

















Timetable	Activities for Year 4 : 8th - 12th June Colour in 1 star for each completed task.	
Spellings & Handwriting 	Play some spellings games! Spend 15 mins every day. 	 Handwriting Worksheets 20 mins per day - slow and careful! 
 Maths 	Watch daily videos https://whiterosemaths.com/homelearning/year-4/ Choose Summer - Week 1 Lesson 1, 2, 3, 4, 5. Day 1 - choose Summer Week 1 - Lesson 1 - https://player.vimeo.com/video/399086083 Day 2 - choose Summer week 1 - lesson 2 - https://player.vimeo.com/video/399086150 Day 3 - choose Summer week 1 - lesson 3 - https://player.vimeo.com/video/399086200 Day 4 - choose Summer week 1 - lesson 4 - https://player.vimeo.com/video/399086226 Day 5 - choose Summer week 1 - lesson 5 - https://player.vimeo.com/video/399086274	
Move Around! disco brain dance OR Joe's 5 minute moves Have a drink!		
 English 	Monday - Read Mission Impossible. Audio version is here: https://soundcloud.com/talkforwriting/mission/s-qMLb31YjpM7 Tuesday - Create your characters Wednesday - Explore words /Plan your setting Thursday -Plan your story Friday - Write your own spy story	
Break	Eat your lunch! Play time! Click to try this piano game	
 Special	History - Learn about Rosa Parks. Choose activities from the sheet. Design a spy gadget for your spy story - Create a Code for your spy story	
Story Time Snack time	getepic.com try this site if you've run out of books to read. OR ask at school.	
 PE	1. Make a crazy golf course in your house or outside. Use a pair of socks for the ball. 2. Do a speed test running challenge outside 3. Joe Wicks P.E. 4. family.gonoodle 	
	 1. Tell me what you did well today on the Year 4 blog. Go to SJSP website! - Home Learning - Class Blogs - Year 4  2. Write a prayer  3. Write yourself a star award for the week.  4. Share your learning with me at admin@sjsp.islington.sch.uk. (photo of a drawing/ writing/ maths/ science)	

Hello Year 4,

How are you all doing? I've been missing all your lovely smiling faces. What a crazy term this has been!

Miss Oladejo asked me to set your work this week, so please let me know what you think about it. You can email me at admin@sjsp.islington.sch.uk and let me know how you found it.



I've been enjoying getting outside for picnics in the hot weather, including have a socially distanced walk with my mum and dad and their dog. It was strange not to be allowed to hug each other. What have you been doing? Any water fights? ice creams?

What games have you been playing? Have you done any cooking? What is your favourite TV show at the moment?

I've been enjoying doing some TV PE lessons and dance workouts, how about you? Oh - one thing I did have to do is cut my own hair! I might have gone a bit too short. What new things have you had to do?

Looking forward to hearing from you all!

Miss Green

Statutory Spelling Word Activity Mat: occasionally

1

Use a dictionary to define the word **occasionally**.

Which word class does the word **occasionally** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **occasionally**.

occasionally
occasionally
occasionally

Add the word **occasionally** to these sentences.

I meet with my friends _____.

"Do you see them _____?"

This can _____ result in injury.

We _____ experience blizzards.



Which of these words means the same as **occasionally**?

often infrequently consistently

Write your own sentence containing the word **occasionally**.

Edit and improve these words so that they correctly spell the word **occasionally**.

occasionally occasionally occasionally

Write the syllable of the word **occasionally** inside the hands.



Finish off the word **occasionally**.

occas _____ nally

_____ ly oc _____

Now write the full word.

For this week's spellings...

we are looking at adding the suffix -ous with no change to the root words.



mountainous



perilous



poisonous



hazardous



synonymous



joyous



scandalous



riotous



dangerous



momentous



one

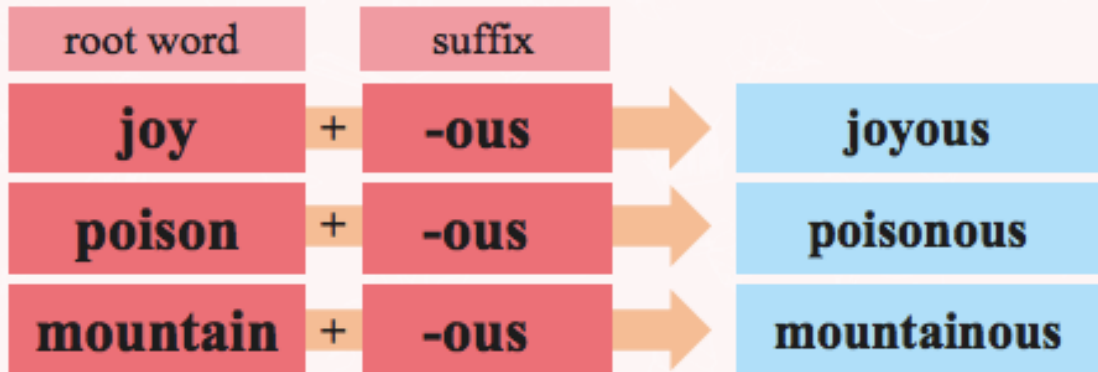


Learning Spellings should be fun!
Make a tray with pasta, rice, flour, sugar or hundreds and thousands
Practice writing your spellings in the tray.

This week, we are looking at adding a suffix to root words . . .

-ous

For example:



What happens to the root word when the suffix -ous is added to it in these words?

Nothing! The suffix -ous is added straight onto these root words.

	Look	Say	Cover	Write	Check	Correction
dangerous						
poisonous						
mountainous						
joyous						



Use a dictionary to find the meanings of these words. Here's an online dictionary you could try:

<https://kids.wordsmyth.net/we/?ent=synonym>

Suffix -ous Word Chart

Complete this word chart for five of your suffix -ous spelling words. The first one is done for you.

Prefix	Root Word	Word class (noun, adjective, verb)	Root Word Definition	Suffix Word	Word class (noun, adjective, verb)	Suffix Word Definition
-ous	joy	noun	A feeling of happiness	joyous	adjective	Describes something that is full of joy or happiness.
-ous						
-ous						
-ous						
-ous						
-ous						

Challenge Task

Use a different -ous suffix spelling word in a sentence that also include an apostrophe to mark plural possession.

Use another -ous suffix spelling in a sentence with a subordinating conjunction. Where can the subordinate clause go in a sentence?

synonymous					
hazardous					
riotous					
perilous					
momentous					
scandalous					



Keep going! Don't give up! Remember "Mistakes are the Portals of Discovery" (James Joyce)

Fill in the gaps using the right words from this week's -ous spellings.

1. Arvin's mountain path was _ e _ _ _ _ _ .

2. For Berfin, going to the Olympics in London was a
_ O _ _ _ _ _ occasion that she will never
forget.

3. Amirah says that happiness is _ y _ _ _ _ _
with joyfulness.

4. Zion heard a story about a politician that he thought
was _ _ _ n _ _ _ _ _ .

5. Merdan's birthday party was a _ _ _ t _ _ _ event,
people were dancing on tables and chairs!

Tricky word spellings to learn.

Words with the Suffix '-ous'

l s u o t n e m o m b c c v o
 p h s m k w s u o d r a z a h
 z p d i w o r s u o t o i r n
 k e g i b f h b k l l z g c j
 o r s y n o n y m o u s r i s
 t i c w m m m g p a y h i y g
 m l f r j g u o w x m u e e t
 i o w n s u o n o s i o p i s
 s u o l a d n a c s s s z o s
 l s s u o n i a t n u o m e m
 f q d u t w r l z o t t a c n
 k x s n q v q n y b j g g y x
 y f c o f h p o p z p t c k k
 x f o n x c j d v i w s h i r
 e f f y s u o r e g n a d c a

dangerous

hazardous

poisonous

riotous

mountainous

perilous

joyous

momentous

synonymous

scandalous



	Look	Say	Cover	Write	Check	Correction
synonymous						
hazardous						
riotous						
perilous						
momentous						

Can you write a sentence using each of these words?



Practise your weekly spelling words using cursive handwriting.

dangerous

poisonous

mountainous

joyous

synonymous

hazardous

riotous

perilous

momentous

scandalous



Focus



A Trace and write the pattern and the letters.

ouou ouou

ous ous

ious ious

eous eous

B Trace and write the words and the sentence.

dangerous

famous

anxious

delicious

hideous

courteous

The monster was hideous.





Extension

A Trace and write the words.

courteous

gorgeous

outrageous

courageous

B Trace and write the sentences.

Fill in each gap with the correct word from above.

The soldier was _____.

The puppy was _____!



Monday - Recognise tenths and hundredths.

Watch this video first. : <https://player.vimeo.com/video/399086083>

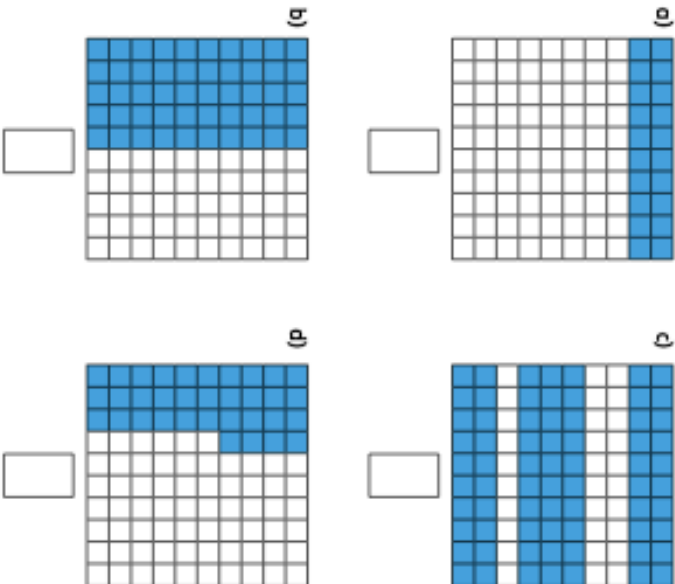
Get the answers and teaching videos here
<https://whitrosemaths.com/homelearning/year-4/>
 Summer - Week 1 - Lesson 1

Recognise tenths and hundredths

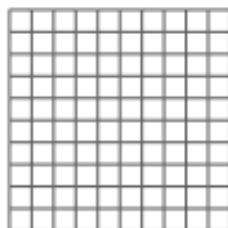


1 The hundred square represents 1 whole.

What fraction of each hundred square is shaded?



