Additional resources

Week 7 (Week beginning 18/05/20)

Suggested Weekly timetable for core subjects

	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	Reading (20 mins) Spelling activity	Grammar Focus work	Comprehension story and questions	Writing activity	Spelling test Handwriting practice (continue joined script)
Maths	Mental maths A Topic work on weekly focus	Mental maths B	Mental maths C	Revision of addition and subtraction (HTU)	Revision of multiplication facts and division (focus on x3,5,6,9) Speed challenges, x and divide (topmarks – hit the button game) https://www.topmarks.co.uk/maths-games/hit-the-button

If you have any questions, please contact me dkelly273@c2ken.net
Continue to send pictures of work or the children learning at home so we can upload these to the school website. Koneill580@c2kni.net
We love to see what you have been getting up to!

Maths Week 7

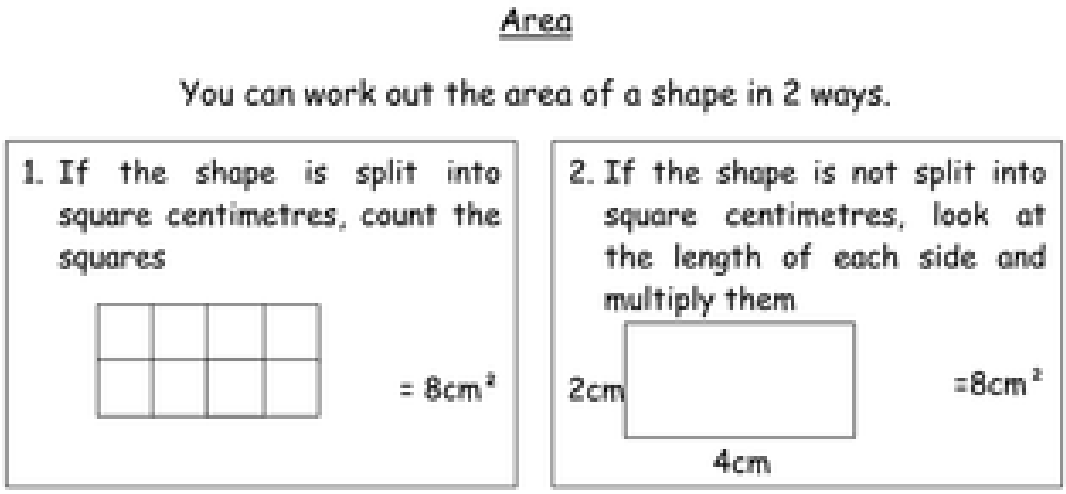
Weekly focus: Calculating area

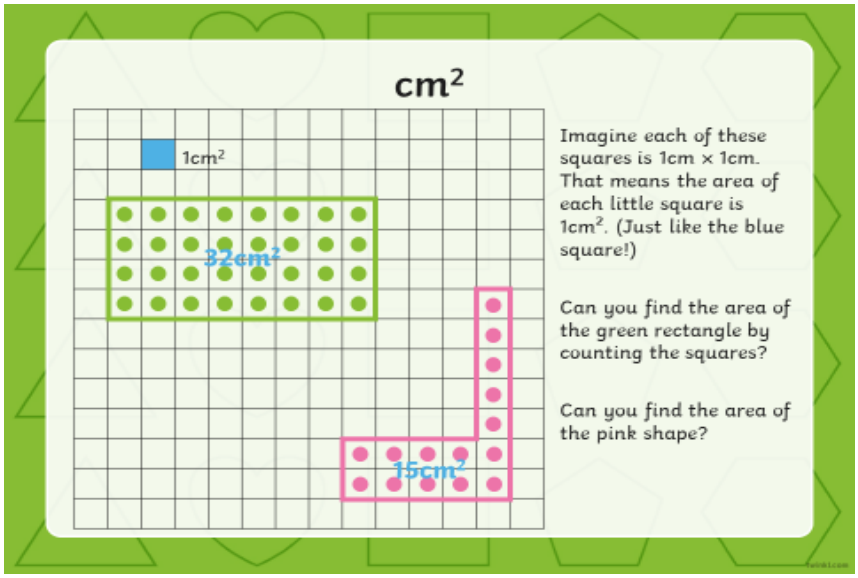
Success criteria:

- I can talk about area using standard units (cm squares)
- I have explored how to find the area of different shapes using standard units
- I have a sense of a square centimetre and can use this to estimate and make comparisons
- I can measure using square centimetres and am aware of other standard units for measuring area

Key learning points:

1. Area is the amount of space inside a given shape.





2. Link perimeter to area, explaining perimeter as **the boundary of a particular area** or **the distance around the outside** of it. This has

previously been covered in Y4 and the children should be able to calculate the perimeter of a regular shape.

