

# Curriculum

Week Commencing: 10.5.2021

## Year 4 Timetable for Week 4- All the lessons highlighted green are on this PDF.



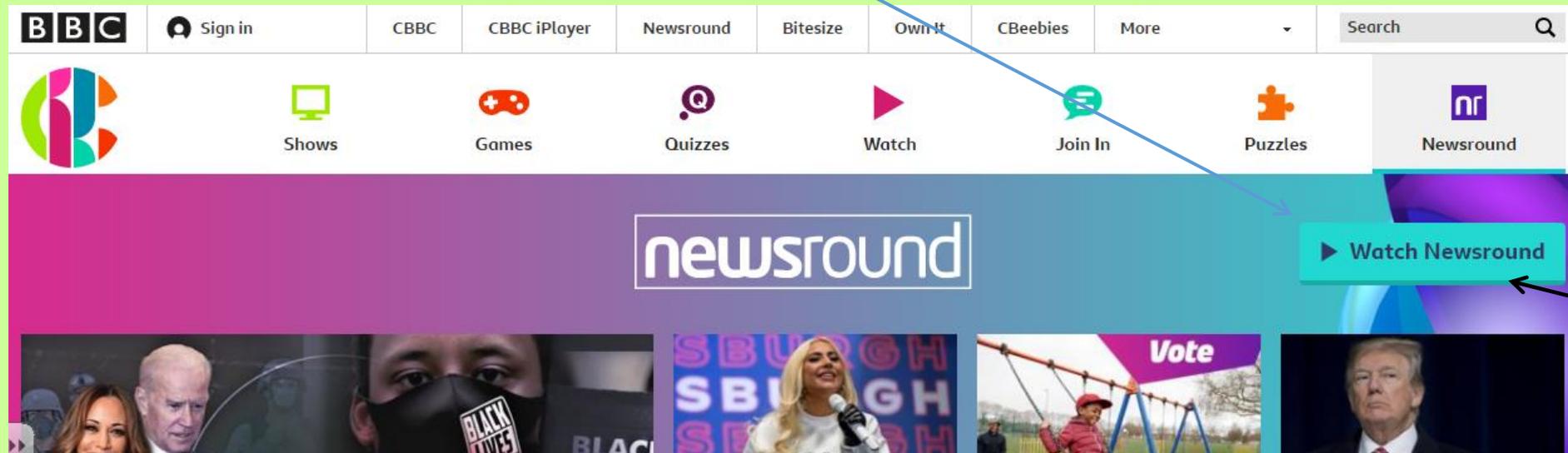
### Horton Grange Primary KS2 Timetable 2020-2021: Year 4

	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	Newsround	Reading intervention	English	Lunch Time	Registration	Spelling test and new rule	Reading Assessment
Tuesday		Maths		Music- Sing Up YouTube	English	RE			Computing	PE
Wednesday		Reading Intervention		Newsround	Maths intervention	English			PE	PSHE
Thursday		EID		EID	EID	EID			EID	
Friday		EID		EID	EID	EID			EID	EID

# Monday 10<sup>th</sup> May 2021 Newsround

Use the link below to watch today's Newsround:

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



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Newsround

# Reading Intervention Hulks and BP

## Text A – Mary Anning by Kate Ruttle

Mary Anning lived from 1799 to 1847. She was a famous fossil hunter who found and sold fossils on the south coast of England.



In those days, girls often did not go to school. Mary's family was quite humble, and they couldn't afford the fees to send her to school. She learned to read and write at home and at church.

Her father made his living by finding fossils on the beach and selling them to tourists. No one knew what these things were. They just thought they were interesting-looking rocks.

Mary's father died when she was 11, but she carried on finding and selling fossils. Finding the fossils was easy; the skill came in tapping them out of the rock without damaging them. Mary had to learn to work patiently and carefully.

When she was 12, her brother, Joseph, found a fossilised skull. She realised that this had to be from an animal, so she went searching for the rest of the creature's body. She located it and spent months working to release the fossil from the surrounding stone. She sent the skeleton to the British Museum. Scientists spent many years studying the strange creature, which looked a bit like a dolphin. It was eventually given the name 'ichthyosaur'.

Mary continued to chip skeletons of strange animals out of the Dorset rock and to sell them to scientists. She kept a detailed journal in which she drew and described her finds so that she could understand more about them. The more the scientists studied her fossils, the more they found out about prehistoric life. They began to think about why these animals were not around any more and to think of reasons why animals change over time.

Although Anning found the fossils, the people who became famous by writing about them were all men. They never thought it was important to acknowledge the work that Mary Anning did. After all, she was not only a woman, but she was just a poor shopkeeper!

## Text A – Mary Anning

1. What is Mary Anning best known for? [2b]  
1 mark

---

2. Why didn't Mary Anning go to school very much? [2b]  
1 mark

---

3. Number the sentences below from **1** to **4** to show the order events happened in Mary Anning's life. [2c]  
1 mark  
The first one has been done for you.

She sold fossils to scientists. \_\_\_\_\_

Her father died. 1

She sent a skeleton to the British Museum. \_\_\_\_\_

Her brother found a fossilised skull. \_\_\_\_\_

4. ... *she was just a poor shopkeeper!* [2f]  
1 mark  
The writer used an exclamation mark to show that:  
Tick (✓) **one**.

- it is the end of the text
- it is the end of a sentence
- it is a silly thing to think
- it is a true statement

# Reading Intervention Hulks and BP

## Shine Reading Skills Retrieval, Non-fiction 3

5. Put ticks (✓) in the boxes to show whether each sentence is **true** or **false**. [2b]  
2 marks

Action	True	False
Mary Anning lived on the east coast of England.		
People have always known that fossils were extinct animals.		
When Joseph found a skull, Mary realised that it was part of an animal.		
Mary found the fossil skeleton of a dolphin.		
Mary drew and wrote about the fossils she found.		

6. Write the correct word below to complete each sentence. [2h]  
1 mark

<b>actors</b>	<b>journalists</b>	<b>scientists</b>	<b>tourists</b>
---------------	--------------------	-------------------	-----------------

- a) Mary's father sold the fossils he found to \_\_\_\_\_.
- b) Mary sold the fossils she found to \_\_\_\_\_.

7. Which one of these statements is the best summary of the whole text  
Tick (✓) **one**. [2c]  
1 mark

- Mary Anning lived on the south coast of England over 150 years ago.
- Mary Anning worked hard all of her life to find fossils.
- Mary Anning made an important contribution to understanding about fossils.
- Mary Anning understood more about the fossils she found than the scientists did.

# Reading Intervention Storms

## Text A – How are Houses Built? by Kate Ruttle

People build houses to keep themselves safe and for protection against the weather. Houses need to be strong in places where there are winds and storms in winter.

When people build a house out of brick or stone, they start by digging holes in the ground. The holes are filled with concrete which sets very hard and strong. The house is built on top of the firm concrete base. This base is the house's foundations.



Then, builders start to build the walls. Most modern houses have two walls with a small gap between them. Foam, or air in the gap between the walls, helps to keep the house warm.

Water and gas pipes and electric wires are tucked away inside the gap.