2 Here is a hundred square.



What fraction of the whole does each represent?

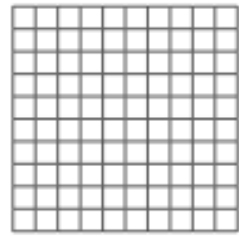
- a) 4 full rows =
- b) 6 full columns =
- c) 13 squares =
- d) 2 full rows and 5 squares =
- e) 3 full columns and 8 squares =

3 Complete the sentences.

- a) 4 tenths is equivalent to hundredths.
- b) 70 hundredths is equivalent to tenths.
- c) 5 tenths is equivalent to hundredths or 1 .

4

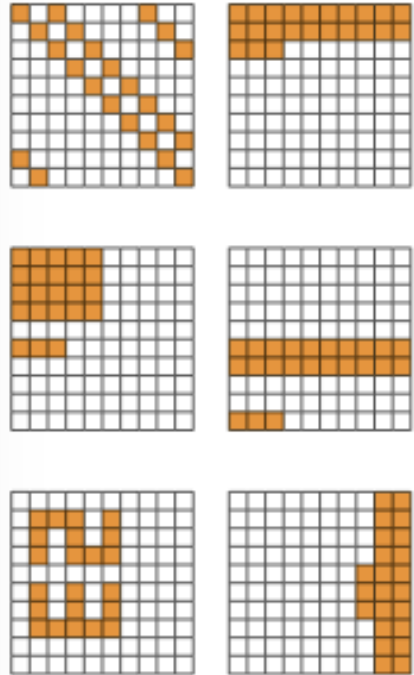
One row is one tenth and one column is one tenth, so if I colour one row and one column on my hundred square I will have shown 2 tenths.



Is Dexter correct? _____
Explain your answer.
You may use the hundred square to help you.

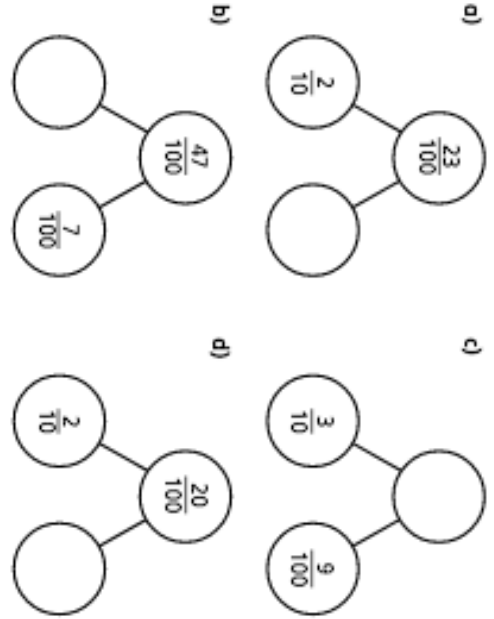
5

Tick the hundred squares with $\frac{23}{100}$ shaded.



6

Complete the part-whole models.



7



$$\frac{73}{100} = \frac{7}{10} + \frac{3}{100}$$



$$\frac{73}{100} = \frac{6}{10} + \frac{13}{100}$$

Annie

Ron

Who is correct? _____
How many ways can you partition $\frac{73}{100}$?

Tuesday - Tenths as decimals <https://whiterosemaths.com/homelearning/year-4/>
 Click on - week 1 - lesson 2
 OR <https://player.vimeo.com/video/399086150>

Get the answers and teaching videos here
<https://whiterosemaths.com/homelearning/year-4/>
 Summer - Week 1 - Lesson 2

Tenths as decimals

1 Shade the bar models to represent the amounts.









- a) 7 tenths

--	--	--	--	--	--	--	--
- b) $\frac{4}{10}$

--	--	--	--	--	--	--	--
- c) 0.3

--	--	--	--	--	--	--	--

2 Complete the table to show the fractions and decimals the bar models represent.

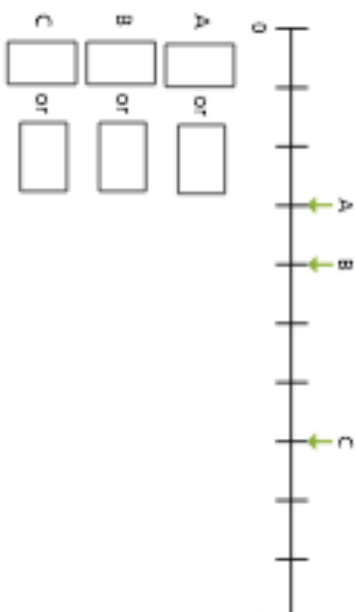
Bar model	Fraction	Decimal
		
		
		
		
		
		
		
		

3 Write each fraction and decimal in the correct place on the number line.



4 Work out the values of A, B and C.

Give your answers as fractions and decimals.



5 Match the equivalent fractions, decimals and words.

$\frac{2}{10}$	0.7	four tenths
$\frac{9}{10}$	0.3	one tenth
$\frac{7}{10}$	0.4	three tenths
$\frac{4}{10}$	0.1	nine tenths
$\frac{1}{10}$	0.9	seven tenths

Tuesday

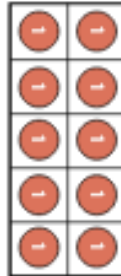
6

What is the total value represented by each ten frame?

a)



b)



c)



7



Nine tenths
can be written 0.9, so ten
tenths must be 0.10

Do you agree with Ron? _____

Explain your answer.

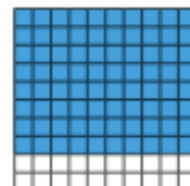
8

Eight tenths can be represented in all of the ways shown.

A



C



B



D



Which do you think is the best representation? _____

Discuss your answer with a partner.

Represent six tenths in each different way.



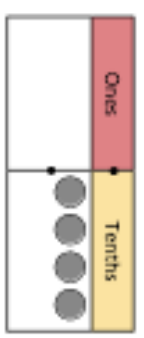
Wednesday - Tenths on a Place Value Grid
<https://player.vimeo.com/video/399086200>

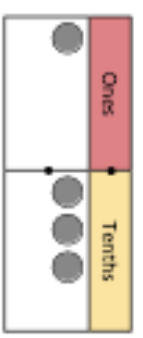
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 Summer - Week 1 - Lesson 3

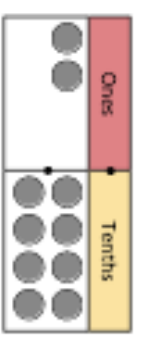
Tenths on a place value grid

1

Write the decimal that is shown in each place value chart.

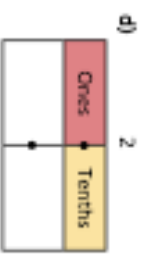
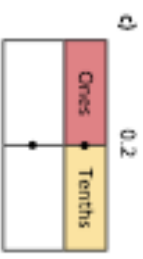
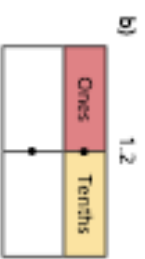
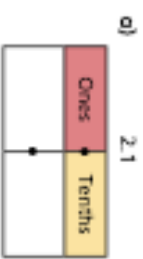






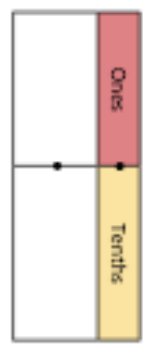
2

Draw counters on the place value charts to represent each number.



3

Rosie is using this place value chart to make numbers.



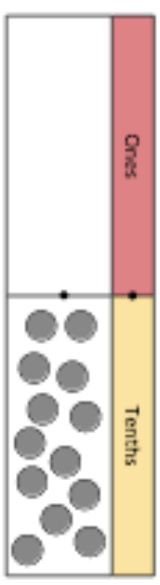
She uses all 8 counters each time.

Complete the sentences.

- a) The smallest number possible is
- b) The greatest number possible is
- c) A number between 3 and 4 is
- d) The closest possible number to 5 is

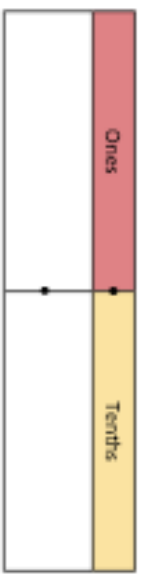
4

Tommy has made a number on a place value chart.



a) What number has Tommy represented?

b) Draw counters to show how Tommy could have represented this differently.



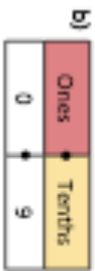
c) What method did you use? Talk about it with a partner.

5 Complete the number sentences to match the place value charts.



There are ones and tenths.

ones + tenths = + =



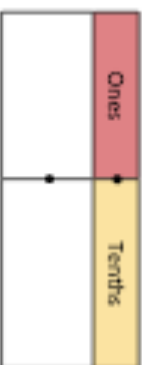
There are ones and tenths.

ones + tenths = + =

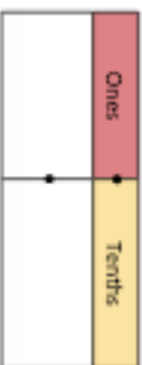
6 Draw counters to represent each number.

Write each number as a decimal.

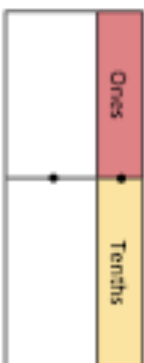
a) There are 3 ones and 2 tenths.



b) There are 5 ones and 2 tenths.

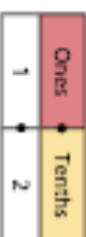


c) There are 2 tenths.