3. Make links between rectangular areas and multiplication. Rather than count each square to find the area of a rectangle, children can use their multiplication facts to multiply the number of rows by the number of squares in a row.

These videos teach how to calculate the area of a shape by counting the squares and also by multiplying the width of the shape by its breadth.

VIDEO 1:
https://www.bing.com/videos/search?q=teaching+area&docid=608030161812390835&mid=70CF14CFADECEDBC015770CF14CFADECEDBC0157&view=detail&FORM=VIRE

VIDEO 2:

https://www.bbc.co.uk/bitesize/topics/zjbg87h/articles/zwqt6fr

Game 1: Help Coco the clown calculate the area of buildings within the circus. Click on the link below to have a go.
http://www.scootle.edu.au/ec/viewing/L383/L383/index.html#

Worksheets to complete: Same area, half squares, perimeter and area (FOCUS ON AREA ONLY – perimeter previously covered)
Workbook pages: Area 2, Pages 5,6,7

Focus only on AREA – (perimeter previously covered in Year 4)

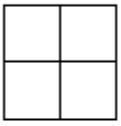
First Level • PPM 220 – MI.4d

Name .....

Perimeter and area

Write the perimeter and area of each shape.

A



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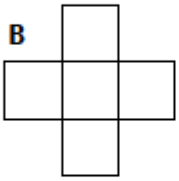

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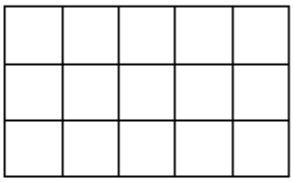

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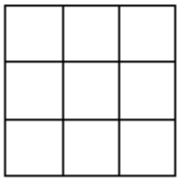

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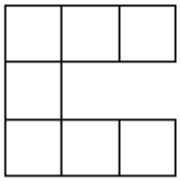

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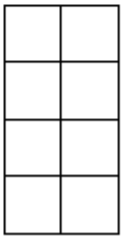
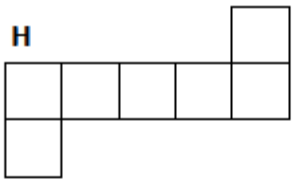
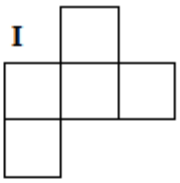


G

H



I



Shape	A	B	C	D	E	F	G	H	I
Perimeter in cm	8								
Area in square cm	4								

I can explain the difference between area and perimeter

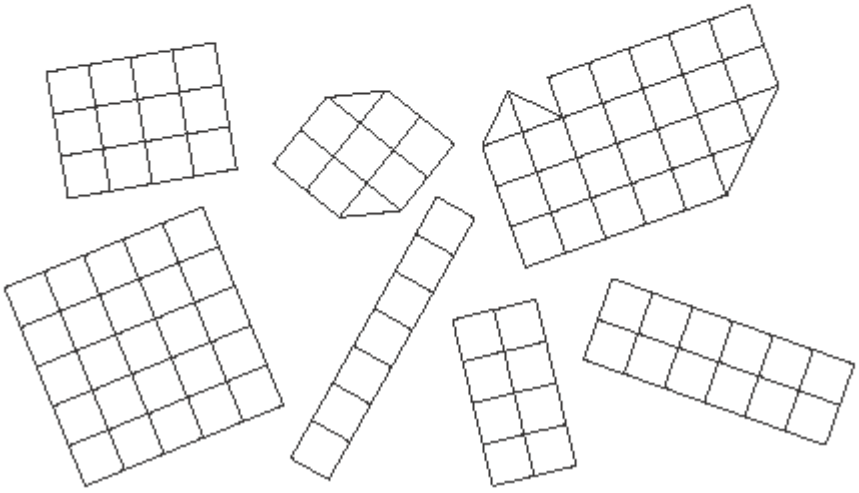
Measure: Understanding and explaining

 Name .....