Strong wooden beams called joists hold up the ceiling. There are joists hidden away under the floor and above the ceiling of every room in a house. More wooden beams called rafters hold up the roof.



## Text A: How are Houses Built?

1. Write **one** reason from the text why people build houses.

\_\_\_\_\_

2. What kinds of places need strong houses?

\_\_\_\_\_

3. What is in the gap between the two walls?

\_\_\_\_\_

4. Number these sentences **1** to **4** to show the order they happen in.

The first one has been done for you.

Build the walls \_\_\_\_\_

Dig holes in the ground 1

Fill holes with concrete \_\_\_\_\_

Put on the roof \_\_\_\_\_

5. Where in the house would you find a joist?

\_\_\_\_\_

# Reading Intervention Storms

Shine Reading Skills Retrieval, Non-Fiction 3

6. Draw lines to join the building material to why it is used.

foam •

• hold up the roof

concrete •

• helps to keep the house warm

wooden beams •

• makes the foundations

# Spellings

Week 4  
Spellings



# Week 5 - Spelling Test

## Longer List - BP and Hulks

### Spelling Test Week 5

1. I will \_\_\_\_\_ you shortly, explained the teacher.
2. The \_\_\_\_\_ of the old Roman Fort was unstable.
3. The Romans were excellent at \_\_\_\_\_ they built many roads.
4. I gave the wrong \_\_\_\_\_ earlier today.
5. I learned to drive with an \_\_\_\_\_
6. The \_\_\_\_\_ of measurement was millimetres which are smaller than centimetres.
7. Scotland and England have a \_\_\_\_\_ they are part of the United Kingdom.
8. Leeds \_\_\_\_\_ have had a good first season back in the Premier League, agreed Mrs Kaur.
9. The \_\_\_\_\_ is enormous!
10. \_\_\_\_\_ is a great place to learn and become independent.

## Shorter List - Storms

### Spelling Test Week 5

1. You can use a \_\_\_\_\_ bank to help your writing.
2. Please \_\_\_\_\_ begin your work.
3. The \_\_\_\_\_ was crawling through the soil, slowly.
4. The \_\_\_\_\_ is a wonderful place to explore.
5. The Liverpool squad isn't \_\_\_\_\_ as much as it used to be.
6. I was too \_\_\_\_\_ outside in the sunshine.
7. The nurse worked on a hospital \_\_\_\_\_

# Spelling Test Answers - Week 5



How many did you get right?

## Spellings Test - Answers

### Shorter list

1. word
2. work
3. worm
4. world
5. worth
6. warm
7. ward

### Longer list

1. instruct
2. structure
3. construction
4. instruction
5. instructor
6. unit
7. union
8. united
9. universe
10. university

# Spelling Rules and New Spellings

## Spelling rule:

### Shorter list

The sound /zh/ spelt 's' for example:

treasure, television

### Longer List

Words families based upon common words. Some words are related in the way they are formed as well as meaning:

scope, telescope

**Learn these spellings for next weeks spelling test!**

**Put each word into a sentence!**

## New Spellings - Week 5

### Shorter list

1. television
2. treasure
3. usual
4. division
5. vision
6. pleasure
7. measure
8. occasion

### Longer list

1. scope
2. telescope
3. microscope
4. horoscope
5. periscope
6. inspect
7. spectator
8. respect
9. perspective
10. spectacles

# Reading Assessment - Hulks and BPs

Year 3 Summer test 2

This text is from *Alex the Walking Accident* by Ian Whybrow.

## Alex the Walking Accident

Alex Dent and accidents seemed to go together. That was why he wasn't having much luck asking for a new bike.

"No, you've already got a bike," said Mum. She was always in a mood at breakfast. *Bang* went her cup on to her saucer.

Alex didn't give up. "Yes, but I need more gears."

Now it was Mr Dent's turn. "You heard what your mum said. Forget it," he growled. "You know we haven't got the money to go buying you new bikes!"

There was a pile of letters beside his plate. He ripped one open. "Blast!" he roared. "There goes another job! I spent all that time designing office buildings for the Council and now they don't want them!"

"Don't worry, Charles, you're a *brilliant* architect," said Mrs Dent. "Things are bound to pick up soon." She tried to sound cheery but she didn't look it.

James, Alex's baby brother, was reaching down from his high chair towards Pud the cat. The cat was ignoring him. Alex meant to help. He tried to give Pud a little push towards James with his foot. Somehow he missed and trod on his tail.

"Yeeeeow!" went the cat and nearly scared the wits out of James.

"Waaah!" howled James.

"Alex!" shouted Mum and Dad together.

Alex kept going anyway. "All my friends say my bike's rubbish. It hasn't even got disc-brakes!"

He made a flapping movement with his hand to show how bad that was. Disaster.

Mr Dent's cornflakes were swimming in milk. On top he had plopped a great dollop of strawberry yoghurt. His spoon was in his bowl, with the handle resting on the side. So, when Alex's hand flapped out:

1. It knocked against the cornflakes box.
2. The box fell sideways and knocked over Dad's glass of orange juice.
3. The juice dived into Dad's lap - SPLASH!
4. The glass fell at exactly the right angle to hit the handle of his spoon - TWANG!
5. Up went the spoon like a seesaw with a baby elephant on one end.
6. Suddenly soggy cornflakes and pink gunk started raining on everybody.
7. James threw his plate and hit Alex right on the ear - BONK!

"Axi Nutty Bye! Axi Nutty Bye!" screamed little James.

"Quite right! Alex is a *very* naughty boy!" agreed Mr Dent.



This text is from *Making Friends with Frankenstein* by Colin McNaughton.

## The Shady Character

There's a shady character following me!

Who can the shady character be?

He silently slithers,  
Dresses in black.  
He's normally hiding  
Behind my back!  
The strange thing is,  
When the sun isn't out  
The shady character's never about!  
When it's raining or snowing  
Or cloudy or grey,  
The shady character stays away!  
But he comes back at night  
As I walk down the street.  
Sometimes long: sometimes short:  
Sometimes under my feet!  
Passing from streetlight to streetlight I find  
He's sometimes in front of me.  
Sometimes behind!

There's a shady character  
Following me.  
Who can the shady  
Character be?



shady - in the shade or full of shade  
shady - dishonest

# Reading Assessment - Hulks and BPs

## Alex the Walking Accident

1 Why did Mum's cup bang on to her saucer? Tick **one**.

- Alex knocked it out of her hand.
- She was feeling cross with Alex.
- The cat yelped and made her jump.
- James gave it a little push.

AF3  
1 mark

2 What does Alex think is wrong with his bike? Write **one** thing.

AF2  
1 mark

3 Tick to show whether the following sentences are about **Mum, Dad** or **Both** of them.

	Mum	Dad	Both
says they don't have enough money for a new bike			
tries to sound happy but isn't really			
shouts at Alex when he makes James cry			

AF2  
1 mark

4 Look at these lines from the story. Find and copy **one word** that shows how angry Mr Dent is feeling.

Now it was Mr Dent's turn. "You heard what your mum said. Forget it," he growled. "You know we haven't got the money to go buying you new bikes!" There was a pile of letters beside his plate. He ripped one open. "Blast!" he roared. "There goes another job! I spent all that time designing office buildings for the Council and now they don't want them!"

