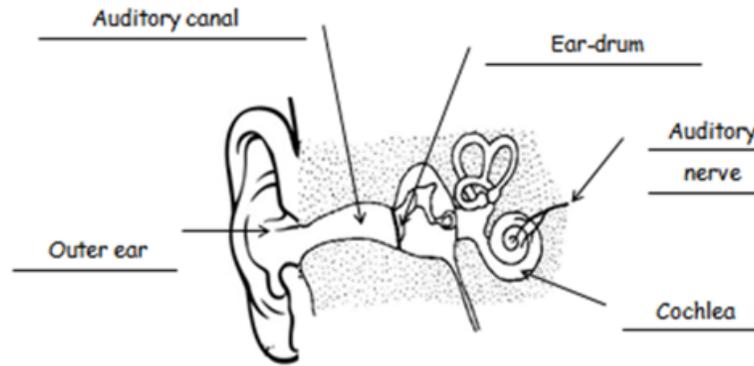
Thursday- 1-3pm- Science Challenge

Can you research ways that you could damage your ears?



Thursday- 1-3pm- Science ANSWERS

ANSWERS



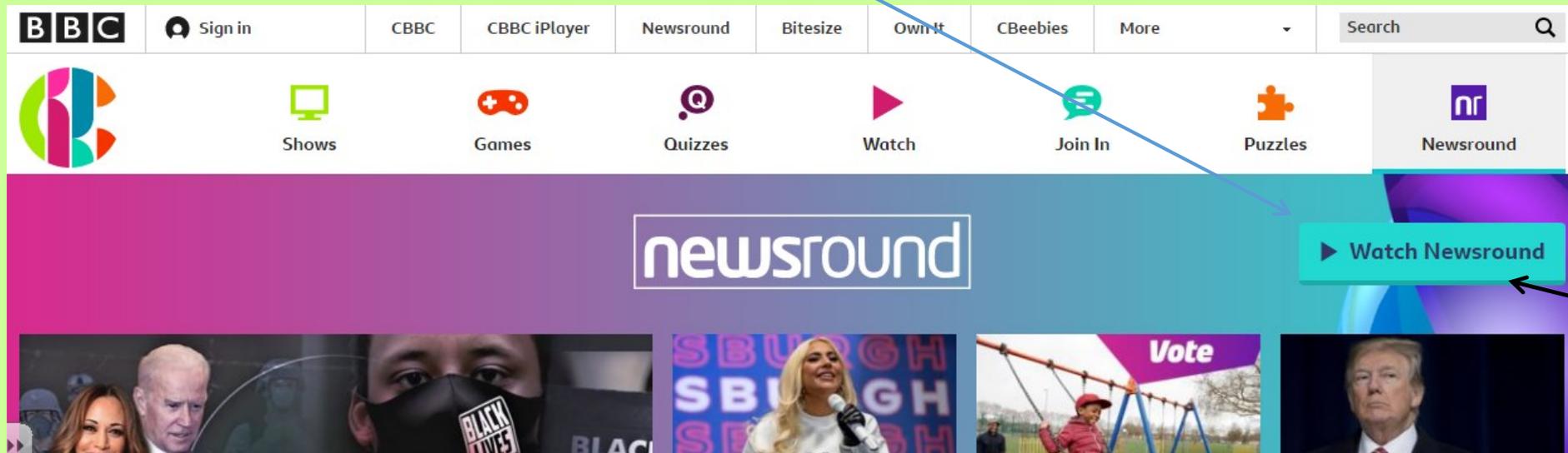
- 1) Your outer ear channels sound waves into your ear.
- 2) The sound waves travel along the auditory canal.
- 3) The ear-drum vibrates when a sound hit it
- 4) The vibrating ear-drum makes the little bones in your ear vibrate.
- 5) The vibrations pass along the auditory nerve your brain.
- 6) Your brain sorts the messages and you hear the sound.

