Year 4

Home Learning Pack- 2

Hi Class 4,

I hope you're all managing to keep safe and well during these very strange times. I am missing you all very much and look forward to when we can get back to normal at school. This situation is very stressful, so please take care of yourselves and your loved ones, talk about any worries you have with those around you.. Help out at home and TRY to get on with your siblings (you know who you are ☺).

Keeping as active as possible will help to keep you feeling positive (remember those endorphins that are released) and if you haven't already try completing Joe Wick's PE lessons each morning at 9:00 on his YOUTUBE channel.

I hope you have all managed to complete the activities included in the previous pack, this pack contains the next unit of work, which we would have completed at school. You may need to use the internet to help you with some of the tasks.

Take Care- Sending lots of Love to you and your families

Miss Williams
xxx

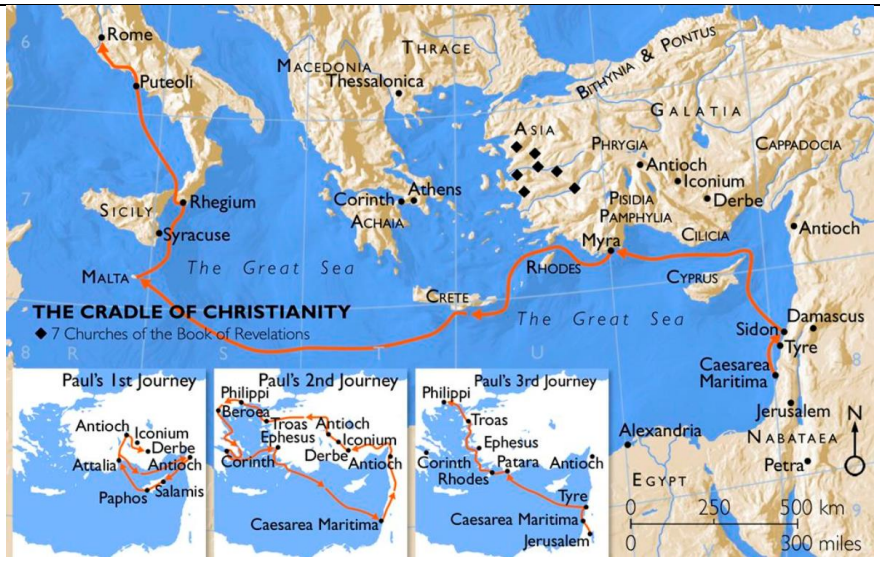
Tasks have been colour-coded as they would be in class.

Green- is the least required, this doesn't mean you can't attempt the pink and blue.

Blue- Is the middle option for difficulty- If you complete blue you must also include the green.

Pink- Is the harder option- If you complete pink you still need to include the blue and green.

Religious Education



ST. PAUL'S JOURNEYS

(Notes for Map)

Travel in the first Century had been made easier and safer by the Romans building roads and law-enforcement programmes. However, there were still dangers from pirates, robbers and the weather, (2 Cor. 11: 23-33). Travel was slow and uncomfortable, the main means of transport being a donkey or a small boat.

In his enthusiasm to spread the Good News that God had kept His promise and had sent His Son Jesus to forgive our sins and show His love for us, Paul travelled around the Mediterranean Coast. Today, many of the places Paul visited are in modern Turkey. In the first Century, they were part of Greece.

Paul's method was to preach in the synagogue or in the market place. Then, he set up a local church with an 'elder' in charge and moved on to another place. He would visit the church on his return journey to strengthen their faith, to sort out any difficulties and to answer their questions. All the time, he was extending his boundaries, travelling further afield to spread the Gospel.

	After each journey, Paul reported back to the Christians at Antioch (who had commissioned him to preach) or to Jerusalem to report to the Apostles. Paul's final journey was to Rome, the heart of the Roman Empire. It was here that he was killled for his belief in Jesus Christ.

Peter and Paul

Peter used to be Simon and Paul used to be Saul. But more than their names changed when they began to do God's work. Look at the words in the box and write them in the best places on the diagram.

frightened	confident	angry	worried
thoughtless	cruel	calm	strong
embarrassed	unsure	certain	anxious
hardworking	sorry	brave	

BEFORE

Simon	Saul

AFTER

Peter	Paul

Use the words you have put in one section to draw a picture or write a short description of either Peter or Paul.

Television reporters sent to Paul

Hot-seating: Pupils take turns to be Paul.
Imagine that television existed in the time of Paul. Lots of reporters arrive in Damascus to interview him as he enters the city totally blind.

Here are some questions, add your own to them.

1. Is your real name Paul or Saul?
2. Why were you going to Damascus?
3. What happened on the road to Damascus?
4. What did the voice sound like?
5. What message did the voice give you?
6. What do you think the message means?
7. Do you think it was your imagination? Why? Why not?
8. How do you feel now about the way you were persecuting the Christians?
9. What are your plans now?
10. Do you think you will get your sight back?

Prayers to the Holy Spirit

1. Use these **Prayers** to help you to plan a liturgy to the **Holy Spirit.**

Holy Spirit, I want to know you and love you and serve you.
Come into my mind and help me understand.
Come into my heart and help me to love you.
Come into my soul and make me strong to do your work.
Amen.

The following can be used as a prayer or sung to the tune of 'Give me peace, Oh Lord, I pray' (HON 160)

Holy Spirit, friend of mine,
Stand beside me all the time,
Help me know what I should do,
Teach me through the day.

Holy Spirit, friend of mine,
Live inside me all the time,
Help me know how I can pray,
Fill me through the day.

Holy Spirit, friend of mine,
Walk before me all the time,
Help me know how I can serve,
Guide me through the day.

2. With a partner, learn this prayer to the Holy Spirit. You can each take one part to learn, so that the whole class will be able to offer the prayer in two groups.

A. Come, Holy Spirit, fill the hearts of your faithful.
B. **And kindle in them the fire of your love.**

A. Send forth your spirit, Lord, and they shall be created.
B. **And you shall renew the face of the earth.**

Stephen's Speech

(Summary of Acts 7:1-54)

Stephen began his speech to the Jewish High Council by outlining God's call to Abraham. Then he went on to the birth of Isaac and the birth of Isaac's son Jacob.