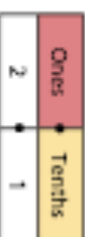


7 Match the written numbers to the place value charts.

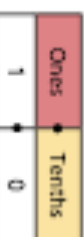
one tenth



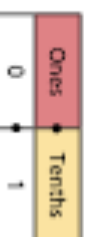
twenty-one tenths



twelve tenths



ten tenths



Six tenths added to four tenths makes ten tenths, which is a whole.

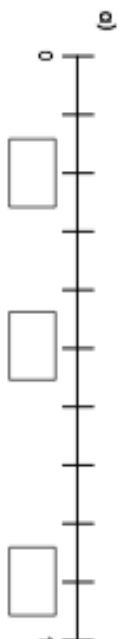
How many other ways can you make a whole from tenths?

Get the answers and teaching videos here
<https://whiterosemaths.com/homelearning/year-4/>
 Summer - Week 1 - Lesson 4

Tenths on a number line



1 Fill in the decimal numbers on each number line.



2 Complete the number lines.



Thursday

Friday



3 Here is a ruler with centimetres as whole numbers and millimetres as tenths.

Complete the sentences about points A, B and C.



Point A is cm along the ruler.

Point B is cm and mm along the ruler.

As a decimal it is cm.

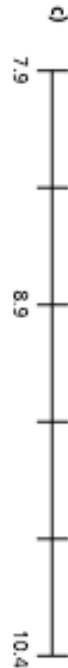
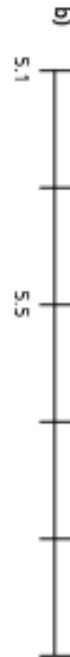
Point C is cm and mm along the ruler.

As a decimal it is cm.

4 Complete the number lines.



5 How long is each line?



The line is cm long.



The line is cm long.



The line is cm long.

How would your answers have been different if given in millimetres?

6 Draw arrows to estimate the position of the numbers on the number line.



7 The triangle, circle and cross have the same value on both lines. Work out the values.



$\triangle = \square$ $\circ = \square$ $\times = \square$

Create your own problem like this for a friend.

Get the answers and teaching videos here
<https://whiterosemaths.com/homelearning/year-4/>
 Summer - Week 1 - Lesson 5

Dividing 1 digit by 10



1 Look at the ten frames.



What number is represented?

Complete the division.

$$\boxed{} \div 10 = \boxed{} \boxed{}$$



What number is represented?

Complete the division.

$$\boxed{} \div 10 = \boxed{} \boxed{}$$

c) What is the same? What is different?

2 a) What calculation is represented by the counters?

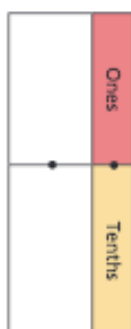


$$\boxed{} \div 10 = \boxed{}$$

b) Complete the number sentence.

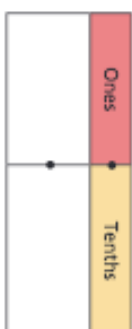
$$\boxed{} \text{ ones divided by ten} = \boxed{} \text{ tenths.}$$

3 a) Draw counters on the place value chart to show 7



b) Complete the division. $7 \div 10 = \boxed{}$

c) Draw counters on the place value chart to show your answer.



d) What do you notice?

e) Complete the sentence.

$$\boxed{} \text{ ones divided by ten} = \boxed{} \text{ tenths.}$$

4 a) Use a place value chart to represent 9

b) Move the counters to the right to represent 0.9

c) Complete the division.

$$9 \div 10 = \boxed{}$$

d) What do you notice?

e) Complete the sentence.

$$\boxed{} \text{ ones divided by ten equals} \boxed{} \text{ tenths.}$$

Friday - <https://player.vimeo.com/video/399086274>

5



Dora

To divide by 10,
you split the counters into
10 equal parts.

To divide by 10,
you put the counters on a place
value chart and move them one
column to the right.



Alex

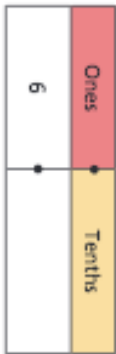
Who is correct? Circle your answer.

Dora Alex neither both

Compare answers with a partner.

6

Here is a one-digit number on a place value chart.



a) Complete the division.

$$6 \div 10 = \square$$

b) Write your answer on the place value chart.



c) In your own words, describe what happens to the digits in a number when you divide by 10

d) Use this method to work out the divisions.

$$7 \div 10 = \square$$

$$\square \div 10 = 0.8$$

7 Complete the divisions.

$$a) 4 \div 10 = \square$$

$$d) 9 \div 10 = \square$$

$$b) 2 \div 10 = \square$$

$$e) \square \div 10 = 0.3$$

$$c) \square \div 10 = 5 \div 10$$

$$f) \square \div 10 = 0.1$$

8 Complete the number sentences.

$$a) 6 \div \square \div 10 = 3 \div 10$$

$$b) 24 \div 6 \div 10 = \square \div 10$$

$$c) 42 \div \square \div 10 = 21 \div 7 \div 10$$

d) Write a problem like this for a partner to solve.



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NATE SOMETIMES
BAD KITTY

THE GREAT GREEN GUM TREE
THE GREAT RED WAGON
THE GREAT BLUE TRAIN
THE GREAT YELLOW BUS

Mission Possible



page number 23



You can listen to an audio of this story here:

<https://soundcloud.com/talkforwriting/mission/s-qMLb31YjpM7>

Mission Possible

Pete and Polly were completely ordinary, totally normal and utterly boring twins - or so everyone thought. They wore ordinary clothes, took part in normal, everyday activities and were, in fact, boring - or so everyone thought.

You see, Pete and Polly Powers had a secret. It wasn't an ordinary, normal or boring secret and it was a secret that lived just between them (and you, in a moment, if you keep on reading!) Not even their teachers, parents or Scout Leader knew about their secret. No one ... until now. Now, this secret can only be entrusted to the most daring, brave and adventurous of children - do you think you can be trusted? Okay then ... well ... here we go ... Pete and Polly are spies!

It all began last summer when they saw an article in the local newspaper advertising for two undercover agents to help fight global crime. Pete and Polly wasted no time in applying and, after a rigorous induction process, they were accepted into the governments' secret Spy Programme.

Their assignments have involved the most daring of adventures like rescuing the Prime Minister from a sudden volcanic eruption and preventing the kidnap of the Queen's corgis from Buckingham Palace! Pete and Polly were very good at their job and very good at keeping their identity a secret.

One spring morning, while having breakfast, Pete's watch lit up - it was a message from the Government's top chief of security, Cyril Secret, and it





read:

"Background: Last week the notorious thieves Dodgy Roger and Raucus Reggie stole the Yata no Kagami - a mirror which belongs to the Three Sacred Treasures of Japan.

Your Mission: To retrieve the Yata no Kagami - and return it to the Japanese embassy in London.

When: Tonight

Where: You will find it and the thieves in the abandoned riverboat docked on the Thames.

Note: Delete this message instantly."

Pete and Polly looked at each other and, in unison, smirked: "No problem." Pete, quickly switched his phone off and threw it into his school bag.

The day soon passed and, at precisely midnight, the sharp shrill of an alarm woke the twins. Instantly, they jumped out of bed, grabbed their spy bags and flew down the stairs, closing the front door quietly behind them so as to not wake anyone else.

Ten minutes later, they found themselves on the edge of the Thames staring at the abandoned riverboat. Outside the cold wind howled and bit at their ears, street lights flickered and an uncomfortable mist slithered across the dangerously deep water.

Inside the boat, Pete and Polly saw the silhouette of two large men sitting hunched across a table from one another with the only light coming from an old oil lantern. They seemed to be arguing. With



hearts pounding and hands trembling, Pete and Polly snuck into the boat and hid behind the broken door.

On the table, they could see the Emperor's mirror.

"What now?" asked Pete in trepidation.

"You distract 'em and

I will grab the mirror," replied Polly confidently.

They both nodded. They knew what they had to do.

Without hesitation, Pete dropped a small green capsule which filled the boat with a fine green mist. At the same time, Polly ran towards the table where the men sat, grabbed the mirror, flung it into her rucksack and then they both sprinted back up onto the deck.

Suddenly, coming from the cabin, they heard the unmistakable sound of fast-paced, heavy footsteps and loud angry voices.

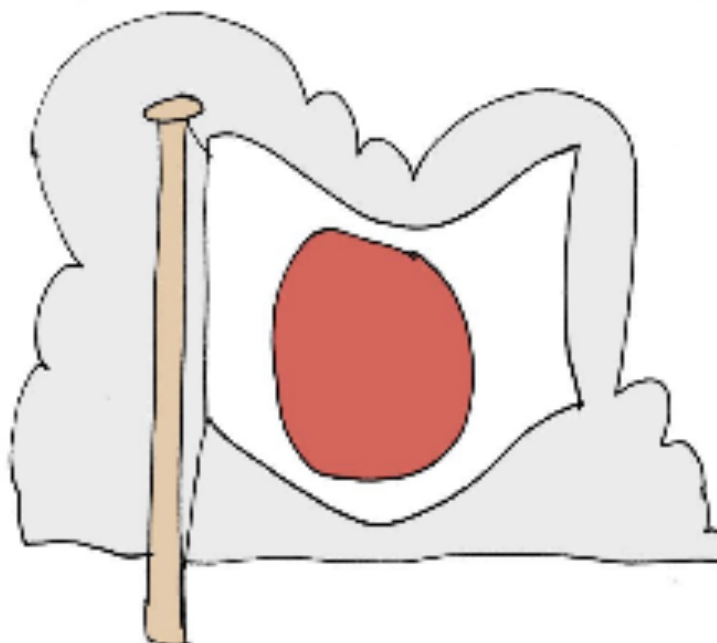
"Quick!" Shouted Polly and, on that command, they fled. They didn't look back. They didn't stumble. They were trained for moments like this. Fast, focused and determined they continued sprinting until eventually the angry footsteps and loud shouting faded.