Pinna	A thin piece of skin that is stretched across the ear canal. It vibrates when a sound hits it.
Ear Canal	This is a tube that links the throat and inner ear. It helps to balance air pressure inside and outside the ear.
Ear Drum	Three very small bones. Their job is to amplify (make bigger) the vibrations that go into the ear.
Hammer, Anvil and Stirrup	This is filled with water and the inside is covered in thousands of little hairs. It detects the sound vibrations.
Cochlea	This links the cochlea to the brain. Electrical messages from the cochlea are interpreted by the brain to make the sounds that you hear.
Semi-Circular Canals	Also called the earflap. It acts like a satellite dish. It collects the sound vibrations in the air and directs them into your ear canal.
Eustachian Tube	These are three tubes that go side to side, front to back and lay flat. They are filled with water and help you to balance.
Audio Nerve	The tube that links the outer ear to the inner ear. Cells in this tube produce ear wax to help trap microbes.

Friday- 10.05am- Newsround

Use the link below to watch today's Newsround:

<https://www.bbc.co.uk/newsround>



Click on
Watch
Newsround

Friday- 11.20am- ICT

Learning Objective:

- To create a PowerPoint presentation.

Success Criteria

- Hot: I can identify the main features of a presentation.
- Hotter: I can create a PowerPoint Presentation.
- On Fire: I can organise my presentation into main ideas with detail- add pictures, different fonts, animations etc.

Today's Aim

- To add and format images.

We will learn to:

- Add an image we have saved.
- Format an image- resize.
- Select images that are relevant to the topic of the slide.

Friday- 11.20am- ICT

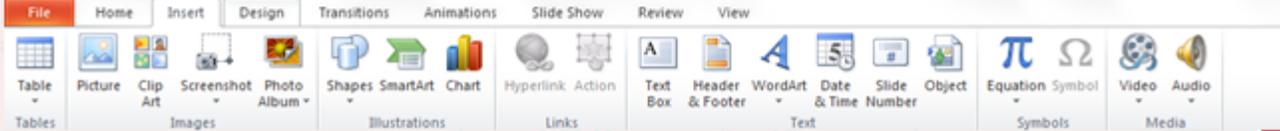
Open your saved PowerPoint from last week!

What's in the picture?



Open your presentation and try to insert a picture.

Go to the insert tab and click picture. Here you will have pictures you already have!

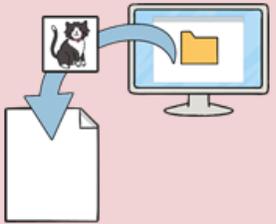


4th May

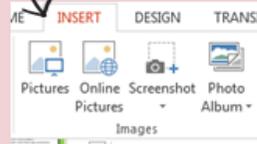
Friday- 11.20am- ICT- Ways to insert a picture.

Insert an Image

Use the menu button to insert an image from a folder.

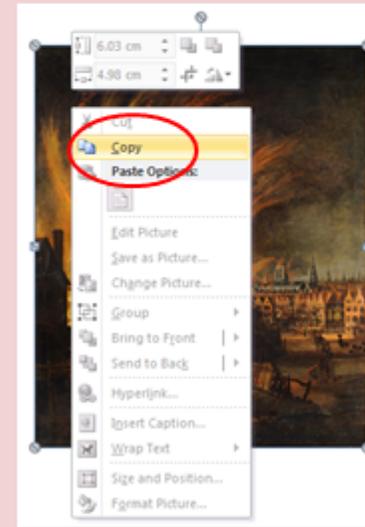


Insert image

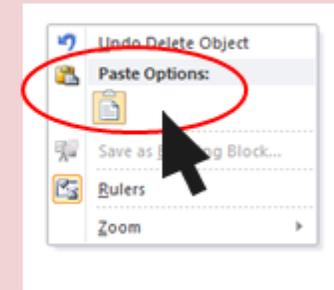


Copy and Paste an Image

On the original document, right click the mouse on the image and copy.



On the presentation slide, right click the mouse and paste.

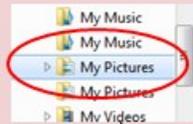
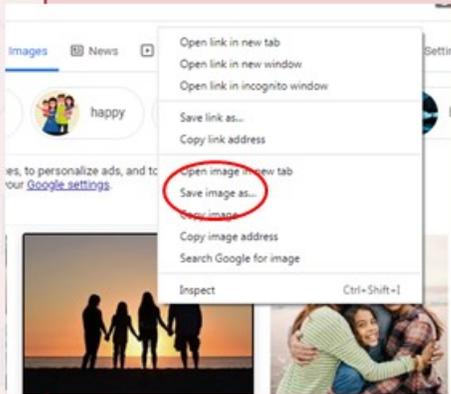


Friday- 11.20am- ICT- Ways to insert a picture.