Jacob's name was changed to Israel by God. His twelve sons became leaders of the twelve tribes of Israel. They were called the Israelites.

Next Stephen told them how Joseph, one of the twelve sons, was betrayed by his brothers. Later on, this persecuted and rejected brother, Joseph, was the one to save all the others

Stephen reminded them that the Israelites were slaves in Egypt. God took pity on them and chose Moses to be their leader. It was Moses, through the power of God, who led the Israelites out of slavery into the wilderness.

While they were in the wilderness, Moses went up the mountain to talk to God and the Israelites turned their back on him. They made a golden calf and offered sacrifice to it.

Finally, Stephen recalled how God had led the Israelites into the Promised Land. Then Stephen paused, looked right at the Council and said:

"You stubborn people, with your pagan hearts and pagan ears, you are always resisting the Holy Spirit, just as your ancestors used to do. Can you name a single prophet your ancestors never persecuted? In the past, they killed those who foretold the coming of the Just One, and now you have become his betrayers, his murderers. You who had the Law brought to you by angels are the very ones who have not kept it" (7: 51 – 54).

They were furious when they heard this and ground their teeth at him. They took what he had said as blasphemy and stoned him to death.

Activities

1. What were the most important events that Stephen mentioned in his speech?
2. Why do you think the High Council were furious with him?

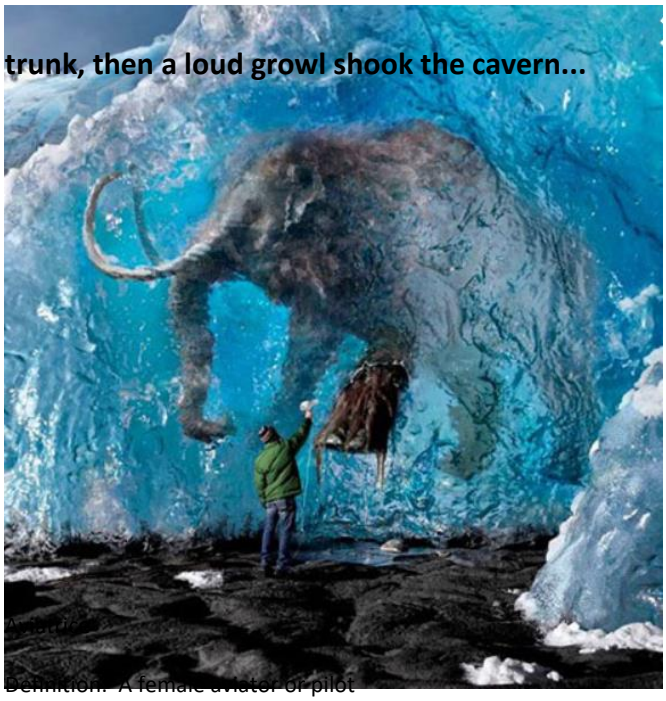
English

Creative Writing:
Use these story starters to help you to create your own stories.

The air turned black all around me.

Icy fingers gripped my arm in the darkness.

Wandering through the graveyard it felt like something was watching me.

Year 4 Statutory spelling word list.	The eyes in the painting follow him down the corridor. A shrill cry echoed in the mist Icy wind slashed at his face and the rain danced its evil dance upon his head as he tried to get his bearings on the isolated beach. Footsteps slowly creaked on every step of the stairs. The bedroom door handle turned slowly. Death lurked in every door way with hell at one dark window. Inspired by A. Noyes 'The Highwayman' My hair stood on end, a shiver raced down my spine and a lump came to my throat. It was him... **Slowly, a foot moved, then the trunk, then a loud growl shook the cavern...**  Definition: A female aviator or pilot The year is 1953 and Jacqueline Auriol, the daughter-in-law of the French president is strapped into her jet plan about to create history. This 7-minute film, https://www.literacyshed.com/aviatrice.html told in Jacqueline's own words is told through a series of flashbacks describing the events which allowed her to become the first European female to break the sound barrier. Discuss/ make notes: Why do you think people want to do amazing things like break the speed barrier? Do we know any other females who we would call heroes? Who is your hero and why? How does the film maker create different moods in the film? You could emulate the film in your writing by: creating descriptions of the plane and settings, using short sentences to build tension, use synonyms to describe the jets movements. use similes and metaphor for description (especially of movement) Use of pathetic fallacy to demonstrate mood.  You could show your skills by: Writing a biography of Jaqueline's life Write a diary entry in the first person as if you are Jaquueline. Write a letter of congratulations to Jaqueline. Write some flashbacks Write a recount in the 1st or 3rd person Write a story retelling of Jaqueline's adventure.

Accident

Accidently

Actual

Actually

Believe

Bicycle

Business

Caught

Centre

Century

Certain

Circle

Disappear

Eight

Eighth

Experience

Famous

Favourite

Guard

Guide

Height

Imagine

Knowledge

Library

Material

Medicine

Mention

Minute

Naughty

occasion

Diary:

Continue to write your diary enteries whilst you are off, as what we are going through now, will be looked back on as a pivotal moment in history. Your thoughts and ideas at this time will be discussed throughout your lives. This will be something you tell your grandchildren about.

For all of these activities, please use the year 4 marking ladder and complete to the best of your ability.

Writing check list D
CAPITAL letters
. ,,, ? ! ,
Inverted commas "Speech!"
Subordinating conjunction When If before after while that because
Coordinating conjunction FANBOYS ,and ,but ,or ,so
Subordinating clauses
Prepositions before, after, next to, during,
Vocabulary for effect
Noun phrases to modify the noun small, fluffy, adorable cat
Pronoun for cohesion I you he she they it this
paragraphs
Apostrophe for possession and plural possession girl's girls'
Fronted adverbial phrases with a comma Later that day ,
Determiners modify a noun Open window
Present perfect He has gone/He went

Mathematics

Practice your times tables you should know up to your 12x tables by the end of year 4.

HLTA	F	TA	I
LO: Compare and classify quadrilaterals, based on their properties and sizes.			
I can	Identify quadrilaterals by their properties.		
I know	How to compare and classify quadrilaterals		
I understand	The properties are different for different quadrilaterals		

- Look at these shapes.
  What's the same? What's different?
  Can you name the shapes?