Same area, different shape

Count the squares to find the area and then colour to match the shapes that have the same area.

Be careful! There is one that does **not** match!



In the grid below, draw two shapes that have the same area but are different shapes.

Make one of your shapes include half squares.

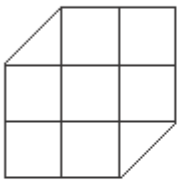
I can find the area of a shape by counting squares

Measure: Understanding and explaining

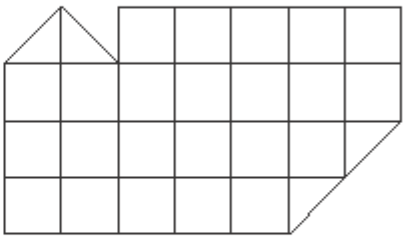
 Name _____

Half squares

Write the area of each shape.

1. 

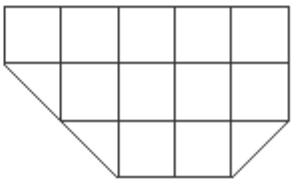
_____ squares

2. 

_____ squares

3. 

_____ squares

4. 

_____ squares

Use the grid to draw three different shapes that each have an area of nine squares.

Remember that you can use half squares.

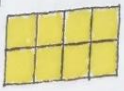
I can find the area of a shape by counting squares

Measure: Understanding and explaining

Area 2

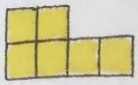
A

1



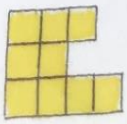
Area = ☐ squares

2



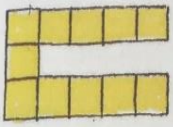
Area = ☐ squares

3



Area = ☐ squares

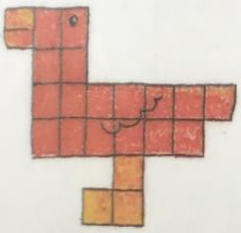
4



Area = ☐ squares

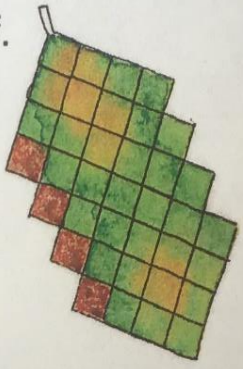
Find the area of the bird and the leaf.

5



Area = ☐ squares

6

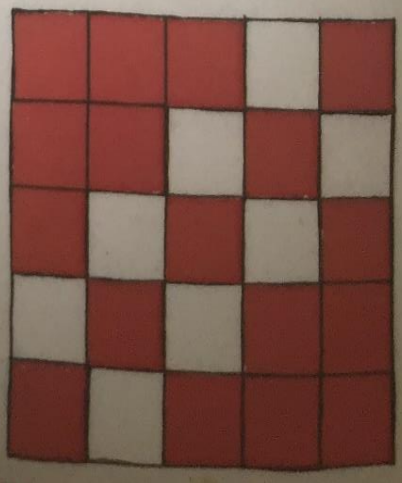


Area = ☐ squares

Let's investigate

Make a mosaic pattern.
Count the area of your pattern.

Make another pattern.
Count its area.