AF3  
1 mark

/ 4  
Total for this page

5 Disaster.  
What was the disaster and why did it happen?

AF3  
2 marks

6 SPLOSH! ... TWANG! ... BONK!  
Why has the writer used these words? Tick **one**.

- They show the reader in what order things went wrong.
- They describe the big mess the soggy cornflakes made.
- They explain how Alex was hit on the ear with a plate.
- They help the reader imagine the sounds of the accident.

AF5  
1 mark

7 "Quite right! Alex is a very naughty boy!" agreed Mr Dent.

Has Alex really been a naughty boy? Explain your answer as fully as you can, using the whole story to help you.

AF6  
2 marks

8 Number these events in the order in which they happen in the story. The first one has been done for you.

- Alex treads on the cat's tail.
- Dad opens one of his letters.
- Dad's glass of juice spills over.
- 1 Mum tells Alex he can't have a new bike.
- James throws his plate and it hits Alex.

AF4  
1 mark

/ 10  
Total for this test

# Reading Assessment - Hulks and BPs

## The Shady Character

- 1 a) Look at the first line of the poem. Who or what is the *shady character*?

\_\_\_\_\_

AF3  
1 mark

- b) What does the poet think is happening? Tick **one**.

He thinks:

- the shady character is invisible.   
someone is hiding from him.   
somebody is following him.   
the shady character is never there.

AF2  
1 mark

- 2 Draw lines to match the description with what it tells us about the shady character.

Description

silently slithers

dresses in black

sometimes long: sometimes short

What it tells us

it is dark

it changes size and shape

it makes no noise

AF2  
1 mark

- 3 The poem says that sometimes the shady character is not there.

- a) **When** is it not there?

\_\_\_\_\_

AF2  
1 mark

- b) **Why** is it not there?

\_\_\_\_\_

AF3  
1 mark

/ 5  
Total for this page

Year 3 Summer test 2: Part B

- 4 The poem mentions some of the places the shady character can be found. Which of these are mentioned? Tick **two**.

- under his feet  under the streetlight   
in the rain  behind his back   
behind the clouds

AF2  
1 mark

- 5 There's a shady character following me!  
Who can the shady character be?

The poet repeats these two lines at the end of the poem. Why? Tick **one**.

- to show that the shady character is asking a question   
to show that the poem has answered the question   
to show that he still doesn't really know the answer   
to show that the shady character never goes away

AF6  
1 mark

- 6 Think about the rhyme in the poem. Which of the following sentences is **true**? Tick **one**.

- There are no rhyming words in the poem.   
Only the first four lines contain rhyming words.   
There is some rhyme but no clear pattern.   
The last word of every other line rhymes.

AF4  
1 mark

- 7 The poet makes the shady character seem a bit scary. How does he do this? Explain your answer as fully as you can, using the poem to help you.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

AF6  
2 marks

/ 10  
Total for this test

# Reading Assessment - Storms

Year 2 Summer test

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

 This poem is by Jillian Harker.

## Water, Water, Everywhere

We wash in it  
And splash in it,  
But that's not all –  
We pour it on our plants and crops  
To make them strong and tall.

We boil it up  
And cool it down,  
To make ourselves a drink,  
But there's much more to water  
Than you would ever think.

Water rushes, runs and trickles  
And it can even freeze.  
It can seep and soak and creep  
To almost anywhere you please.

And without it your poor body  
Would be in an awful mess.  
If there was no such thing as water,  
You would all weigh two thirds less.



Year 2 Summer test 2

1 In the first verse, which of these uses of water does the poet talk about? Tick **two**.

to sail a boat  to cook with   
to wash in  to put out fires   
to splash in

1 mark AF2

---

2 Look at verse 1.

a) Where do we pour water?  
\_\_\_\_\_

b) Why?  
\_\_\_\_\_

1 mark AF2  
1 mark AF2

---

3 Look at verse 2. What do we do to water to make a drink?  
Write **two** things.

1 \_\_\_\_\_  
2 \_\_\_\_\_

1 mark AF2

---

4 What is the pattern of rhyme in verse 2? Tick **one**.

Lines 2 and 4 rhyme.   
Lines 1 and 2 rhyme.   
Lines 3 and 5 rhyme.   
Lines 4 and 5 rhyme.

1 mark AF4

Total for this page / 5

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# Reading Assessment - Storms

5 Look at verse 3. **Find and write one word** which shows water can move:

- a) quickly \_\_\_\_\_
- b) slowly \_\_\_\_\_

1 mark AF3

1 mark AF3

6 What does verse 3 tell you about water? Tick **one**.

- how people use water
- how plants need water
- what water can do
- what water sounds like

1 mark AF6

7 Look at verse 4. What does this verse say would happen to your body without water?

\_\_\_\_\_

\_\_\_\_\_

1 mark AF2

8 Look at the last two lines of the poem. What do they tell you? Tick the **best** answer.

- Water does not weigh as much as the human body.
- Our bodies do not really need much water.
- People get into a mess when they use water.
- Water makes up a big part of our bodies.

1 mark AF3

5 / 5  
Total for this page

9 Look at verses 3 and 4.

- a) Write one word from verse 3 that rhymes with *freeze*.  
\_\_\_\_\_
- b) Write one word from verse 4 that rhymes with *less*.  
\_\_\_\_\_

1 mark AF4

1 mark AF4

**These questions are about the whole poem.**

10 Did you enjoy reading the poem?

- Yes  No

Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 marks AF6

11 Tick the sentence that **best** explains what the poem is about. Tick **one**.

- Water is important for people but not for plants.
- Water is very important for lots of reasons.
- The main reason we use water is to drink.
- The water we use trickles away and freezes.