<<<How many quadrilaterals can you see in this picture?

- Match the quadrilaterals to their names.

rectangle

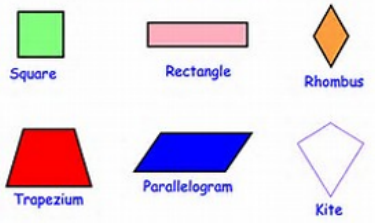
rhombus

parallelogram

trapezium

Write down the properties of each of the shapes.

HLTA	F	TA	I
LO: identify the angles of different quadrilaterals.			
I can	Identify quadrilaterals by their properties.		
I know	That angles in a quadrilateral add up to 360 degrees.		
I understand	The value of angles inside a variety of quadrilaterals		

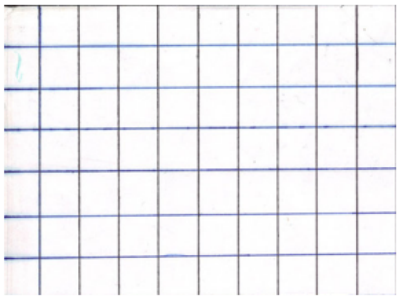


Remember to pick it, prove it and explain how you know.

1) Claire said that a trapezium has four angles measuring:
57 57 68 68
Is this possible?

ALWAYS/ SOMETIMES/NEVER

2) a kite has only one obtuse angle



3)Complete the shape to make a square

4) Emily said that if you rotate a square it becomes a rhombus.

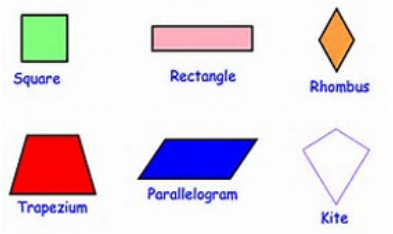
Is she correct?
How do you know?

5) A trapezium has two angles that total 80 degrees. What are the values of the other two angles?

6) A trapezium and rhombus both have 2 acute angles and 2 obtuse angles therefore they can have angles that equal the same.

TRUE OR FALSE?

HLTA	F	TA	I
LO: identify the angles of different quadrilaterals.			
I can	Identify quadrilaterals by their properties.		
I know	That angles in a quadrilateral add up to 360 degrees.		
I understand	The value of angles inside a square and rectangle		



Remember to pick it, prove it and explain how you know.

1) A square can have an angle of 67 degrees
TRUE OR FALSE?
How do you know?

ALWAYS/ SOMETIMES/NEVER

2) a rectangle can have an acute angle

3) Both rectangles and squares have 4 angles

Jessica said that the angles in a rectangle are bigger than a square.

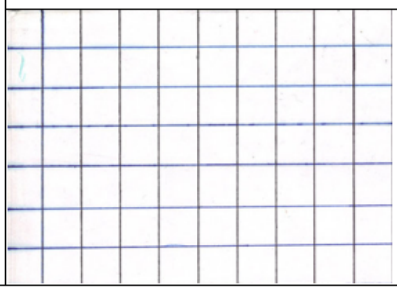
Megan thinks that the angles in a rectangle are the same size as the angles in the square.

Who is correct?

Explain why.

4) a rectangle has four 90 degree angles that total 360

TRUE OR FALSE?

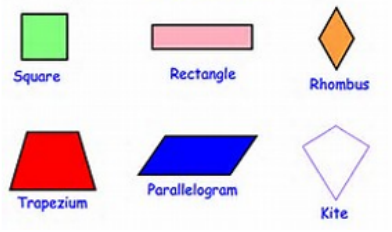


5)

Complete the shape to make a square

+

HLTA	F	TA	I
LO: identify the angles of different quadrilaterals.			
I can	Identify quadrilaterals by their properties.		
I know	That angles in a quadrilateral add up to 360 degrees.		
I understand	The value of angles inside a square, rectangle, parallelogram and rhombus		

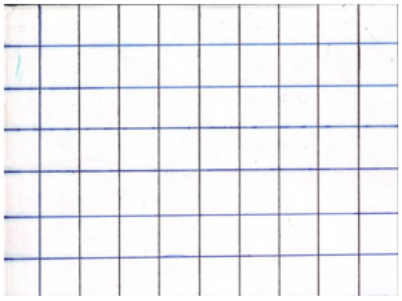


Remember to pick it, prove it and explain how you know.

1) A square can have an angle of 67 degrees
TRUE OR FALSE?
How do you know?

ALWAYS/ SOMETIMES/NEVER

2) a rectangle has four 90 degree angles



3)Complete the shape to make a square

4) Emily said that if you rotate a square it becomes a rhombus.

Is she correct?
How do you know?

5) the angles of 2 quadrilaterals add up to 720 degrees

TRUE OR FALSE?

6) A trapezium and rhombus both have 2 acute angles and 2 obtuse angles

TRUE OR FALSE?

HLTA	F	TA	I
LO: identify the properties of different triangles.			
I can	Identify triangles by their properties.		
I know	That angles in a triangle add up to 180 degrees.		
I understand	How many lines of symmetry an equilateral and right-angle triangle has.		

Pick 4 questions and answer them in your book.

Remember to pick it, prove it and explain how you know.

1)A triangle can have an angle of 179 degrees

TRUE OR FALSE?

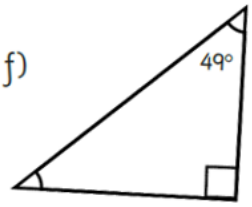
How do you know?

ALWAYS/ SOMETIMES/NEVER

2) An isosceles triangle has a line of symmetry

3)This is an isosceles triangle

f)



TRUE OR FALSE?

4) A right angle triangle always has a 90 degree angle.

TRUE OR FALSE?

5) George said that an isosceles triangle can have three angles measuring

50 50 70

Is this possible?

Remember to prove your answer.

HLTA	F	TA	I
LO: identify the properties of different triangles.			
I can	Identify triangles by their properties.		
I know	That angles in a triangle add up to 180 degrees.		
I understand	How many lines of symmetry triangles have		

Remember to pick it, prove it and explain how you know.