On the way to school the next morning, Polly and Pete made a small detour to a beautiful Victorian building in Piccadilly, Mayfair, that had a large Japanese flag blowing gentle in the breeze. On the doorstep they carefully placed an object concealed in brown cloth



and gave each other a high five and knowing wink. "Mission possible!" Polly chuckled.

Just then, Pete stopped suddenly. Slowly, he looked down at his wrist to see his watch flashing once more. It was another message from Cyril Secret ...



Monday

Let's chat about the story

What do you think to the story? Let's have a chat about it together. Answer these questions, you can write the answers down if you like or just discuss it with someone.

In a nutshell, what was this story about? As a challenge, can you tell me what the story was about but only use 20 words!



Monday

Let's chat some more... record your thoughts here:

What did you like about the story?	Was there anything you didn't like or didn't understand?
Does this story remind you of any other books or films that you have read or seen?	Do you have any questions about the story?

Monday

True-or-False Quiz!

Welcome to my quiz! I love quizzes and I need you to mark mine for me. Am I right or wrong? Be ready to explain how you know if I have got the answer right or wrong! You may find it useful to circle and draw on the story where you find the answer. If you get really stuck, the answers are at the back of this booklet.

Question	My answer	Is my answer right?	How do you know?
Pete and Polly are brother and sister.	True		
Pete and Polly's Scout Leader knew their secret – that they were spies.	True		
One of the twin's missions was to rescue the Prime Minister from an earthquake.	False		
The Yata no Kagami is one of the Five Sacred Treasures of Japan.	False		
The story is set in London.	True		
The Yata no Kagamu is a mirror.	True		
They set off on their adventure to retrieve the mirror at midnight.	False		
The mirror was hidden underground.	False		
The green capsule created a green mist when it was dropped.	True		
The last day of the story is a Saturday.	False		

Monday

Now I need you to be detectives for me and look for clues to answer these questions. Here are four questions which I am not sure of the answer to so I need your help. What do you think the answers are and why? Can you find any clues in the story to help you?

- 1) The men on the boat were Dodgy Rodger and Raucus Reggie.
- 2) Polly and Pete were successful in their mission and left the mirror on the doorstep of the Japanese Embassy.
- 3) At the end of the story Pete is given another mission.
- 4) Pete and Polly are brave.

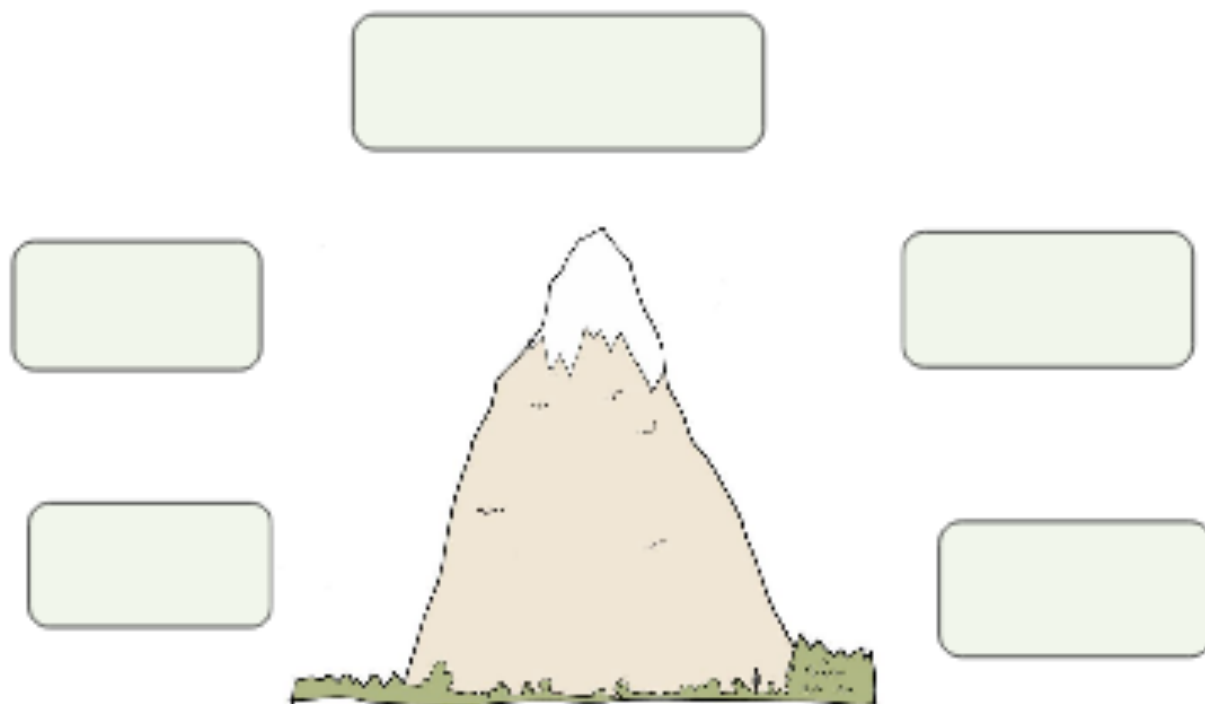
Your turn to be Quiz Master!

Could you write a quiz for someone based on this story or another one that you have read? Make sure you know the answers though.

Monday

What happened when?

Use the story mountain to help you put the events in the right order:



The twins venture out into the night and find the riverboat with the mirror.

Pete and Polly are given a mission to rescue the Yata no Kagami.

Pete and Polly drop an item wrapped in brown cloth to the Japanese Embassy the next day.

Pete and Polly run away from the thieves and escape.

They snatch the mirror from the thieves by distracting them but they are then chased.



Monday

Wonderful Words

Often in stories there are some words which we do not know the meaning of. Can you match these words to their correct definition? Psst ... the answers are at the back of this booklet but try not to look unless you get stuck.

ordinary	a feeling of fear, worry or anxiety
entrusted	nothing really special about it - quite normal
sacred	the building where an ambassador of a country lives or works
Japan	a boat designed to be used on rivers
embassy	the river that flows through London
River Thames	a sort of smile that says you are pleased with yourself, or smug, or being silly
oil lantern	a country in East Asia
smirked	a container holding oil that can be used as a light
trepidation	being given something to take care of and really look after
riverboat	hidden
concealed	describing something connected to God or religion

Are there any other words you are not sure of? Record them here and ask an adult if you can or use the internet or look in a dictionary if you have one.



Tuesday

Characters in Stories

What is your favourite story character? What makes them your favourite character? Draw a picture of them here:

There are lots that we do not know about our characters in the story Mission Possible. Can you complete the character profiles below? Make up any information that you do not know.

I have done an example for you.

Name: Willy Wonka

Age: 54

Where they live: In a town (unknown name) and inside a huge chocolate factory

Siblings (brothers and sisters): None but lives with lots of Oompa Lumpas

Appearance (what they look like): Likes to dress in unusual, brightly coloured. Often wears purple, a top hat and white gloves. Carries a black cane and always has black shiny shoes.

Personality (what they are like): Very generous, creative, adventurous and eccentric (slightly strange). Likes to play tricks on others and be silly. Loves chocolate and very talented at inventing.



Tuesday

Name: Polly Powers

Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):



Name: Pete Powers

Age:

Where they live:

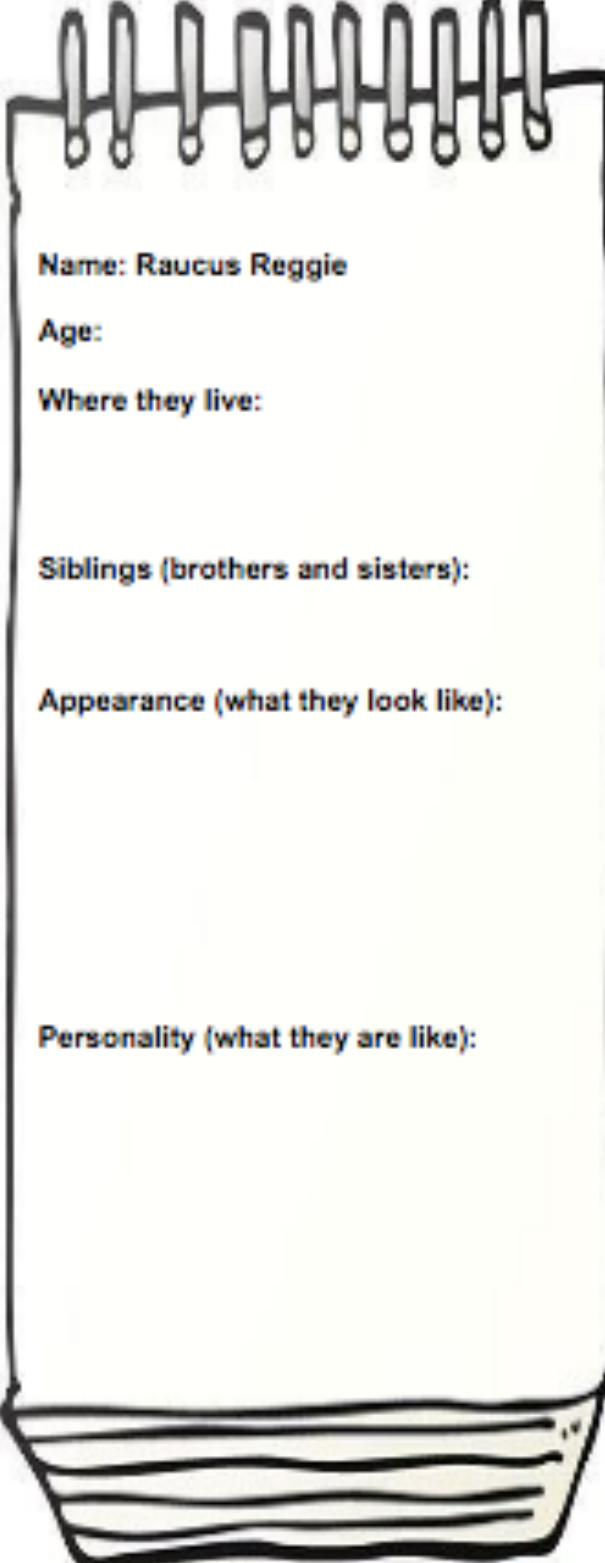
Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):