1 mark AF6

6 / 15  
Total for this test

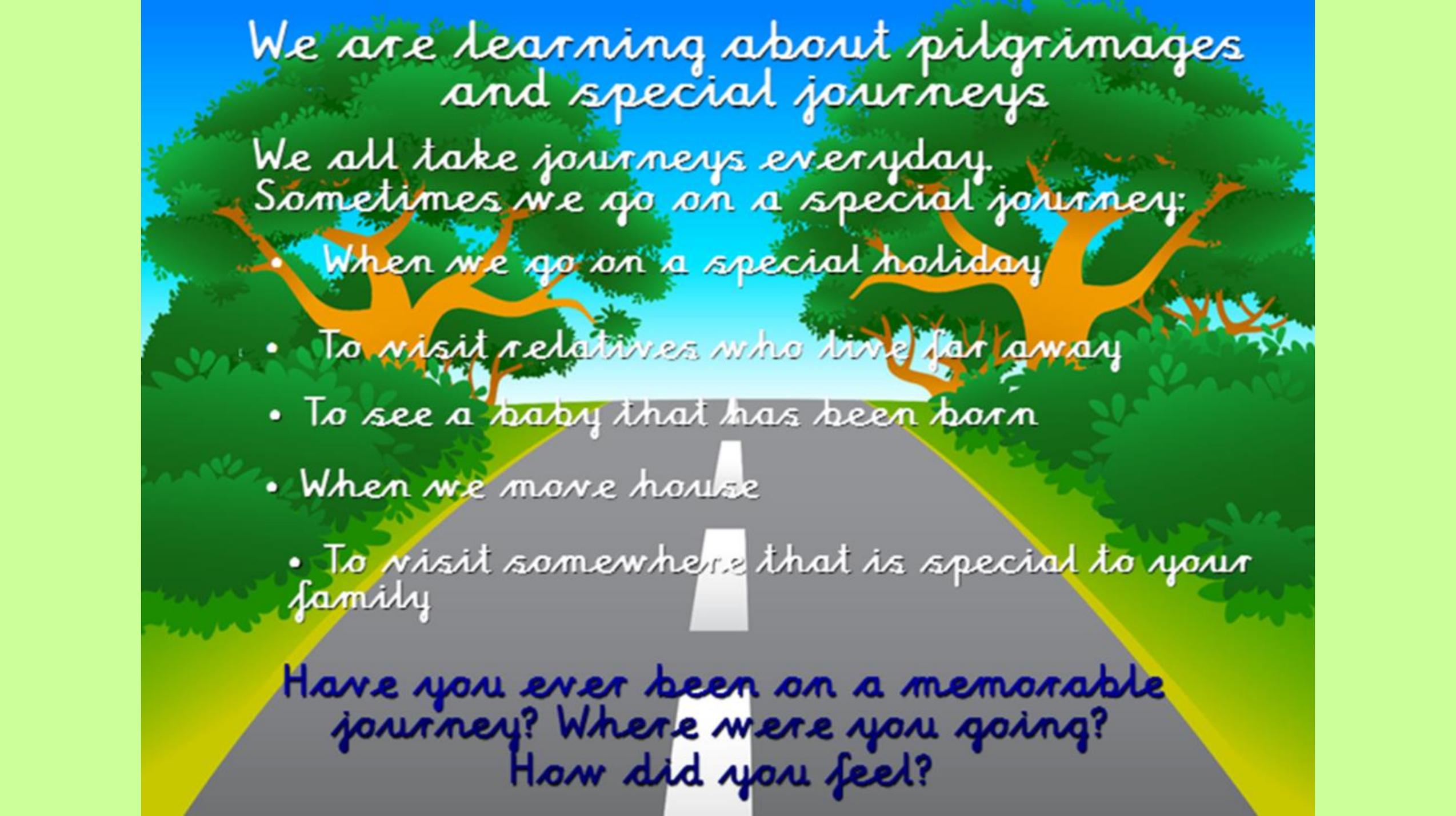
Tuesday 11th May 2021

Journeys

# What are Journeys?

A journey is when you travel from one place to another.

There are many different types of journeys, including physical and emotional journeys.



We are learning about pilgrimages  
and special journeys

We all take journeys everyday.  
Sometimes we go on a special journey:

- When we go on a special holiday
- To visit relatives who live far away
- To see a baby that has been born
- When we move house
- To visit somewhere that is special to your family

Have you ever been on a memorable  
journey? Where were you going?  
How did you feel?

# What are Pilgrimages?

A pilgrimage is both a physical journey and a religious/spiritual journey. Many people want to develop greater wisdom, religious commitment or spiritual awareness as they learn from life's experiences.

Pilgrimages may mark rites of passage- to mark birth, initiation, marriage and death.

Think about a journey that you have been on and what made that journey special.

Describe how you felt by moving feelings on IWB into the different boxes - beginning, middle and end of the journey.

Beginning



Middle



End - Coming Home



# Independent Tasks

All: Write about a special journey you have been on. Write about the beginning, middle and end of the journey. Write about how you felt, how you travelled and what you took with you.

Further Challenge: Write about a journey you would like to go on but have never been on.

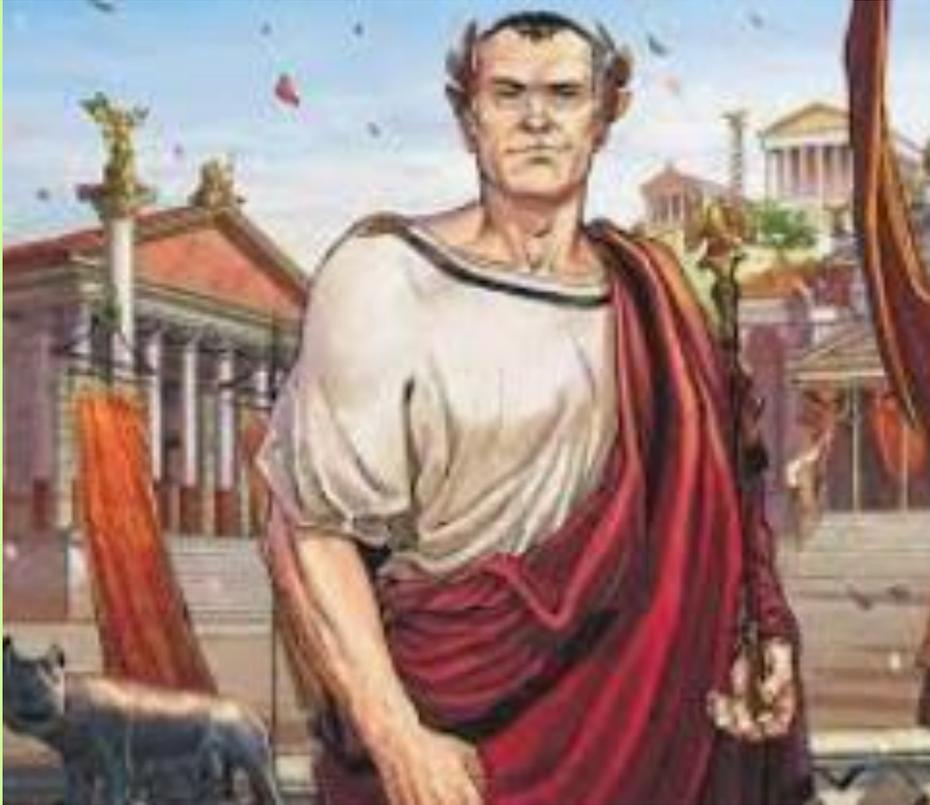
Where would you go?

Why would you like to go?

How would you get there?

What would you take with you?

# Tuesday 11<sup>th</sup> May 2021 - Computing



Using your computing skills create a power point presentation about Julius Caesar.

Can you add images?

Can you add a link to a website?

Can you add an audio note?

Tuesday 5<sup>th</sup> May 2021

P.E - Using our Body

Remember to WARM UP

Why is it important to warm up?

What happens to our heart?

What else should we do to our muscles?

Watch this video and complete the warm up to prepare you for today's PE lesson!

[https://www.youtube.com/watch?v=aW\\_JqSK-CgY](https://www.youtube.com/watch?v=aW_JqSK-CgY)

Well done for completing Day 1 .

Please take a photograph of your completed work and send it to your class teacher on the class email address below. We can then send you some feedback on the great work you have completed.