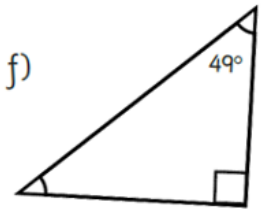
1)A triangle can have an angle of 179 degrees

TRUE OR FALSE?
How do you know?

2) Is this possible?

The two matching angles in this isosceles triangle total 60 degrees. What is the value of the reaming angle? Is this possible?

3)This is an isosceles triangle



TRUE OR FALSE?

Can you prove it in more than one way?

4) A right angle triangle always has a 90 degree angle.

TRUE OR FALSE?

5) George said that an isosceles triangle can have three angles measuring:

50 50 70

Is this possible?

Remember to prove your answer.

HLTA	F	TA	I
LO: identify the properties of different triangles.			
I can	Identify triangles by their properties.		
I know	That angles in a triangle add up to 180 degrees.		
I understand	How many lines of symmetry an equilateral and right-angle triangle has.		

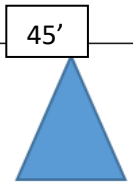
Pick 4 questions and answer them in your book.

Remember to pick it, prove it and explain how you know.

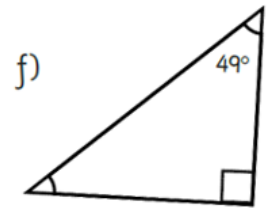
1)A triangle can have an angle of 140 degrees

TRUE OR FALSE?
How do you know?

2) Fill in the missing angles



3)This is an isosceles triangle



TRUE OR FALSE?

4) A right angle triangle always has a 90 degree angle.

TRUE OR FALSE?

5) George said that an isosceles triangle can have three angles measuring:

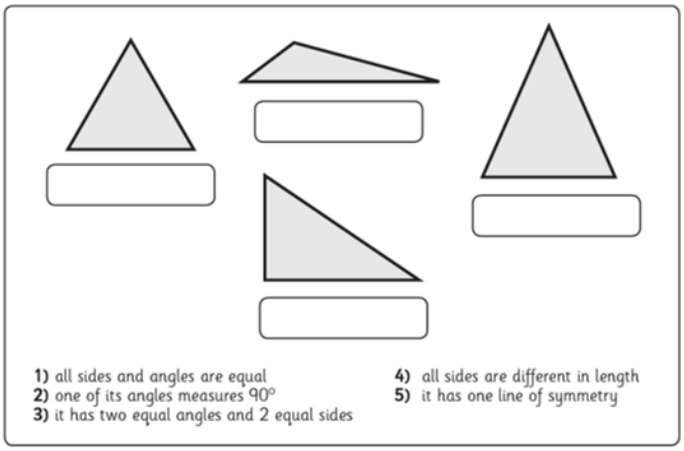
60 60 and 60

Is this possible?

Remember to prove your answer.

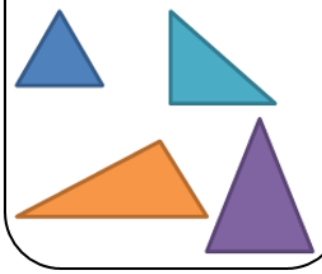
HLTA	F	TA	I
LO: Compare and classify triangles, based on their properties and sizes.			
I can	Identify triangles by their properties.		
I know	How to compare and classify triangles		
I understand	The properties are different for different triangles		

a) Name each triangle. Read the properties below and write the number of any properties that are true for each triangle **inside** it.



1) all sides and angles are equal
2) one of its angles measures 90°
3) it has two equal angles and 2 equal sides
4) all sides are different in length
5) it has one line of symmetry

Label each of the triangles **isosceles, scalene** or **equilateral.**



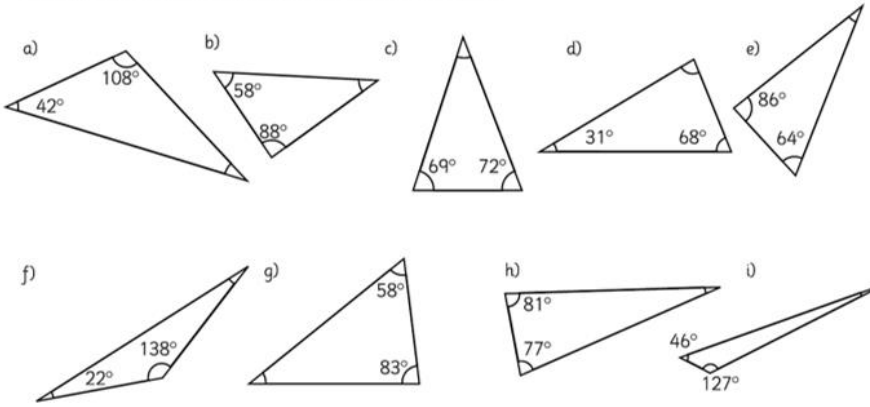
<<Pick 2 triangles to pick it prove it and explain how you know.

c) ALWAYS/SOMETIMES/NEVER

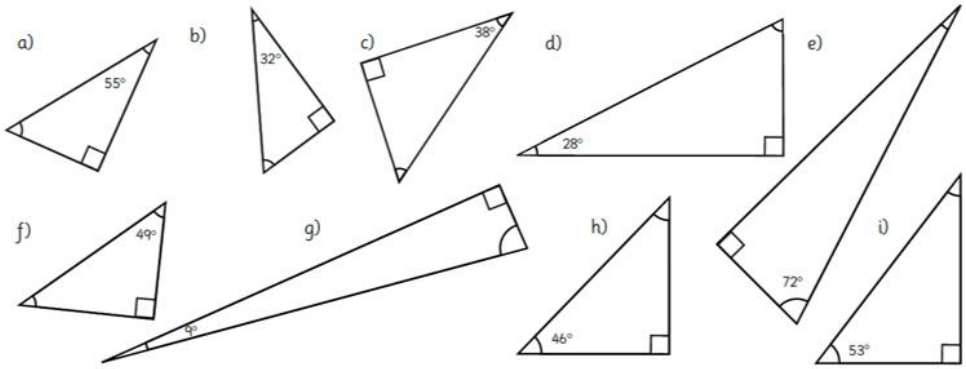
Only an isosceles triangle has two sides the same length.