Save an image

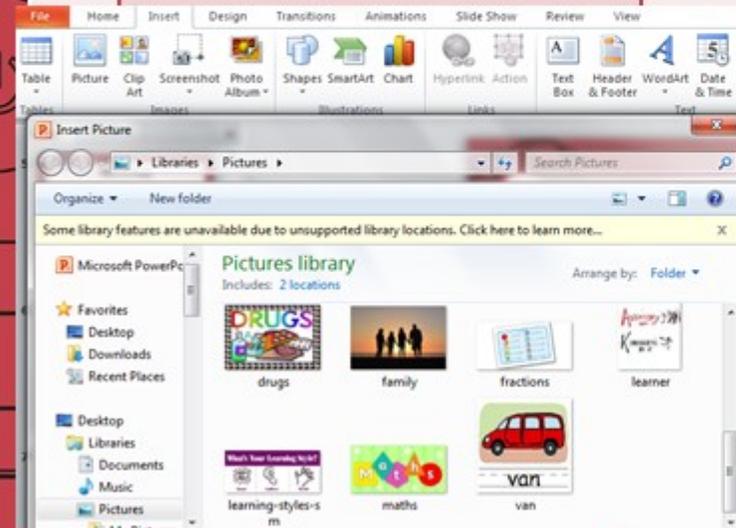
On the picture you have found on the internet. Right click and save image as.

This will give you the option of where to save.



Save an image

Now when you go into your PowerPoint you can add the image you have saved.



Insert tab

Click Picture

Select the image- it will go blue.

Then click insert.



Friday- 11.20am- ICT

Search

Resize an Image

Use the double arrow at the bottom right hand corner to resize.



Don't resize from the sides or the bottom as you lose the aspect ratio.



If the image is very large move the image to find the bottom right hand corner.



21st May

Friday- 11.20am- ICT- Task

Your Task



Open a new presentation and use the different methods you have been shown to insert and copy some images into some slides.



Make sure your images relate to the slide topic!

Resize the images.



When you are confident with this, open your file from the last lesson, and insert some relevant images to the slides.

If you don't have PowerPoint can you draw images onto each paper you created last week.

Make them different sizes!

Friday- 11.20am- ICT

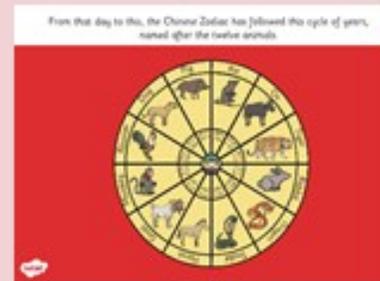
Share

What do we think of how we have laid out some images?

The images and text are on a white background.



The images fills the whole slide with a text box at the top.



Share your presentation with your family.



Friday- 1pm- Spanish

Spanish
Hola, como
estas?



Click on this link to listen to your teacher:

<https://youtu.be/8SImjM6LPv4>



I will go through how to access the website to allow you to listen to the vocabulary in Spanish.

This will generate your task for the lesson too.

The login details for the website are on the next slide!

Friday- 1pm- Spanish



Today we will be starting a new topic!

Click on the link below:

<https://www.languageangels.com/homeschool/>

INTERMEDIATE LEVEL CHALLENGE

Unit 1: Mi Clase (In The Classroom)

Username:

Horton1344

Password:

lahome

Friday- 2pm- PE with Joe Wicks

Use the link below to access the live channel recording from 9am:

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>



Well done for completing all your curriculum home learning!

Don't forget to send your completed work over to your class teacher:

Class 4A:

4A@hortongrangeacademy.co.uk

Class 4B:

4B@hortongrangeacademy.co.uk

Class 4C:

4C@hortongrangeacademy.co.uk

Have a lovely weekend!