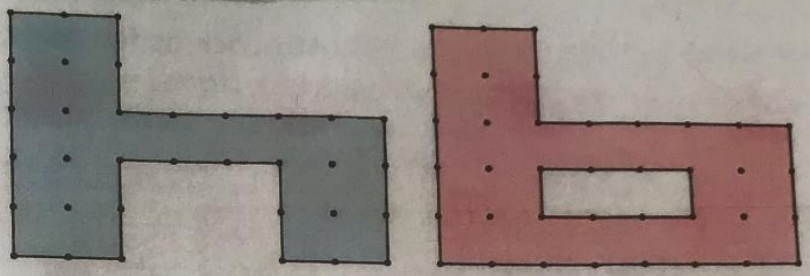


Red area = ☐ squares

1 Health bars have letters on their wrappers.

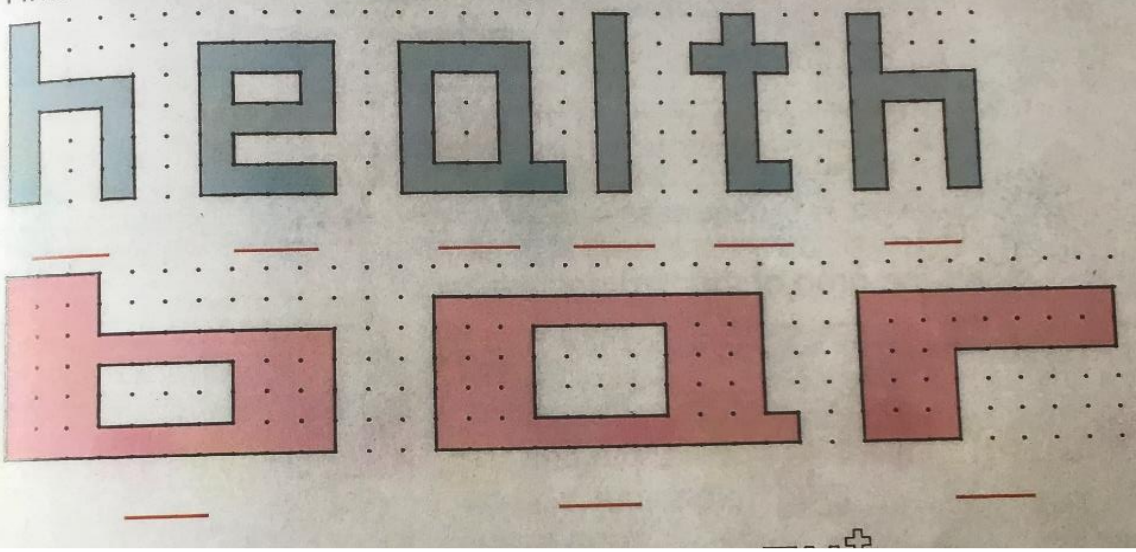
(a) Join dots to make squares.

(b) Find the area of each letter.



Area = ____ squares Area = ____ squares

2 Find the area of each letter in squares.

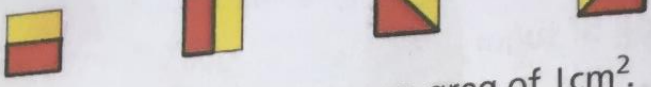


____ ____ ____ ____ ____ ____

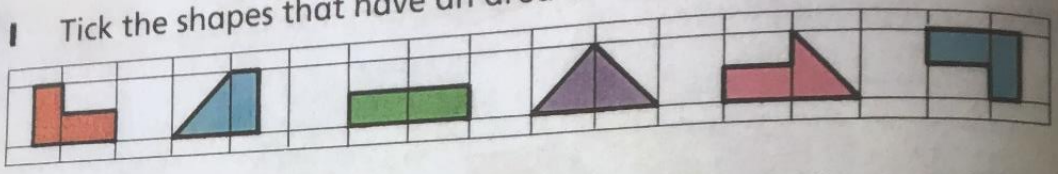
____ ____ ____

An area of 1 square centimetre can be written as $1\,cm^2$.

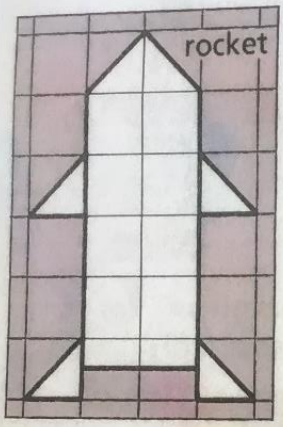
Each red and yellow area is $\frac{1}{2}\,cm^2$.



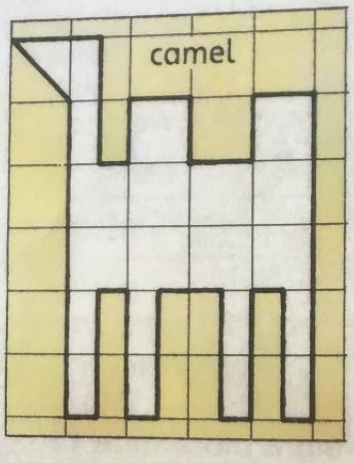
1 Tick the shapes that have an area of $1\,cm^2$.