[4A@hortongrangeacademy.co.uk](mailto:4A@hortongrangeacademy.co.uk)

[4B@hortongrangeacademy.co.uk](mailto:4B@hortongrangeacademy.co.uk)

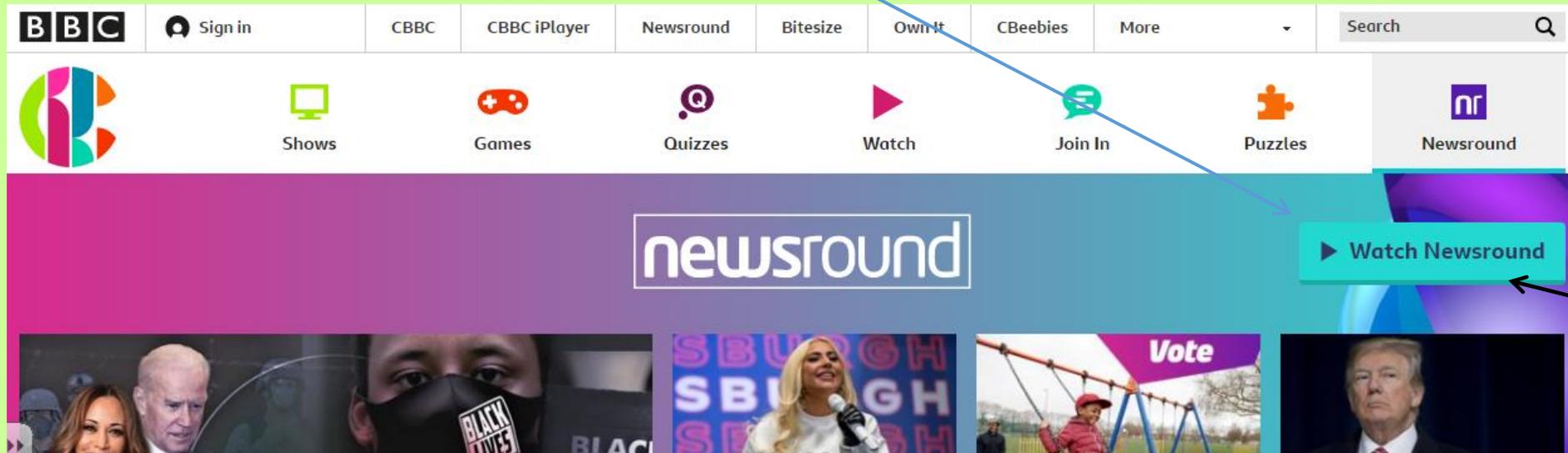
[4C@hortongrangeacademy.co.uk](mailto:4C@hortongrangeacademy.co.uk)



# Wednesday 12<sup>th</sup> May 2021 Newsround

Use the link below to watch today's Newsround:

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



Click on  
Watch  
Newsround

# Wednesday 12<sup>th</sup> May 2021

## Reading Intervention Hulks and BP

Shine Reading Skills Retrieval, Poetry 3

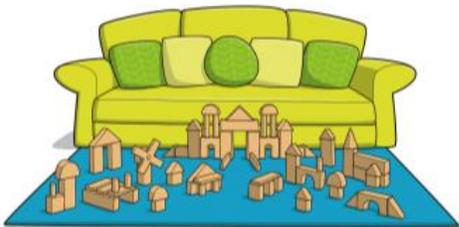
### Text A – Block City by Robert Louis Stevenson

What are you able to build with your blocks?  
Castles and palaces, temples and docks.  
Rain may keep raining, and others go roam,  
But I can be happy and building at home.

Let the sofa be mountains, the carpet be sea,  
There I'll establish a city for me:  
A kirk and a mill and a palace beside,  
And a harbour as well where my vessels may ride.

Now I have done with it, down let it go!  
All in a moment the town is laid low,  
Block upon block lying scattered and free,  
What is there left of my town by the sea?

Yet as I saw it, I see it again,  
The kirk and the palace, the ships and the men,  
And as long as I live and where'er I may be,  
I'll always remember my town by the sea.



Shine Reading Skills Retrieval, Poetry 3

### Text A – Block City

- List **three** buildings mentioned in the poem. [2b]  
1 mark
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- What does the narrator say the weather is like outside? [2b]  
1 mark

\_\_\_\_\_
- The city is beside the sea. [2b]  
1 mark

**Find and copy one** piece of evidence to support this statement.

\_\_\_\_\_
- The poem is called 'Block City' because: [2f]  
1 mark

Tick (✓) **one**

  - it is built with building blocks
  - it is built on the carpet
  - it is built with big, important buildings
  - it is made of square shapes

# Wednesday 12<sup>th</sup> May 2021

## Reading Intervention Hulks and BP

### Shine Reading Skills Retrieval, Poetry 3

5. Write verse numbers below to complete each sentence.

[2c]  
1 mark

a) Verse \_\_\_\_\_ is about beginning to build the city.

b) Verse \_\_\_\_\_ is about remembering the city.

6. In verse 2, the narrator describes all the buildings made from the blocks.  
**Find and copy one** line from a different verse that shows when the blocks  
are not being used for building.

[2f]  
1 mark

7. Put ticks (✓) in the boxes to show whether each sentence is **true** or **false**  
about the narrator,

[2b]  
2 marks

Action	True	False
The narrator is alone.		
The narrator is building with building blocks.		
The narrator is making mountains out of building blocks.		
The narrator wants to keep the city for ever.		

# Wednesday 12<sup>th</sup> May 2021

## Reading Intervention Storms

Shine Reading Skills Retrieval, Poetry 3

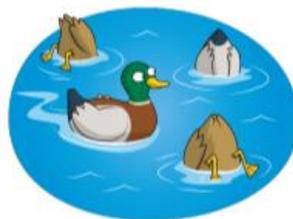
### Text A – Duck's Ditty by Kenneth Grahame

Ducks' tails, drakes' tails,  
Yellow feet a-quiver.  
Yellow bills all out of sight,  
Busy in the river!

Slushy green undergrowth,  
Where the roach swim—  
Here we keep our larder,  
Cool and full and dim.

Everyone for what he likes!  
Here we like to be.  
Heads down, tails up,  
Dabbling free!

High in the blue above,  
Swifts whirl and call—  
We are down a-dabbling,  
Up tails all!



Shine Reading Skills Retrieval, Poetry 3

### Text A: Duck's Ditty

1. Write the correct group of words below to finish the sentence.

flying above the  
river

in the  
river

on the grass near  
the river

In the first verse, the ducks are \_\_\_\_\_  
\_\_\_\_\_.

2. Name **two** parts of the ducks' bodies that are yellow.

a) \_\_\_\_\_

b) \_\_\_\_\_

3. What is *cool and full and dim*?

\_\_\_\_\_

4. Draw lines to match the creature with the action it takes in the poem.

ducks •

roach •

swifts •

• whirl

• dabble

• swim

# Wednesday 12<sup>th</sup> May 2021

## Reading Intervention Storms

### ★ Shine Reading Skills Retrieval, Poetry 3

5. Put ticks (✓) in the boxes to show whether each sentence is **true** or **false** in the first verse.

The first one has been done for you.