Tuesday



Name: Raucus Reggie

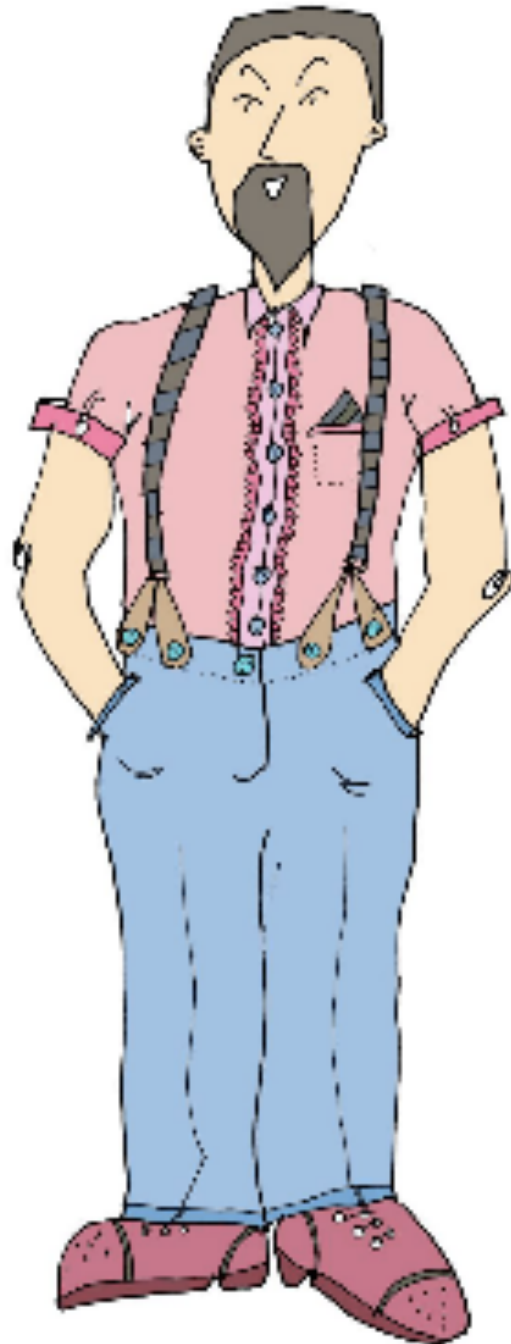
Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):





Tuesday

Name: Dodgy Rodger

Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):



Tuesday

Character Names

This page is going to help you create a name for the main characters in your story – the goodies and the baddies.

Characters' names in stories are often very important and can hint at their personality or job. I always think that certain names suit certain kinds of people.

Charles Dickens, David Walliams and Roald Dahl regularly use the names as a clue to what the character is like or what they do. For example:

- Mr and Mrs Twit in Roald Dahl's book: 'The Twits' are... twits! Mr Willy Wonker is a silly name for a silly man!
- Miss Root, in the book 'The Demon Dentist' by David Walliams, is a dentist (and not a very nice one!)
- Miss Honey and Miss Trunchball, in Roald Dahl's 'Matilda', are two very different types of teacher – can you guess which one is nice and which isn't?
- In 'Harry Potter' we learn that Tom Marvolo Riddle is in fact Lord Voldemort (an anagram of his original name!)
- Why do you think Charles Dickens called the main character in 'A Christmas Carol' Scrooge?

In our story, 'Mission Possible', we have the following characters:

- Polly Powers and Pete Powers (secret agent)
- Cyril Secret (Head of the Secret Services)
- Dodgy Rodger and Raucous Reggie (thief)

Do you think their names suggest something about them? Do you like their names? What do you notice about their names?



Tuesday

Can you think of some names for your characters? Maybe you could use jobs as starting points for ideas for names.

Write some ideas for character names here:

Names for your main characters (goodies)	Names for your bad characters



Learning from Other Writers

It is great to read another writer's work and use their ideas to influence our own. Let's do some reading and look at this paragraph about a teacher:



Mr Hawthorn strode into the classroom, slammed his briefcase on top of his desk and perched on the edge of his pristine leather chair. He stared intensely out of the window and his angular nose twitched.

The air was filled with an uncomfortable silence until Jimmy Jones stuttered: "Please, Sir, what will we be learning today?"

A smile slithered across Mr Hawthorn's page-white face. "Today, boy," he hissed through brown, broken teeth, "you will learn nothing."

From reading the paragraph above what do you know about Mr Hawthorn?

- Is he nice? How do you know?
- What does he look like?
- How does he move?
- How does he speak? What does that tell us?
- Do you think he suits his name?
- Do you think other people like him? How do you know?
- Do you like him? Explain your answer.

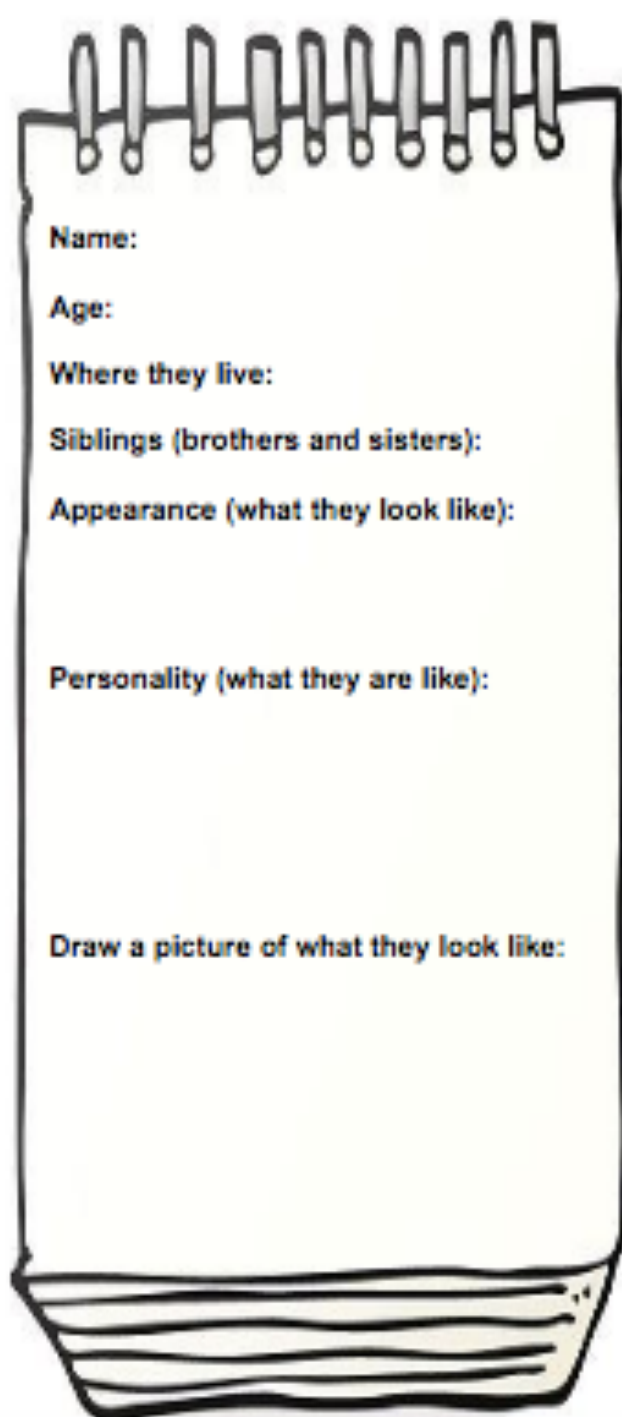
Choose your favourite word or line from the passage above and jot it down below – maybe you could use it, or something similar in your own story:

--

Tuesday

Your characters

Now you have got a name for the characters in your story, why not create a character profile for them. Print this page again if you are going to have more than 2 characters in your story.



Name:

Age:

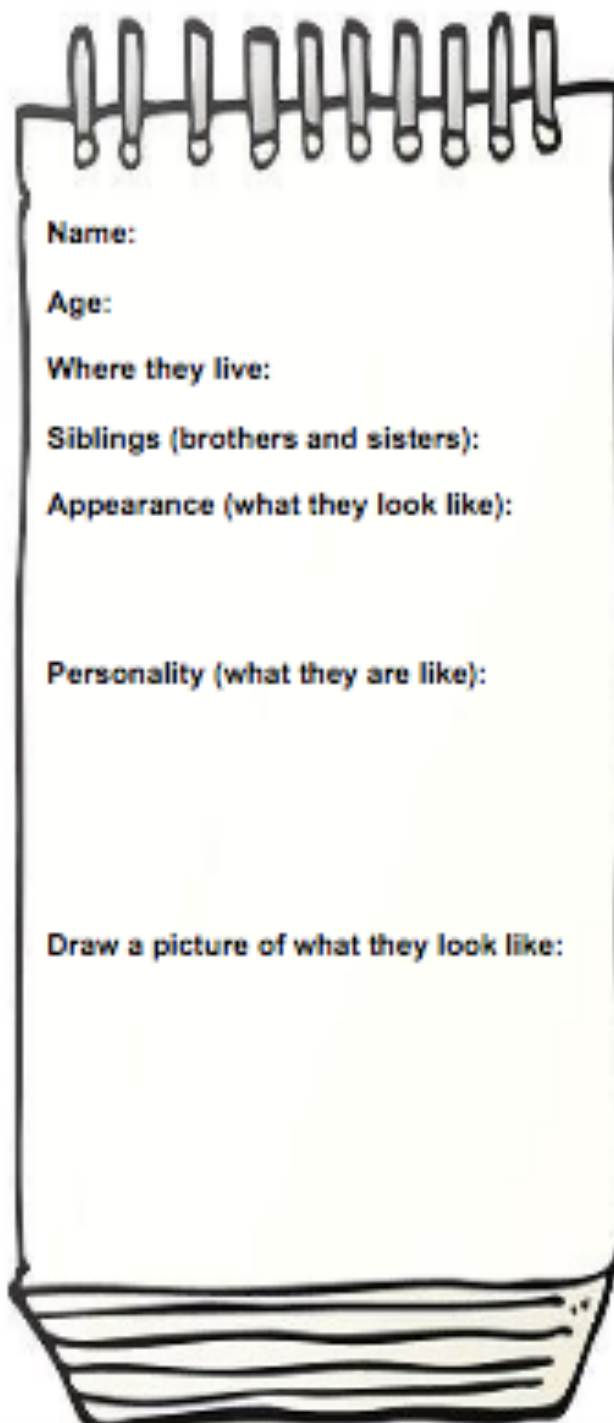
Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):