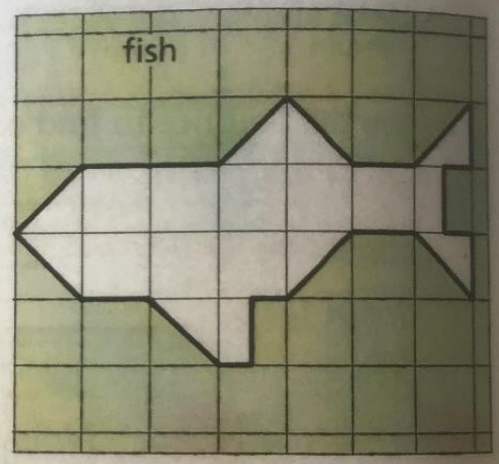
2 (a) Colour the whole squares red. Colour the half squares blue.
Find the area of the picture on each card.



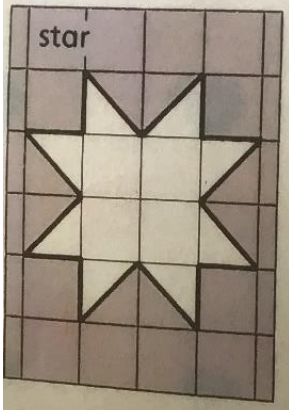
area = ____ cm^2



area = ____ cm^2

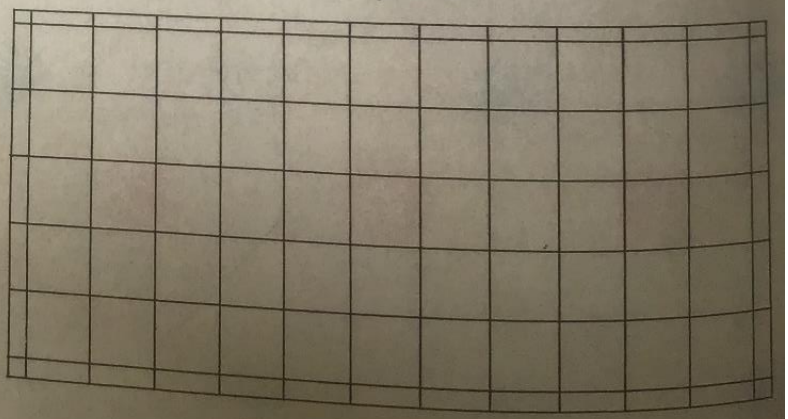


area = ____ cm^2



area = ____ cm^2

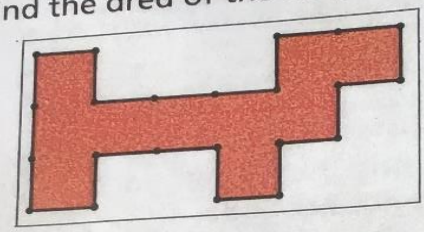
(b) Make your own picture

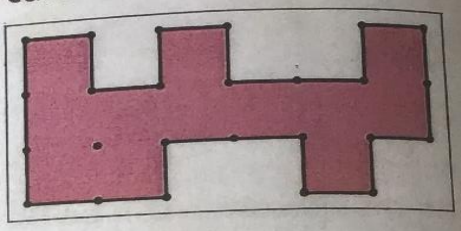


area = ____ cm^2

Each side of this square is 1 centimetre. 
The square has an area of **1 square centimetre.**