Sentence	True	False
The ducks are eating bread near a pond.		✓
The ducks are moving their feet.		
The ducks' feet are in the water.		
The ducks' heads are in the water.		

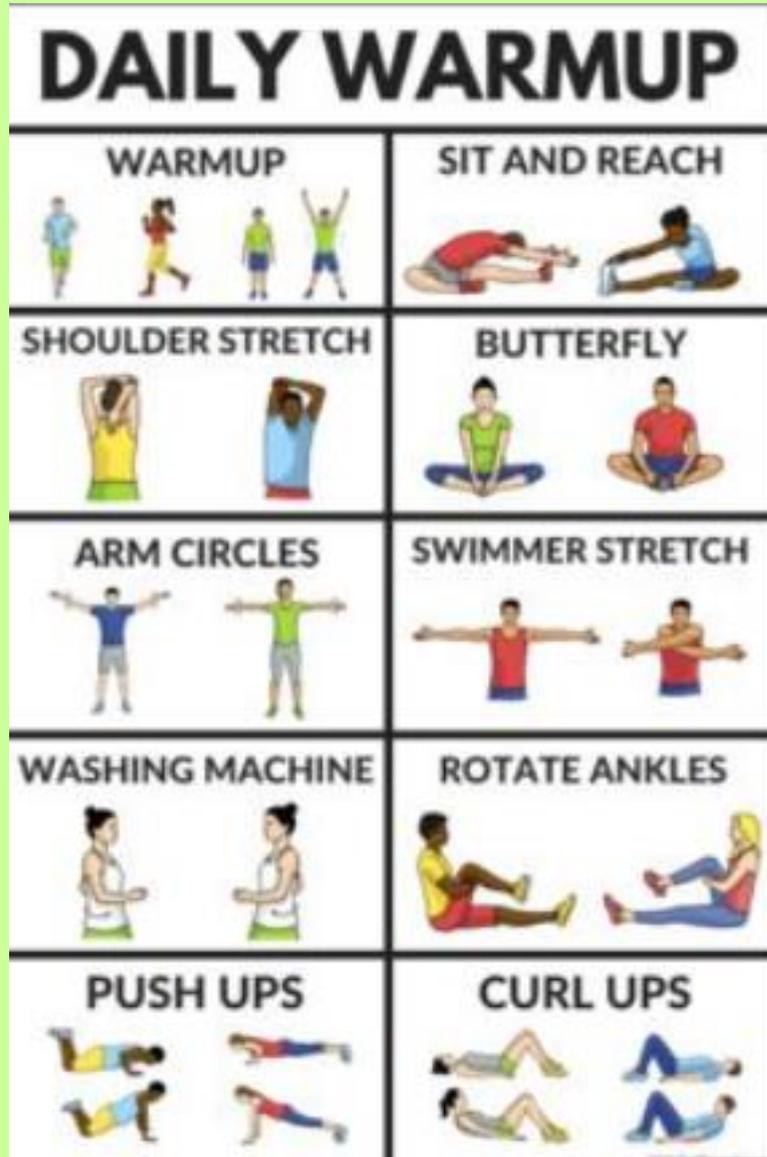
6. Write a verse number in each space to show which verse each of these statements is about.

The first one has been done for you.

Statement	Verse number
It tells you about the ducks' feet and bills.	1
It tells you about what the ducks like to do.	
It tells you about under the water.	
It tells you about the sky above the water.	

Wednesday 12<sup>th</sup> May 2021

PE



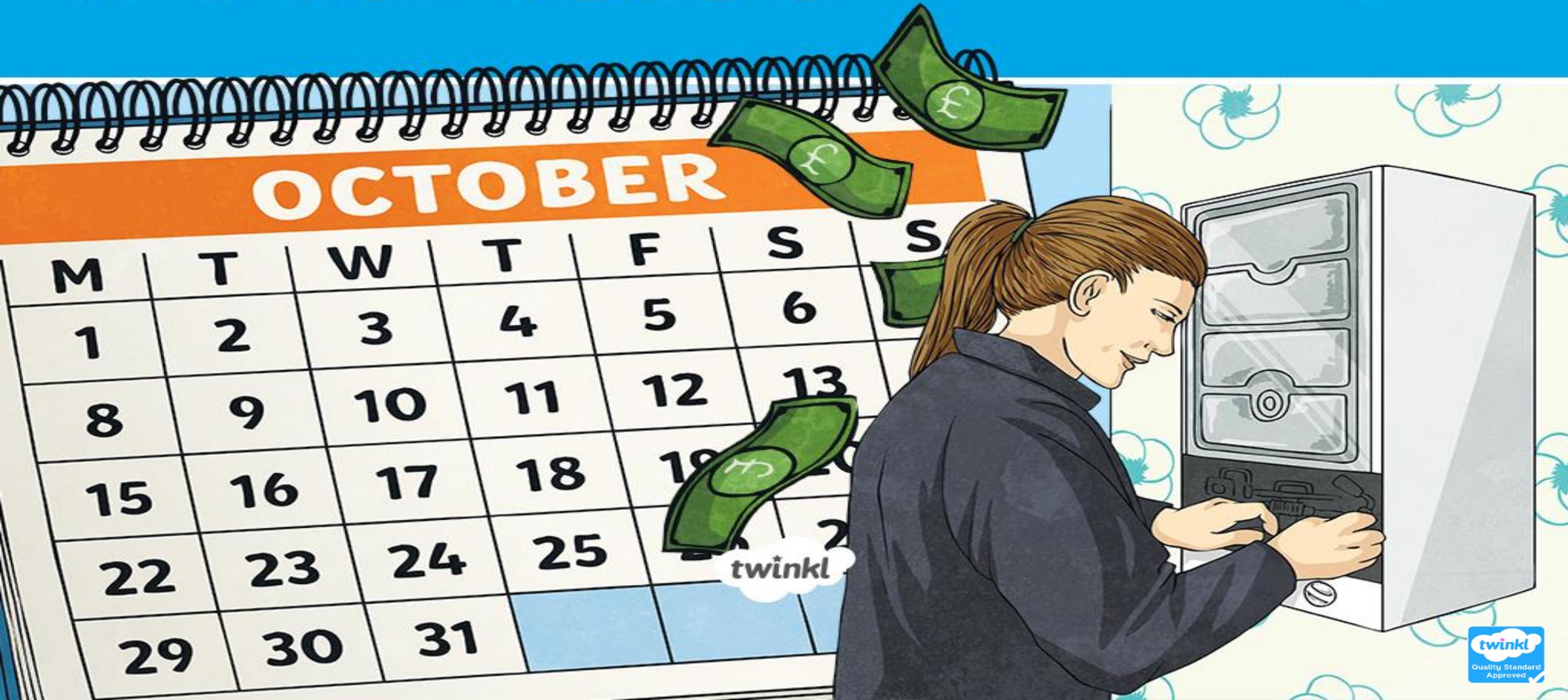
Make sure you warm up your body!

Which organs are important?

Why do we need to warm up?

Create your own circuit and test it on your family members!