Draw a picture of what they look like:



Name:

Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):

Draw a picture of what they look like:

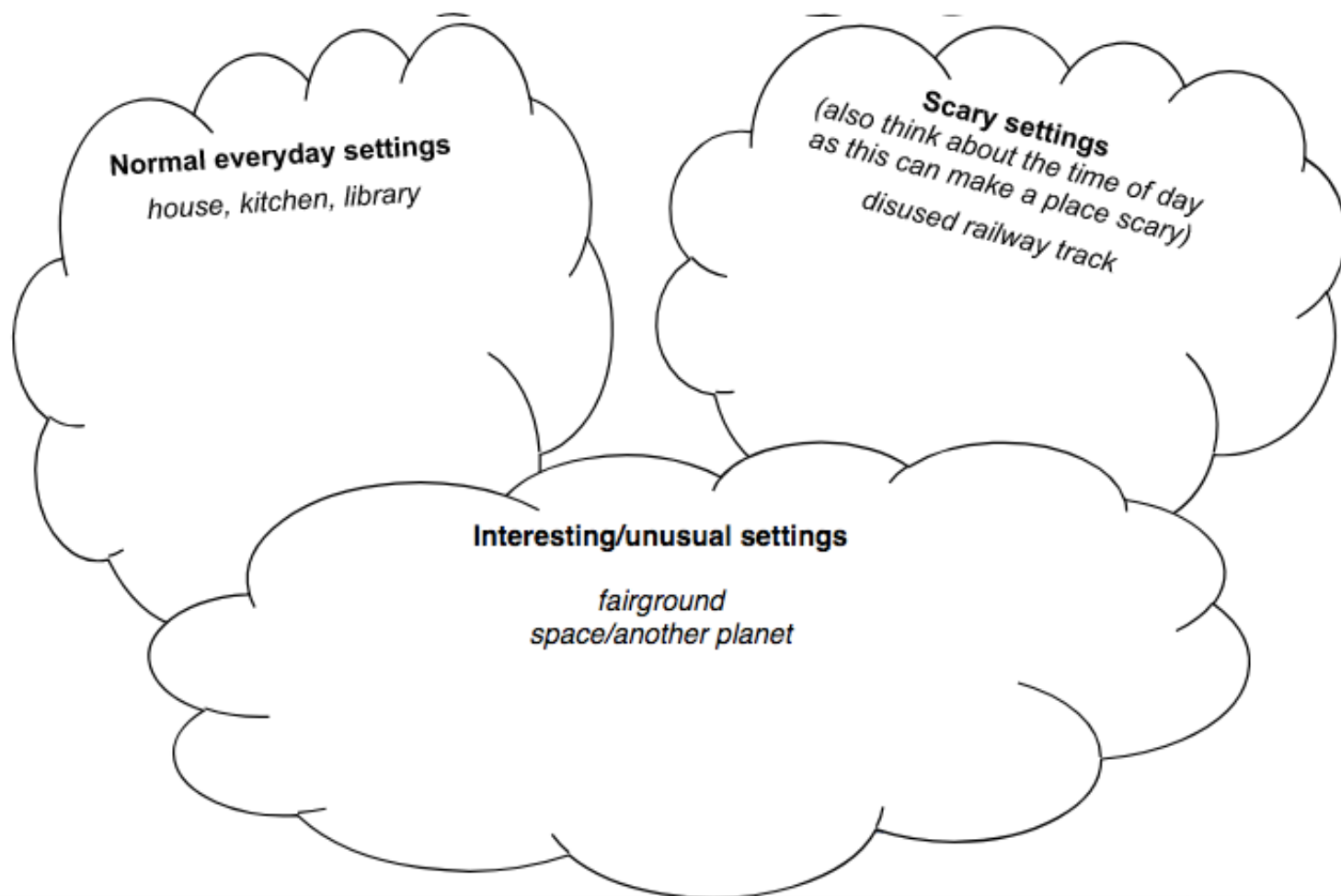
Wednesday

Settings

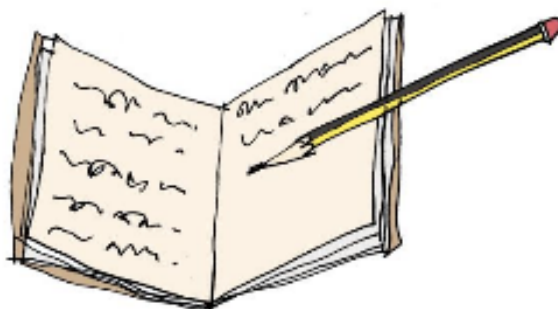
Settings (where the story takes place) are really important. They can make the reader feel safe or scare them. What settings from stories or films can you think of? List them here:

'Mission Possible' is set in London and the sacred treasure is hidden on an abandoned riverboat on the Thames (a famous river that runs through London). The author chose the abandoned riverboat at night because they thought that it would be a bit scary.

Collect some setting ideas (I have done a few to get you started):



Wednesday



Let's look at using adjectives (describing words) in our story. Sometimes it is really useful to provide the reader with a clear picture of what something or someone looks like.

Top Tip! Every word must earn its place – if you use too many adjectives it can spoil your writing – only use a few that really work.

The crown was bright gold and covered in delicate, shimmering jewels. At the front was a large scarlet ruby, the size of a coffee cup and the base was covered in the softest, pale-green velvet. The crown looked very heavy but it was breathtakingly beautiful.

Can you spot the adjectives? Underline them in red - then check if you were correct on the next page.

Can you spot the adjectives? I have coloured them in red for you:

The crown was **bright gold** and covered in **delicate**, shimmering jewels. At the front was a **large scarlet** ruby, the size of a coffee cup and the base was covered in the **softest, pale-green** velvet. The crown looked very **heavy** but it was breathtakingly **beautiful**.

Now your turn. In the story it says:

On the table, they could see the Emperor's mirror.

But it doesn't tell us what the mirror looks like!

Can you draw a picture of what you think the mirror looks like and then use adjectives to help describe it? You could just label it with adjectives or write a paragraph that could go into the story – use my example above to help you if you want.

Wednesday

Verbs (doing words)

Often in adventure stories, there is an action or chase scene. Verbs are really important in all sentences but especially when trying to write action as they are the engines of our sentences – they drive them forwards.

Can you spot the verbs in this section of our story? Try underlining them.

Without hesitation, Pete dropped a small green capsule which filled the boat with a fine green mist. At the same time, Polly ran towards the table where the men sat, grabbed the mirror, flung it into her rucksack and then they both sprinted back up onto the deck.

Suddenly, coming from the cabin, they heard the unmistakable sound of fast-paced, heavy footsteps and loud angry voices.

"Quick!" Shouted Polly and on that command, they fled. They didn't look back. They didn't stumble. They were trained for moments like this. Fast, focused and determined they continued sprinting until eventually the angry footsteps and loud shouting faded.

What do you notice about the types of verbs used when writing an action scene?

Collect as many alternative verbs that you can think of for these verbs.
When writing your story, which ones do you think you would want to use?

run	said	look



Create a secret code!

All good spies need their own secret code. Why don't you make one of your own? Here is a code you could use. Instead of using the top line you would use the bottom line e.g. if you wanted to use the letter A you would write Z instead.

E.g. Pete = tbfb and Polly = tkggo

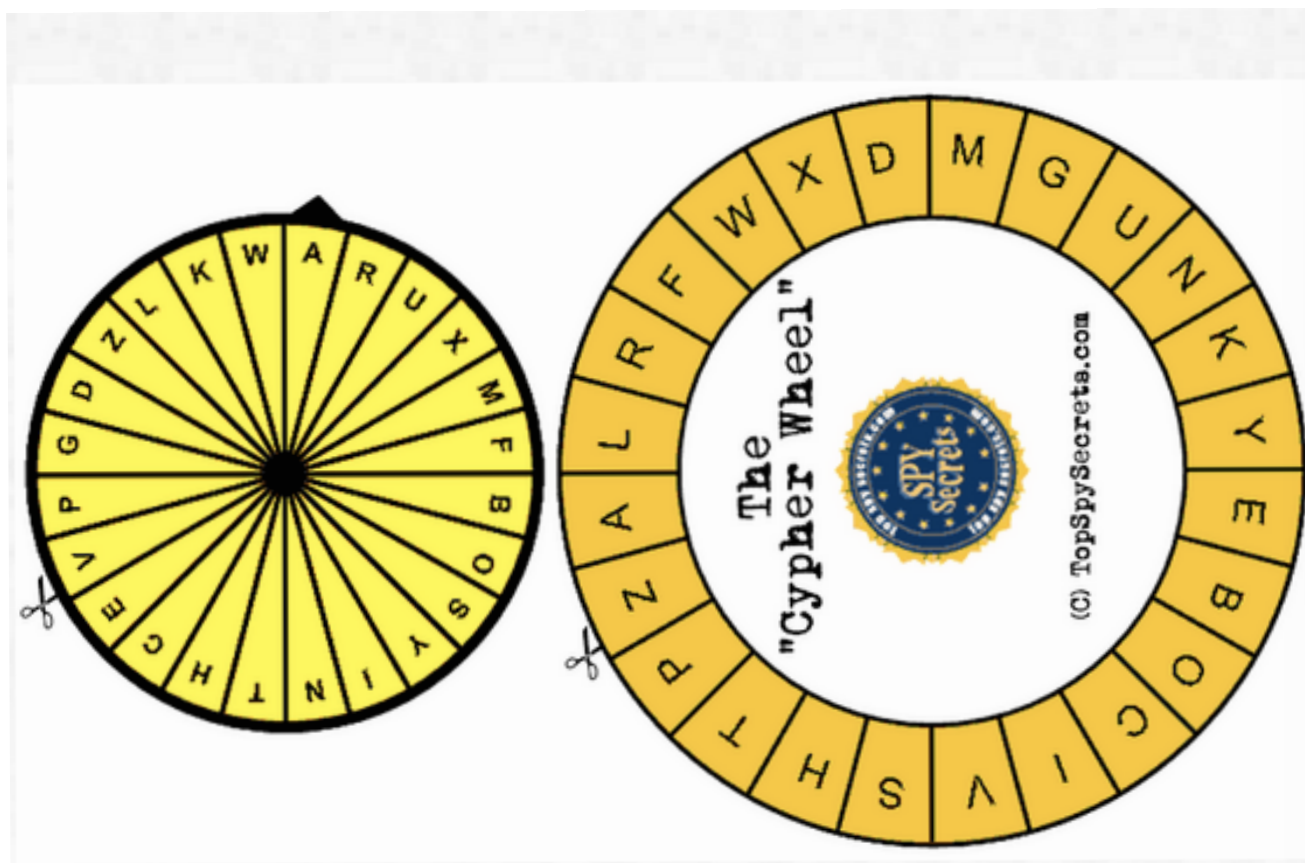
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
z	j	i	y	b	a	w	h	x	c	v	g	u	d	k	t	e	r	l	f	m	n	s	q	o	p