All of the angles in a triangle add up to 180. Can you calculate the values of the missing angles in these triangles?
Remember that;
Right angle = 90'

Calculate the missing angle in these scalene triangles.

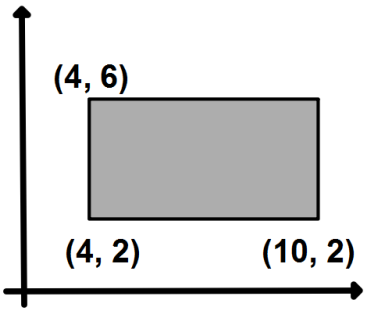


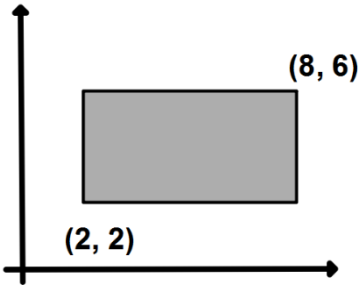
Calculate the missing angle in these right-angled triangles.



Translation:

1) Write the missing coordinates of these shapes.
2) How has the shape been translated across the first quadrant?

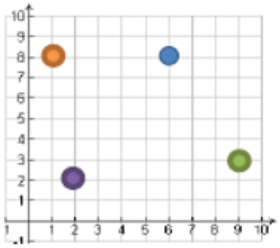




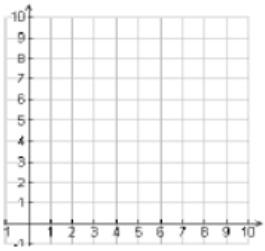
Create some examples of your own.

HLTA	F	TA	I
Coordinates LO: to describe positions on a 2D grid as coordinates in the first quadrant.			
I can	Describe the position of coordinates by reading the axis.		
I know	How to plot coordinates.		
I understand	How to read coordinates correctly and explain how I know this.		

- Write the co-ordinates of the coloured dots.

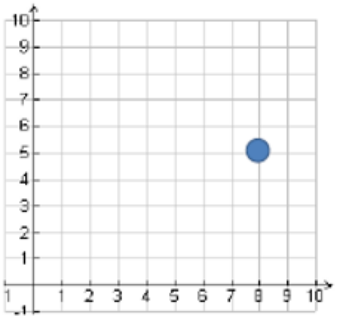


- Draw the shapes on the co-ordinates given.



- Write the co-ordinates of the ships on the map.

- Point A is marked on the grid.



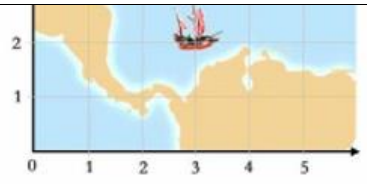
Henry says that point A is at (5,8)
Aisha says that point A is at (8,5)

Who is correct? Can you explain what mistake one of the children has made?

- Junaid says:

> You can say either number first in co-ordinates, it doesn't matter.

Do you agree with Junaid?



Explain why.

Practice your times tables, find ways of remembering ones you are unsure of. Some of these games may help you.

Fizz Buzz

Choose 'fizz' for multiples of a number (e.g. 3), and 'buzz' for multiples of another number (e.g. 5). Starting with 1, players take it in turns to say the next number. However, each time a multiple of 3 or 5 is reached, the player must say 'fizz' or 'buzz' instead of the number. If the number is a multiple of both 3 and 5, the player must say 'fizzbuzz'.

For example: one, two, fizz, four, buzz, seven, eight, fizz, buzz, eleven, fizz, thirteen, fourteen, fizzbuzz

You could try other multiples or adding another multiple for a more complex game.

Times Table Tennis

Choose a times table to focus on. Take it in turns to say the next number in the times table sequence. You could pretend to serve and pass a tennis ball between you or use a real one.

Times Table Corners

Label different areas/corners of your garden with 2, 5 and 10. Shout out a number. If the number is a multiple of 2, 5 or 10, your child must go to the matching area.

Fastest Times Tables Facts

Choose a times table to focus on and have a competition to see who can write down the times tables facts the fastest. You can decide whether to write the number sentences out in full (e.g. 1 × 2 = 2, 2 × 2 = 4, 3 × 2 = 6) or just the numbers (e.g. 2, 4, 6).

Times Tables Snap and Matching Cards

Create a set of cards with separate times table facts and answers. Challenge your child to find the matching cards in a game of snap. Alternatively, place the cards face down and take it in turns to turn over two cards. If the cards match, the player keeps the cards. If they don't match, turn the cards back over and the next player takes their turn.

Science

How much do you know about sounds and how we hear them? Play this game with friends or family to find out!

Hitting a drum harder will produce a... a) louder... b) quieter... sound.	Which part of our body interprets the electrical signals from the ear, so that we understand the sounds we hear?	The smaller the drum, the _____ the sound.	True or false: sounds cannot travel in space.
Pitch is a measure of how _____ or _____ a sound is.	Why do the line crew working on noisy airport runways wear ear defenders?	In a wind instrument, what vibrates to create the sound?	How can you make a percussion instrument make a quiet sound?
The shortest string on a guitar will the... a) highest... b) lowest... sound.	Do sounds get **louder** or **quieter** as you move away from the sound source?	What is vibration?	What causes a sound?

	<table><tr><td>Which part of our body do we hear with?</td><td>The longer the bar on a xylophone, the _____ the sound will be.</td><td>What is it called when you use materials to absorb sound to make a room or space quieter?</td><td>Does sound travel fastest through a solid, liquid, or gas?</td></tr></table> Do some research into the ear, what is the job of different parts within the ear?
Geography 	Task 1: **Aim:** To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere by researching countries in different hemispheres. I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. Taskit Modelit: Use polystyrene craft balls or papier mache to make model globes, showing the Equator, the UK and the country you chose to research. Inventit: Invent your own countries. Decide if they are in the Northern or Southern Hemisphere, Compareit: Find out about the equatorial circumference of other planets in the Solar System and use the data to compare the relative sizes. You could create circles of string cut to appropriate scaled sized (for example 1cm of string per 1,000 miles) to show your findings. **Success Criteria:** I can locate the Equator on a map and globe. I can locate the Northern Hemisphere on a map and globe. I can locate the Southern Hemisphere on a map and globe. I can name some of the countries on the Equator. I can tell you more about one country.