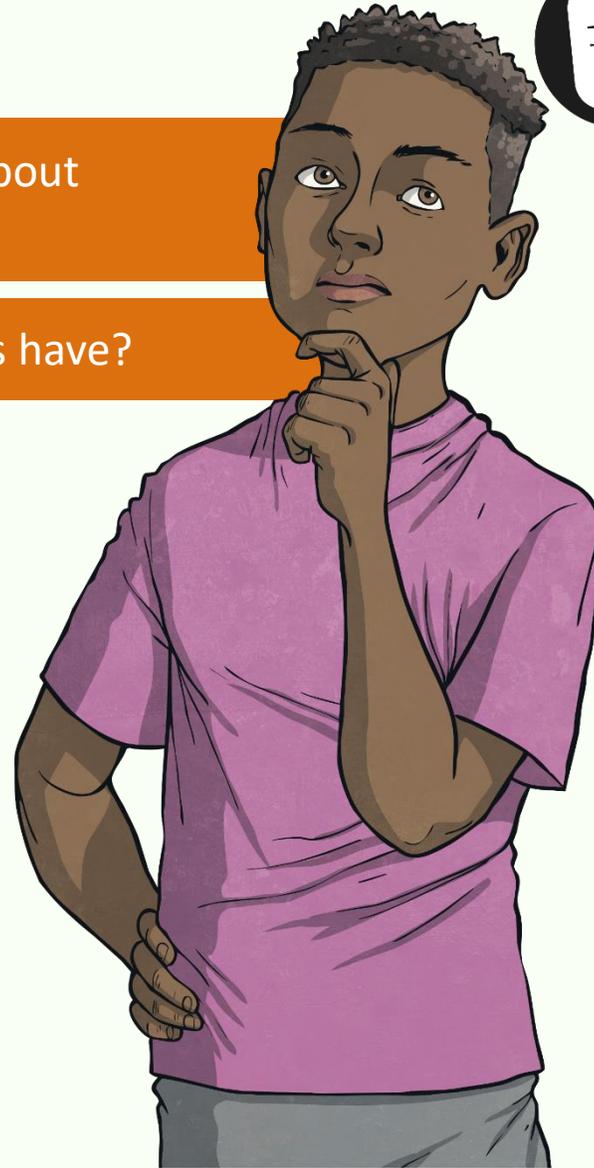
# Priorities





What choices do we have about spending money?

What impact can these choices have?



# What Is a Budget?

This lesson, we are going to think about what choices we have about how we spend our money.



'I would really like to buy this new T-shirt but it is way over my budget!'

'I will budget for next week. There are a few things I need to buy and I must make sure I have enough money.'



Looking at these sentences, discuss with your partner what the word **budget** might mean?

Why is budgeting important when we think about what choices we have about spending money?

# What Is a Budget?

When we think about our budget, we must consider how much money is coming in and what we need to spend money on over a certain time.

When we are thinking about what we need to spend money on, there are lots of things to think about. Let's take a look.



# Managing the Weekly Budget

To think a little more about what we want, what we need and why this is important, we will now play a game where we have to manage a household budget.

Working in pairs, we will now play a game using our Weekly Money Task Cards. The cards are labelled 1 to 21 so you can work through them in order.

You will be given an amount of money each week but will have certain things you need to buy. If you have money left over, you can choose what you do with it.

Use these resources to work out how much money you have to spend and cross off notes or coins as you need to spend them.

**Money Reference**

Having read the cards, use these coins and notes to make the amount of money you need in your wallet. Cross off each amount you need to spend as you pay for things in your game.

The image shows a 'Money Reference' sheet with a grid of 50 coins (20p, 10p, 5p) and 20 banknotes (5p, 10p, 20p, 50p, 100p). To the right are two task cards, each with a large dashed box for drawing and a smaller box for writing. The cards are labeled '1 Living in the Wider World 1 Money Matters 1 Priorities 1 Lesson 4' and '2 Living in the Wider World 1 Money Matters 1 Priorities 1 Lesson 4'. The Twinkl logo and 'PSHE and Citizenship 115221 Living in the Wider World 1 Money Matters 1 Priorities 1 Lesson 4' are visible at the bottom.

# Managing the Weekly Budget

It is helpful to keep track of what we spend. We can do this by budgeting and making a list of what we spend on what.



**Receipt**  
Coat £10.00  
cash

We can also keep receipts to show what we spent on what.

# What Affects Our Spending Choices?

The choices we make around what to spend our money on has certain effects on the people and environment around us. Let's look at some examples:



If products are labelled as Fairtrade you can be confident that a fair price was paid to the producer of the product.

If products are made to be used only once, they may be cheaper but this can have an impact on the environment. Single-use plastic get thrown away and cause pollution, damaging the environment and wildlife. If a bottle is reusable it avoids a negative impact on the environment.



# What Affects Our Spending Choices?



If clothes are sold at very cheap prices, it may be because workers haven't been paid fairly for their hours. This could even mean that child-labour has been used or adults have not been paid fairly for their work.



Even when we have made our spending choices, we have a choice about what to do with things we are finished with. By just throwing these things away they would create landfill but by taking them to a charity shop, they can be used again.



# What Affects Our Spending Choices?

Now let's see what choices we could make. Discuss in your talk partners which product you would buy out of the following options.  
Can you use this phrase?

Ethical spending: Spending money on products that have been produced without harm to other people or the environment.

59p – the cocoa for this chocolate was bought at the lowest possible price from the farmer.

65p – the cocoa for this chocolate was bought paying a fair price to the producer.

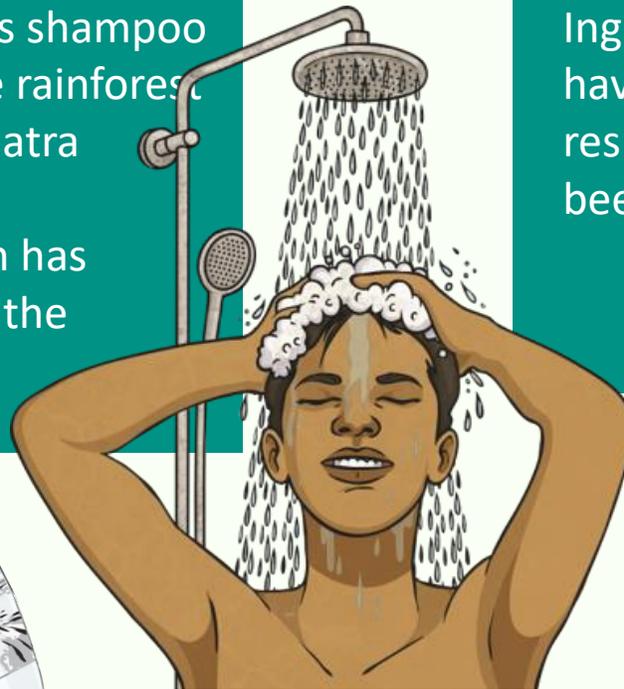


# What Affects Our Spending Choices?

Ethical spending: Spending money on products that have been produced without harm to other people or the environment.