1 Fun size bars have picture cards.
Find the area of the shape on each card.

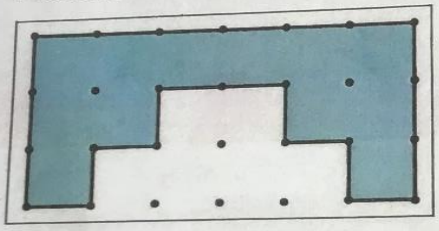


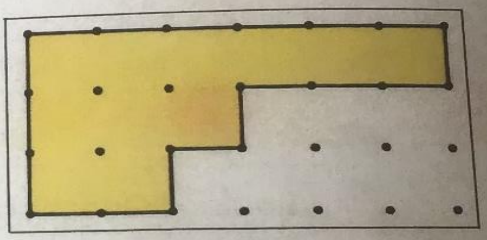


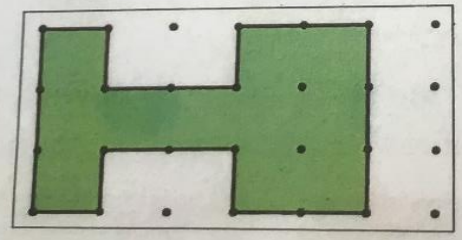
____ square centimetres

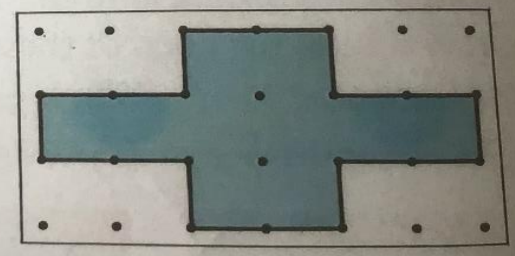
____ square centimetres

2 (a) Picture cards with an area of 11 square centimetres win a prize.
Tick the cards that win prizes.

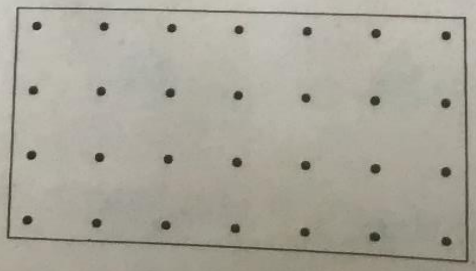


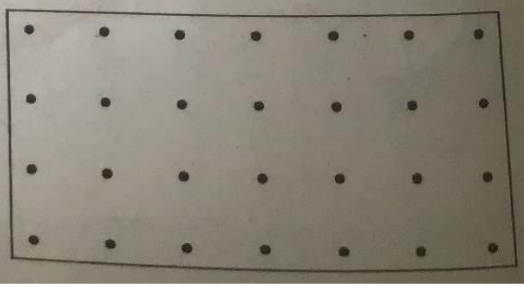






(b) Draw 2 more winning cards.





Literacy Week 7

Grammar focus for week 7 – Synonyms

A synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example *shut* is a synonym of *close*.

Worksheets to complete: Synonyms (worksheets 1,2,3)

Synonyms

Synonyms are words that mean almost the same thing.
example: **sad** and **gloomy** are synonyms

⇨ Directions: Write each word next to its synonym.

leap	handsome	bad	icy
messy	hard	fast	easy
right	small	noisy	present
stone	friend	angry	toss

quick		loud	
mad		rock	
buddy		throw	
dirty		awful	
simple		tiny	
correct		cute	
difficult		cold	
gift		jump	

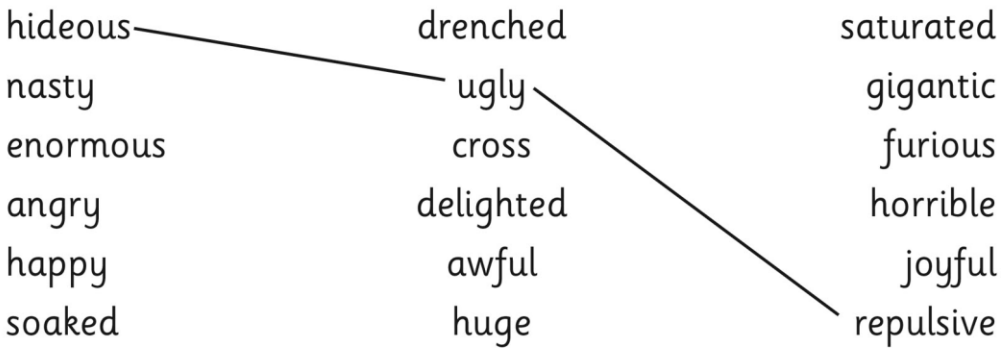
Synonyms

Name _____ Date _____

Try and find 3 synonyms for each of the following words and write them in the boxes.

fast			
small			
cold			
hungry			

Can you match the word to its synonyms? The first one is done for you.