Map Co-Ordinates

I can find places using maps, atlases and globes using longitude and latitude.

Which area of the world would you be in if you were at the following co-ordinates:

20°S 80°E _____

40°N 20°W _____

60°N 40°E _____

40°S 0°W _____

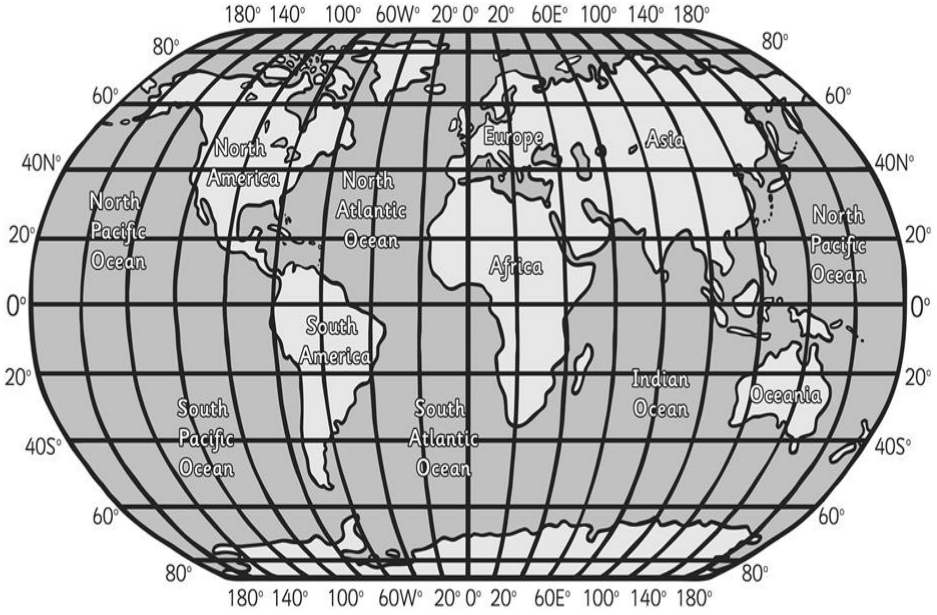
40°N 100°E _____

20°N 160°E _____

20°N 20°E _____

60°S 140°W _____

30°S 140°E _____



Comparing Daylight Hours in Antarctica

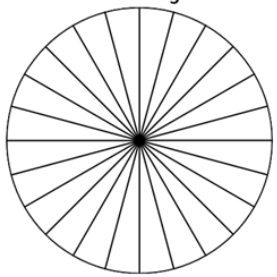
I can describe the key features of the polar regions and compare them to the UK.

Shade each pie chart to show the average number of hours per day of daylight, twilight and darkness in each month.
Then write a sentence for each month, describing what each place would be like at 1pm.

Daylight, Twilight and Darkness Hours in Antarctica

	January	April	July	October
Daylight	24	3	0	20
Twilight	3	13	4	4
Darkness	0	8	20	0

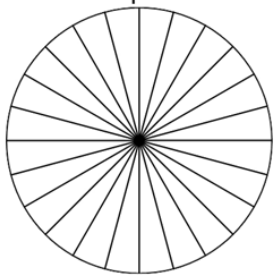
January



At 1pm in the UK, it would be...

At 1pm in Antarctica, it would be...

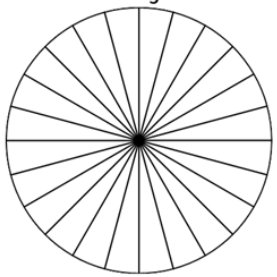
April



At 1pm in the UK, it would be...

At 1pm in Antarctica, it would be...

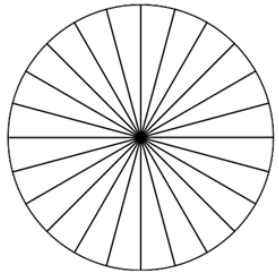
July



At 1pm in the UK, it would be...

At 1pm in Antarctica, it would be...

October



At 1pm in the UK, it would be...

At 1pm in Antarctica, it would be...

Tropical Weather Report

I can compare the climate of the tropics with the UK climate.

Where are you reporting from?	What is the highest temperature today?	What is the lowest temperature today?
What is the weather like today?	What is the wind speed and direction today?	Is today's weather normal for this time of year?
How does the weather compare to yesterday?	What is the weather expected to be like next week?	How does the weather compare to tomorrow?

Where is your city located? Mark it on this world map so you know where to point when you give your forecast.

Now you're ready to prepare your forecast.

Think about:

- Who will introduce the forecast
- What facts you will share with the class
- Who will read each section
- Where you will need to point to on the map
- How you will sum up your forecast

ICT

Using the 2animate section- found on purple mash.

Lesson 1 – Animating an Object

Aims

- To discuss what makes a good animated film or cartoon and what the children's favourites are.
- To show the children how animations are created by hand.
- To find out how 2Animate can be created in a similar way using the computer.

Success criteria

- Children have put together a simple animation using paper to create a flick book.
- Children have an understanding of animation frames.
- Children have made a simple animation using 2Animate.

Resources

- Sticky notes (such as post-its) and pens.
- Examples of paper animations such as flick books and scanimation books would be useful but not essential.

Activities

1. Talk to the children about some of their favourite animated films and cartoons. Why do the children enjoy them? Discuss with them why animated films can be much more fun than real images.
2. Animation can be something very simple and can start with simply animating a face so the character appears to smile when the animation is run.
3. Find out from the children what they know about how animated films are created.

   Animation is described as a 'process by which we see still pictures move'.

   Each individual picture is shot on film one at a time. The pictures are shown at the rate of 24 pictures per second, which makes the pictures appear to move.