Palm oil used in this shampoo is sourced from the rainforests of Borneo and Sumatra where much deforestation has happened through the use of palm oil.

Ingredients in this shampoo have been sourced responsibly so no plants have been damaged.



# What Affects Our Spending Choices?

Ethical spending: Spending money on products that have been produced without harm to other people or the environment.

£1.90 per cup – beans for this coffee have been bought at the lowest possible price by the supermarket.



£2.15 per cup – beans for this coffee have been bought through an organisation which makes sure coffee bean producers get a fair price for their product.



# What Affects Our Spending Choices?

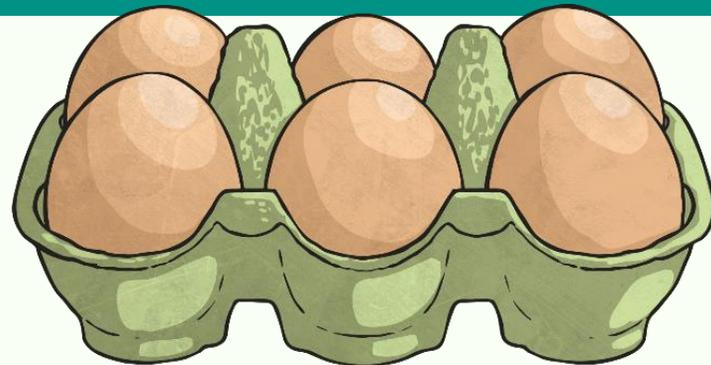
Ethical spending: Spending money on products that have been produced without harm to other people or the environment.



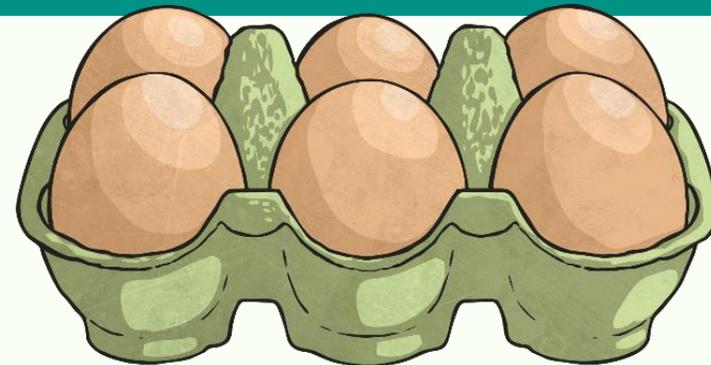
# What Affects Our Spending Choices?

Ethical spending: Spending money on products that have been produced without harm to other people or the environment.

£1.20 per box – these eggs have been produced by battery hens. This means very many of them may live in a crowded barn with no outside space.



£2.09 per box – these eggs have been produced by free-range hens, who have been able to roam around fields and fed on corn.



# What Affects Our Spending Choices?

Ethical spending: Spending money on products that have been produced without harm to other people or the environment.

£25 – this pair of trainers has been made by people who don't get paid minimum wage for their work (minimum wage is an amount that is agreed by the government to be a high enough hourly rate to be able to afford what people need).

£65 – this pair of trainers has been made by a company who ensure a fair wage for their workers. Their workers get paid holiday, sick leave and extra benefits such as discounts on products.



# Will this affect your choices in the future?

Will knowing these things about ethical spending affect which product you buy in the future?

How will you shop differently?



# Spending Money

We are now going to create a spending calendar of our own using what we have learnt about budgeting.

Use the Spending Activity Sheet and the To Do List Activity Sheet to work out how much money you have each month and how much money you have to spend.

You can add items to your calendar in the order you want, however make sure you buy everything you need as often as you need it.

When you have completed your calendar, you can colour each block in to show how you would prioritise each item, shading what you **need** in **green** and what you **want** in **blue**.

## Word Bank

- money
- want
- need
- priority
- budget
- spending
- saving

# Priorities

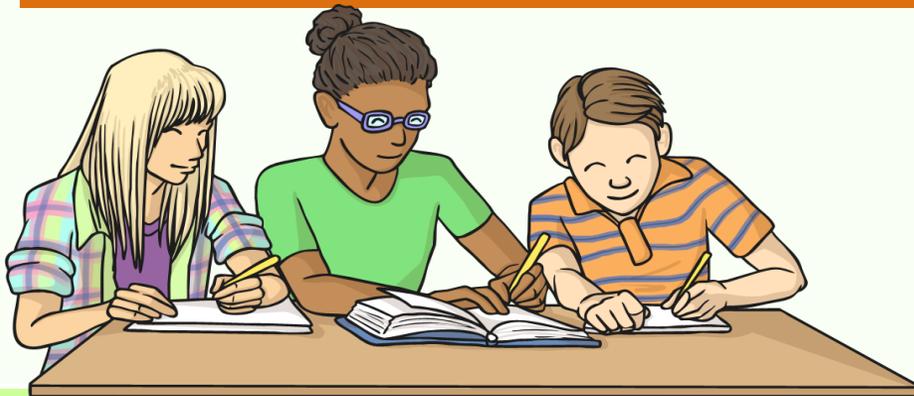
How has the game you have played affected your decisions about what you **want** and what you **need**?

Today we have thought about what we want and what we need, along with the difference between them.

In the learning you have done, how have you prioritised your spending? Why is it important to do this?

Look again at the cards you turned over in your game.

Can you put them in the order of the priority you would give each item in your spending?



# Task - All

## To Do List

Use this list of items to add to your calendar. Make sure you buy things as often as you need to.

How will you choose to spend any money you have left over? How much will you try to save each week?

This is your weekly budget: **£120**

**These are things you will need to spend money on every week:**

- food shopping - £50
- gas and electricity - £20
- bus ticket - £10
- dinner money - £10

**These are other things you can buy:**

- winter coat - £20
- reading books - £5
- school trip - £3
- school shoes - £20
- crisps when you are out with a friend - £1
- cinema ticket - £5
- toy - £5
- magazine - £3

**These are emergencies you will need to spend money on:**

- broken boiler - £30
- library fine - £7



# Task - All

## Money Reference

Having read the cards, use these coins and notes to make the amount of money you need in your wallet. Cross off each amount you need to spend as you pay for things in your game.



## Money Reference



Well done for completing Day 3 !

Please take a photograph of your completed work and send it to your class teacher on the class email address below. We can then send you some feedback on the great work you have completed!

[4A@hortongrangeacademy.co.uk](mailto:4A@hortongrangeacademy.co.uk)

[4B@hortongrangeacademy.co.uk](mailto:4B@hortongrangeacademy.co.uk)

[4C@hortongrangeacademy.co.uk](mailto:4C@hortongrangeacademy.co.uk)



# Well done for completing your curriculum home learning Year 4 - Eid Mubarak!

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

Class 4A:

[4A@hortongrangeacademy.co.uk](mailto:4A@hortongrangeacademy.co.uk)

Class 4B:

[4B@hortongrangeacademy.co.uk](mailto:4B@hortongrangeacademy.co.uk)

Class 4C:

[4C@hortongrangeacademy.co.uk](mailto:4C@hortongrangeacademy.co.uk)

Have a lovely weekend!