Now you can write in secret to anyone in your house or anyone who you share your code with! Could you include the secret code in your story?

OR if you have access to a website (please check with an adult first) you could try making a cipher wheel!

<https://www.topspysecrets.com/secret-codes-for-kids.html>

For Instructions click here.





Design a Spy Gadget

All good spies need gadgets!

To help create yours, you could use the thinking-key BAR – where we take everyday objects and reinvent or redesign them by making them bigger, adding something and replacing or removing something, for example:

a skateboard.

- **Bigger:** Extend the rear of the skateboard, making it much bigger and put some shelves on it for storage.
- **Add:** Add a small rocket motor near the back of the skateboard.
- **Replace/Remove:** Remove the wheels and replace them with a hovercraft engine so that it floats in the air.



Here are some everyday objects you may want to use as a gadget:
pen; pair of glasses; wooden spoon; bike; scooter; rucksack

Watch pigeon impossible <https://www.youtube.com/watch?v=jEjUAnPc2VA>

Now, get a separate piece of paper and draw a design of your spy gadget.

- Can you label it?
- Can you explain how it works?
- Could you design a poster to advertise it so that other spies will want to buy it?

When you write your story, try and include your gadget.

Thursday

Let's start to create and plan your story

To do this let's look at the structure of 'Mission Possible'.

	Bare bones of the story	Mission Possible
Opening	<ul style="list-style-type: none"> Main characters (MCs) introduced & special secret about them revealed 	<ul style="list-style-type: none"> Pete and Polly are twins they are spies
Build Up	<ul style="list-style-type: none"> MCs given mission/ quest which they accept 	<ul style="list-style-type: none"> have to retrieve the Yata no Kagami (one of 3 Japanese Sacred Treasures) and return it to Japanese Embassy
Problem	<ul style="list-style-type: none"> MCs set out to complete mission/ quest but encounter problem on way 	<ul style="list-style-type: none"> at midnight go to abandoned riverboat on Thames take the Yata no Kagami but chased by thieves
Resolution	<ul style="list-style-type: none"> MCs overcome problem & complete their mission/quest 	<ul style="list-style-type: none"> run really fast - escape thieves Pete & Polly return Yata no Kagami to Japanese Embassy
Ending	<ul style="list-style-type: none"> MCs return to their everyday lives New mission arrives 	<ul style="list-style-type: none"> walk to school next day Pete's watch flashes - new mission arrives



The Story Road

Pete & Polly are twins
and they are spies.

They have to retrieve the Yata
no Kagami (one of the 3
Japanese Sacred Treasures)
and return it to the Japanese
Embassy.

At midnight, they go to the
abandoned riverboat on the
Thames.

They take the Yata no Kagami
but are chased by the thieves.

They run really fast and escape
the thieves.

Pete and Polly return the Yata no
Kagami to the Japanese
Embassy.

They walk to school the next
day.

Pete's watch flashes and a
new mission is given.

Do you have any ideas for your story? Have you watched any films or read any other books that you could use as a starting point or to get ideas from?

Use the story planning sheet below to capture some of your story ideas.



Story Planner

Characters

(Who could be in your story?)

Setting

(Where will your story be set?)

Mission / Quest

(What quest is your main character given?)

Problem

(What problem(s) will your main character encounter?)

Overcome Problem

(How will your main character overcome the problem?)

Ending

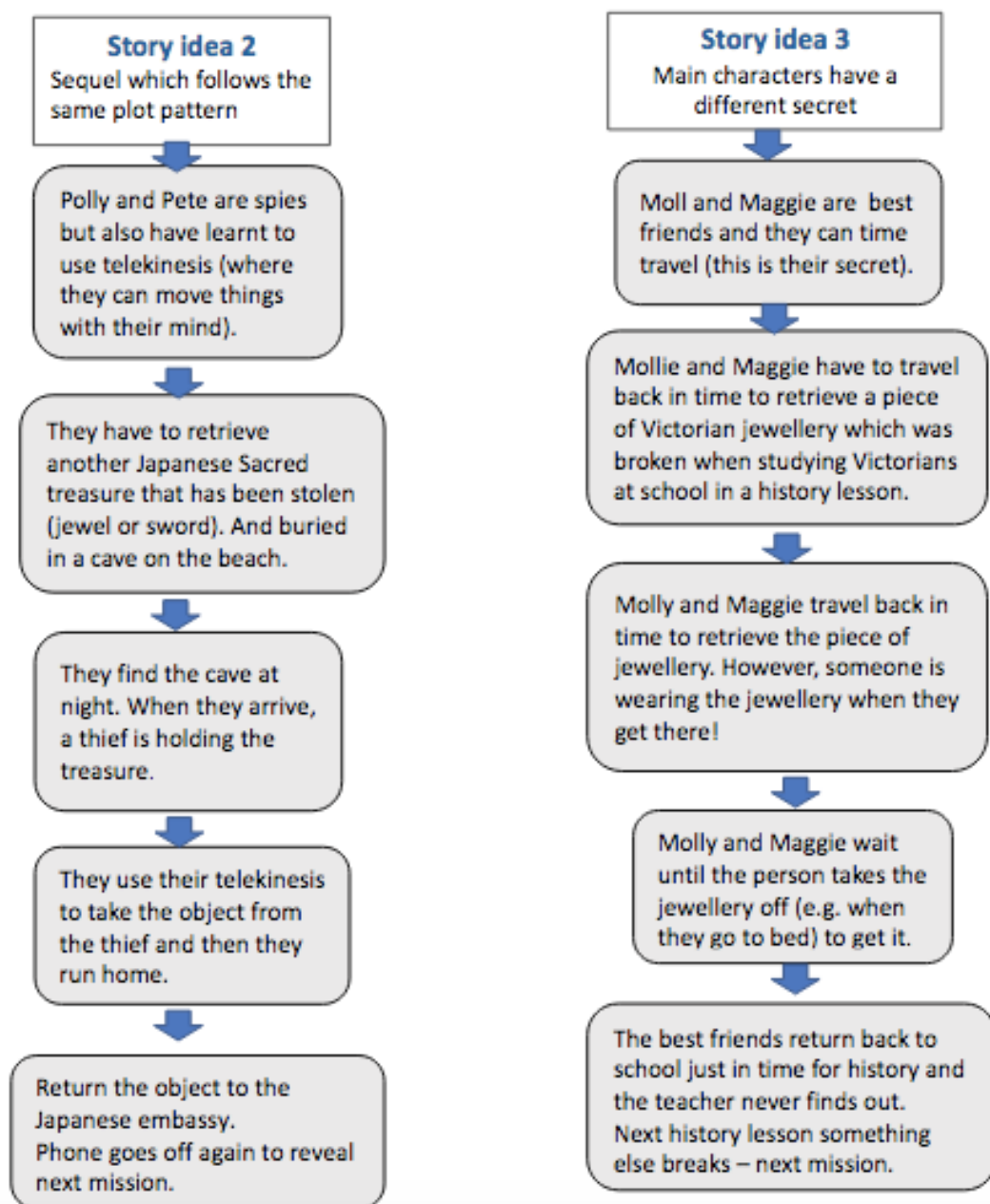
(What happens at the end?)