4. Try working out:

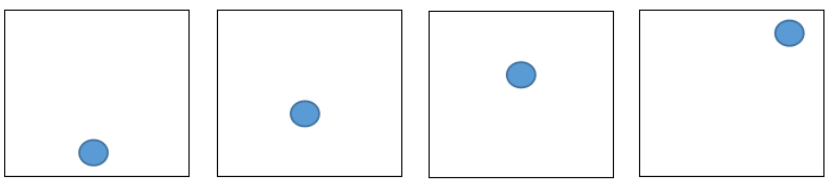
   If you need 24 pictures per second, how many pictures will you need for:

   - …a five-second animation?
   - …a 25-second animation?
   - …a 60-second animation?

   That's quite a lot of images!

5. Our brain holds onto an image for a fraction of a second after the image has passed. When our eyes see a series of images very quickly one after the other, because our eyes cannot cope with fast-moving images, they are tricked into thinking that the images are moving.
6. If the images you are seeing change in some way, you see this as animation.
7. Show the children how to make a simple flick book using a 'post-it note' pad.

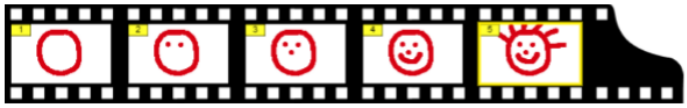
8. Make a ball move by drawing it in different positions diagonally across several of the pages at the beginning of the post-it note pad. Now flick the pages very quickly to see the image move.



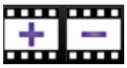
9. Before digital images were used, all the animations would be drawn by hand – a very time-consuming activity.

10. If you have access to YouTube see if you can find the first animated film created by Walt Disney.
11. Now see if you can find some of the very early Mickey Mouse animations.
12. Most of the images for animations today are created using computers. You can use 2Animate on Purple Mash to create both simple and more complex animations.
13. Find 2Animate in the Creative Tools section on Purple Mash.

14. Start by showing the children how to use 2Animate to create a series of frames, changing the picture in each of the frames.
15. Start with a simple face.
16. Show the children how to drag the first frame you draw onto Frame 2. This will copy the image so you don't have to draw the same image on Frame 2. Add to the image and drag it to Frame 3, etc.



17. Click on the plus sign to add a frame if you need an additional one and the minus sign to delete one of the frames if you are not happy with the image.



18. Let the children try making their own crazy faces.
19. Click on the green for 'go' arrow key at the top of the page to animate the frames. 
20. Use the icons at the top of the page to speed up and slow down the animation or to pause and stop it and return to the previous screen.

21. Give the children the opportunity to create other animations.
22. Are there any topics you are currently working on about which the children could create an animation?
23. Examples are space, growing things or a character they have written about.

Lesson 2 – Other Tools

Aims

- To learn about onion skinning in animation.
- To add backgrounds and sounds to animations.

Success criteria

- Children know what the Onion Skin tool does in animation.
- Children can use the Onion Skin tool to create an animated image.
- Children can use backgrounds and sounds to make more complex and imaginative animations.

Resources

- None.

Activities

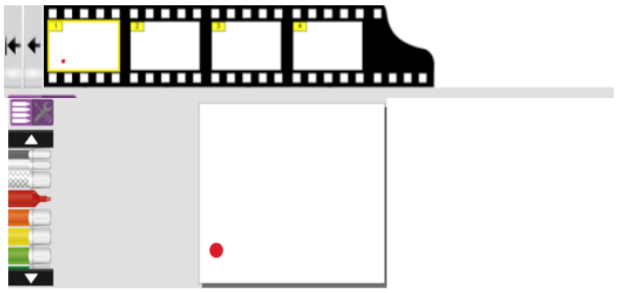
1. Talk to the children about their animations and how simple it is to add to an image once you have copied it from frame to frame.
2. The original example (the face) was being added to but the face itself didn't move.
3. Talk to the children about making the whole object animate, e.g. a ball moving through the air.
4. Animating an object to make it look as though it is moving in a direction would call for a little more help from the Onion Skin tool.

5. Demonstrate the Onion Skin tool to the children as follows.

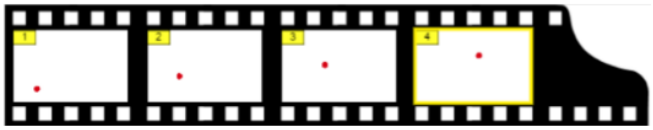
   Tell the children that you want to create an animation of a ball that has been kicked from one side of the screen to the other.

   The Onion Skin tool helps you by showing you the shadow of the object on the previous frame.

6. Create your first frame by using the Pen tool and adding a circle at the bottom of Frame 1.



11. Repeat this until you have completed all your frames, drawing the circle so that it is following the same line as the previous circle.
12. Your animation frames should now look something like this. When you run the animation, it should look like the ball is travelling through the air.



13. Now you can really start to have some fun with your animations by adding backgrounds and sounds.

Backgrounds

14. Click on the Background icon to choose from a selection of background images to add to your frames.

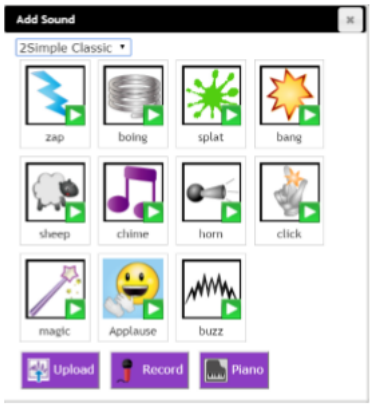
15. You can also paint your own background and upload your own image.

16. The background will be added to all the frames.

Sounds

17. You can add a sound to an individual frame by selecting the frame you want to add the sound to then choosing the sound you want to add to it. A Play icon will appear on the frame in question.

18. You can also upload a sound and create your own sound too.

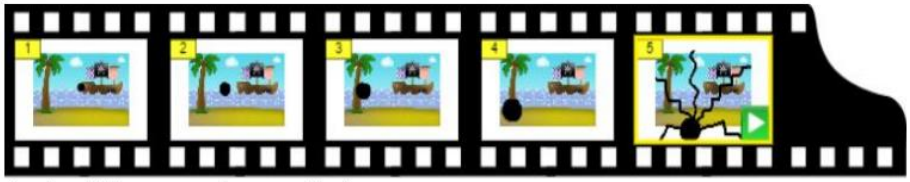


Be creative!