Thursday or Friday

Story Ideas

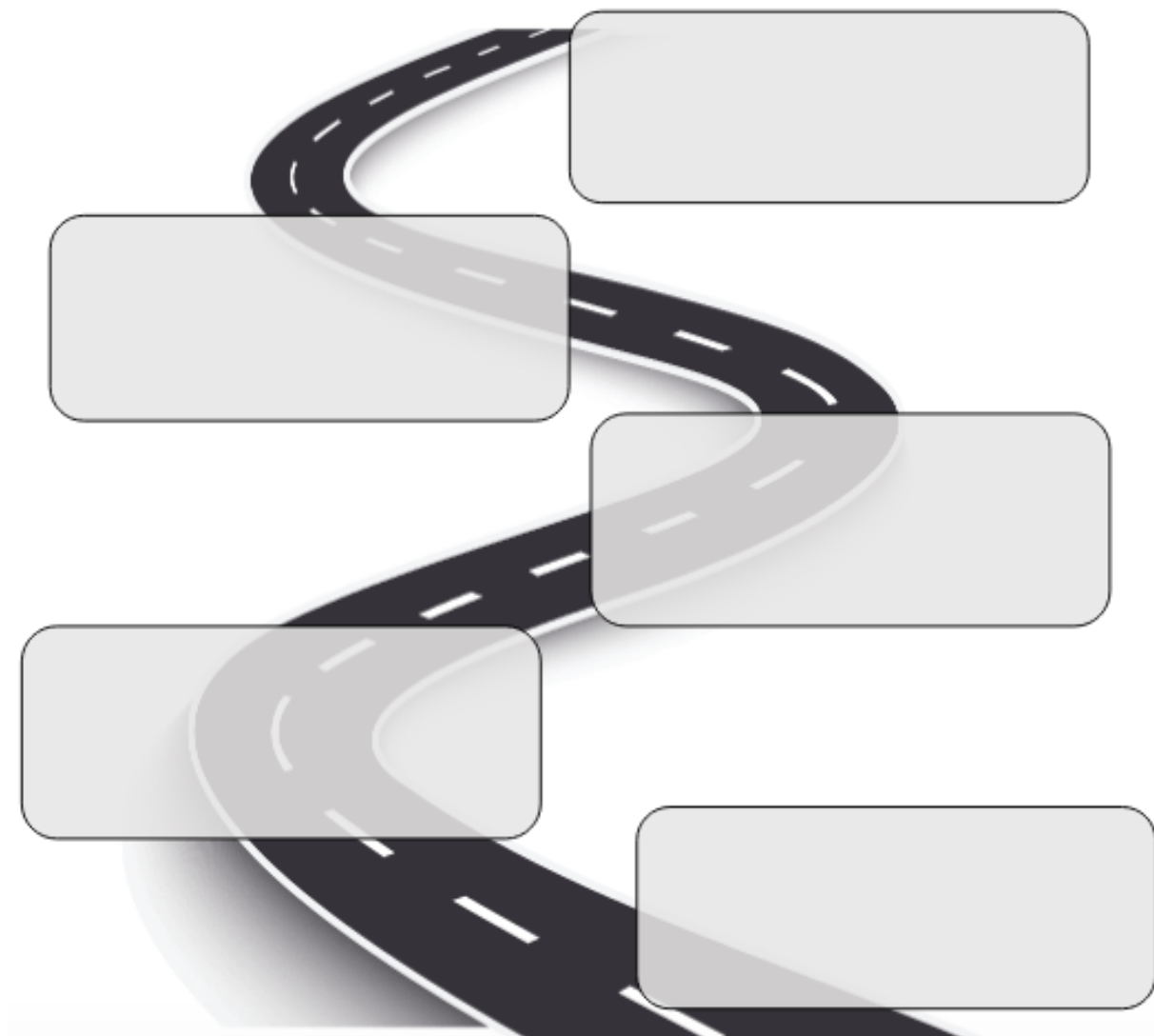
If you're stuck on some story ideas why not try one of these (or do all of them and write your own series of adventure stories):

Story idea 1: You could retell or rewrite the story 'Mission Possible' but add in a few more extra details e.g. the description of the mirror, more information about the characters (especially the baddies) or maybe you could make the chase scene a little more exciting.



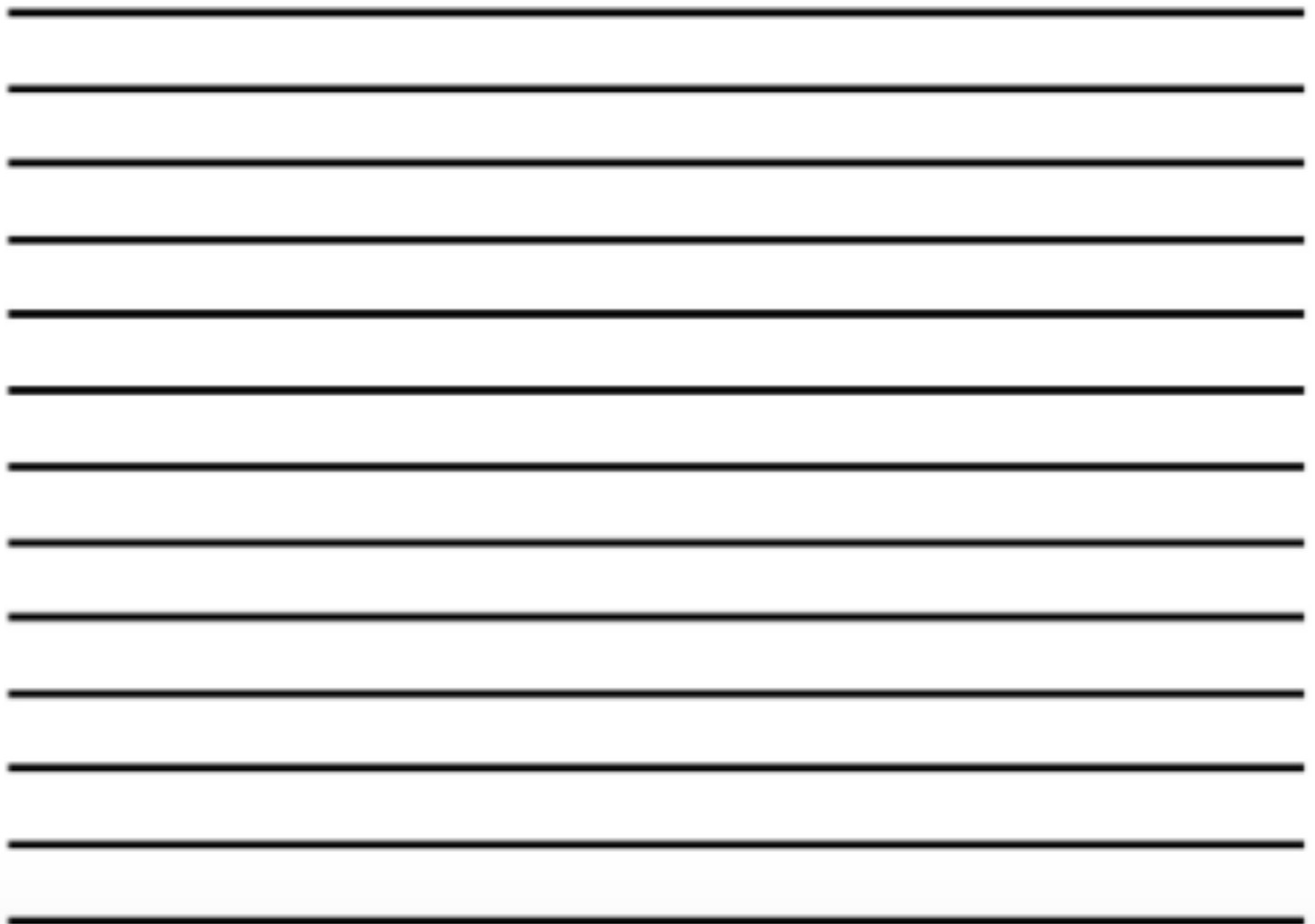
Friday

Use this road to plan your story



Let's get writing

Now you are ready to write. Get a piece of paper and a pen or pencil and write your story. It may take a few attempts to get a story that you are really happy with. Don't worry about this as it is called drafting and editing and is a very important part of the writing process. See you at the other end.



<https://www.youtube.com/watch?v=Zm9qhyh4TJk&list=PLvuT1Bjs2VSF0Yqahj8VAKBwyYFnLJlDa&index=7&t=0s>

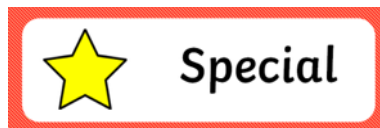
Exercise

Try these amazing workouts:

Captain Avenger

Frozen

Batman



Activity Ideas



Create a secret code using a cypher wheel

<https://www.topspysecrets.com/secret-codes-for-kids.html>

History - Learn about Rosa Parks.

Talk about the Black Lives Matter campaign and the protests in USA.

Activities and Videos page 42

<https://www.bbc.co.uk/bitesize/articles/zdw26v4>

Make a poster about Rosa Parks

Where does our food come from?

Can you make a poster to show where some of our food comes from?

Meet the food growers around the world!

Here are some videos you could watch for your research.

Ideas - bread - potatoes, eggs - bananas

<https://www.youtube.com/user/EatHappyProject>

Design Technology

Design a spy gadget.

<https://www.youtube.com/watch?v=jEjUAnPc2VA>

Science : Learn about habitats

<https://www.bbc.co.uk/bitesize/articles/zjnw7nb>

Watch this video.

Make a poster or model to show a habitat and who lives there.

HISTORY IN THE MAKING

This week, we have been seeing a lot in the news about the riots in USA and protests in London too. What does Black Lives Matter mean?

Talk about it together with your family.

What job are the police supposed to do? What can we do to make sure this never happens again?



We are watching history in action. Now learn about a significant person in history.

Rosa Parks.



Watch :

<https://www.bbc.co.uk/bitesize/articles/zdw26v4>

What do you think about this video? It is a true story.

In 1950s America black people were treated unfairly. One person who tried to change this was Rosa Parks.

At that time, southern states in America had something called 'segregation'. This meant people of different skin colours had separate schools, restaurants, and even toilets. Segregation happened on buses too.

On December 1, 1955, Rosa was in a bus seat for black people, but the white peoples' seats were full. The driver wanted Rosa to give her seat to a white person, but Rosa refused.

She was arrested and taken to jail for a few hours.

Rosa didn't fight alone, though. People organised a bus boycott, which meant they stopped using buses for a year. This meant the bus company lost a lot of money.

The boycott was a peaceful stand against racism.

Judges eventually said having separate black and white parts of buses was not allowed.

Rosa had to move away to a new city to find work. She lived in Detroit for the rest of her life, which was very far from Montgomery.



<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-rosa-parks/z7rtvk7>

Activity 1

Asking questions about the past

A great way to learn about the past is to ask questions.

Think of some questions you would like to ask about Rosa Parks and keep them to use in activity 2.



True stories

In this film an actor plays Rosa Parks talking about her life.

Are you able to answer any of your questions from activity 1?

watch the video here:

Then play the game.

www.bbc.co.uk/bitesize/articles/zdw26v4



▶ Put the cards in the right order.