19. Using the Onion Skin tool, backgrounds and sounds, try creating your own ideas which start to show an animated picture.

20. The example below shows a cannon being fired out of a pirate ship.

    The ball appears to hit a glass window and the sound of glass breaking is played.



21. Can the children create the same idea?

22. Can the children come up with some new ideas too?

23. Make sure that the children save any work they have created to their work folder to be able to access it and continue later.

Reading

Jimmy and the Pharaoh

Jimmy lay in his bed and closed his eyes. He was thinking about all the good things that happened on the school trip earlier that day. Mrs Richards had forced the class to wander around a boring old museum just because they were learning about the Ancient Egyptians. Everyone knew that visiting a museum was the worst kind of school trip teachers had ever invented, but luckily Jimmy had come prepared. He smiled as he thought about it. It wasn't the frog he'd let loose in the ladies' toilets that made him smile or when he'd let off a stink bomb during lunch – it wasn't even when he'd sneaked a fake poo into Alice Thornley's sandwich - no, it was what he'd 'borrowed' from the museum as a souvenir that Jimmy was so happy about.

Jimmy was too excited to sleep. He opened one eye and uncurled his fingers. Wow, he thought to himself, twiddling what looked like a model of a shiny beetle in his hand, Tutankhamun's lost heart scarab! He'd borrowed it when the boring old museum guide was droning on about the pharaoh's curse or something. It just kind of called out to him so he grabbed it when she wasn't looking. He kissed the scarab for good luck then tried to drift off to sleep. POOOOF!

Suddenly, out of thin air, a rather thin looking, half-naked man appeared, draped in expensive-looking jewellery. "Waaaaghh!" the man squealed as he jumped in fright.

"Arrgghh!" Jimmy squealed back.

The strange man seemed confused and peered around Jimmy's bedroom. "Okaaaaay," he said, shrugging. "Wasn't expecting that."

Jimmy stared at the scarab then back at the man.

"Anyhoo, let's get on with this shall we?" the man said cheerfully before clearing his throat. "Ahem. Right then. Osiris! Great God of the Underworld!" he boomed. "I am Tutankhamun, King of Egypt, living image of Amun! Will you let me pass?"

Jimmy pulled the covers high over his nose. The man waited, arms stretched in the air. Then he smiled. That's when Jimmy lost it.

"Mummy!" he shrieked.

1. What did Jimmy do to Alice Thornley's sandwich?

   _____

2. '...it was what he'd 'borrowed' from the museum...' Why do you think the word borrowed is written in inverted commas in the story?

   _____

   _____

3. What do you think caused the strange man to appear?

   _____

   _____

4. Write down how you think Jimmy was feeling at these points in the story:

   a) Finding out the school trip was a visit to a museum. _____

   b) When he let a frog loose in the ladies' toilets. _____

   c) When the strange man appeared out of thin air. _____

Ancient Egyptian Dentists

Not everyone enjoys a visit to the dentist but imagine you lived 3000-5000 years ago during the age of the ancient Egyptians. Treating toothache was handled slightly differently than it is today...

Dentist! Dentist!

Here's what an Ancient Egyptian dentist might say:

"**Toothache?** Let's have a look... Ah yes, you've got mouth worms."

"**What? Never heard of mouth worms?** They're the cause of all tooth decay!"

"**Need something to take the pain away?** Dangle a dead mouse on your tooth. That should do the trick!"

"**Still aches?** Hmm... well, try praying to the Gods, and if that doesn't work stop being naughty because that's probably what's caused the problem in the first place!"

Dental Hygiene

Toothpaste – this could be a mixture of egg shells and horses' hooves, or sometimes a delicate blend of crushed rocks, mint, salt, pepper and dried iris flowers!

Mouthwash – bran and celery.

Antiseptic paste – incense and onion.

Pain relief – opium (an illegal drug today!).

Main Problems

- Poor diet! Egyptians didn't eat enough vitamins and minerals to keep their teeth and gums healthy!
- Gritty bread! A lot of sand and grit found their way into Egyptian food – especially bread. This wore down the enamel in people's teeth.
- No money! Lots of people couldn't afford to see a dentist so their teeth simply fell out!

1. According to the ancient Egyptians, what do mouth worms cause?

2. Imagine you were an ancient Egyptian dentist. Using the text, what two things could you suggest if someone had toothache?

3. Look at the ingredients for toothpaste. Why might some of these ingredients be bad for keeping your teeth and gums healthy?

4. Look at the main problems section. Pretend you are Pharaoh and come up with one way to improve the health of people's teeth:

Mummy!

Ancient Egyptians of long ago
liked to look after their dead.
They wrapped the body in bandages,
from feet right to their head.

Before all this they had to hook
the brain from up the nose.
They bashed and whisked and stirred it
into a goo that runs and flows.

They cut the body to get inside;
to rip out liver and lung;
the stomach, the guts; the nasty bits -
in canopic jars they slung.

The heart they left: Egyptians thought
the core of mind and soul.
It stayed in there, the kidneys too,
and washed the body whole.

It then was cleaned with wine and spice
and stuffed to seem like real
they dried it out with natron salt -
that's not the end of the deal.

That's the time for bandages;
wrapping the mummy up tight
with amulets, gifts and goods,
and jewels that sparkle bright.

The mummy was laid in a sarcophagus:
a coffin that's rather grand,
set for the afterlife; weighing the heart;
they're judged for the promised land.

Met by Osiris, the underworld God,
the heart was weighed for sin -
the heavy ones were eaten up,
but good ones made it in!

1. What verbs describe what the Egyptians did to the brain?

_____

2. Which parts of the body were left inside before the mummy was washed?

_____

3. 'A coffin that's rather grand'. What does 'grand' mean here?

_____

_____

4. Look at the final line: 'but the good ones made it in!' What do you think this means?

_____

_____

How do I think I have done?	How much effort have I put in? (Tick one)	I have tried my hardest	I have put some effort into my work	This is not my best work
Teacher comment				Teacher signature: E.Williams