Can you complete these sentences using different synonyms for good?

eg I think that chocolate tastes **great**.

1. My dad is a _____ cook.
2. I am _____ at ballet.
3. My favourite subject is art, it is _____.
4. My best friend is a _____ person.

Synonyms

Name _____ Date _____

Look at the underlined word on each line. Cross it out and choose a suitable synonym from the box below.
Write in the empty box.

I ate a tasty sandwich for lunch. ☐

I was pleased when I won the prize. ☐

Tim's new house was large. ☐

The old man was mean. ☐

The ogre was ugly! ☐

Mum was cross when I broke the vase. ☐

Jenny was sad when school broke up. ☐

Ali got wet playing cricket in the rain. ☐

delicious	delighted	enormous
glum	dazzling	hideous
furious	drenched	intense
nasty		

Writing Activity – Author Profile

An author profile is usually found on the inside back cover of a book. It contains interesting information about the author and sometimes has a photo.

Think of your favourite author. Find out five interesting facts about him or her and complete an author factfile.

Remember, you can email me your work @ dkelly273@c2ken.net

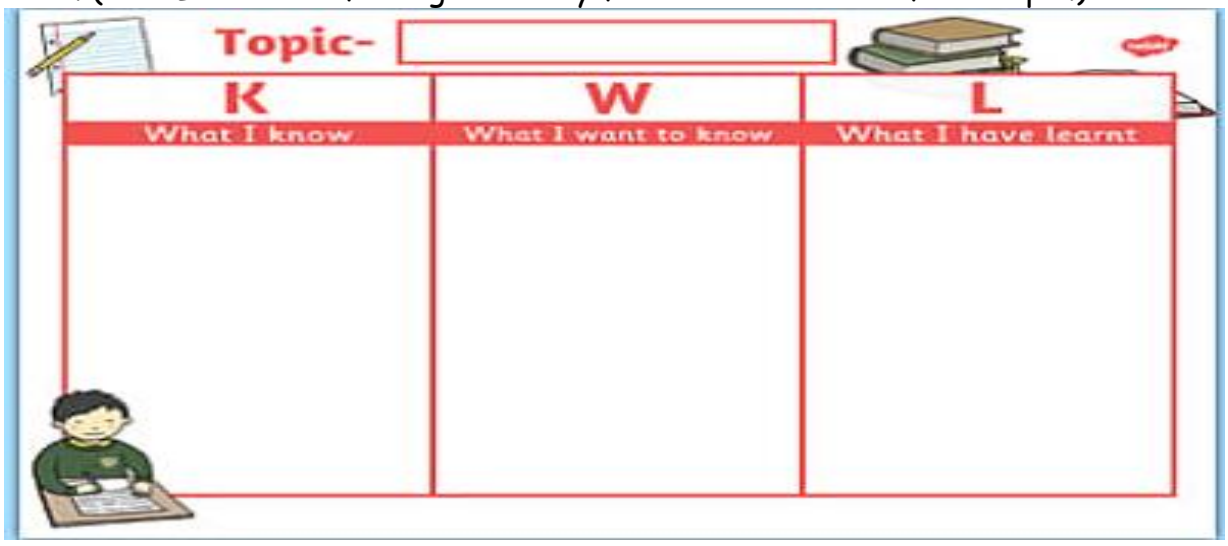
W.A.U Week 7

This week, we would have been starting our final WAU topic for P4 "*Weather Watchers.*"

I always start a new topic by finding out what the children already know about the topic so do this at home also. For example, they may be able to list different types of weather and say that different countries have different climates.

We would then discuss what the children would like to know or find out in their new topic for example, what is the highest/ lowest temperature ever recorded for Ballymoney.

The children will be familiar with this process and the following grid: KWL. They can discuss their ideas orally with you or record them in their yellow exercise book. (The 'L' section of the grid is only filled in at the end of the topic.)



This week the focus is on **WIND.**

Possible WIND RELATED activities:

- Why not have a go at making or flying a kite?
- Make a rainbow windsock to fly outside and to find out the direction the wind is blowing
- Construct a paper cup windmill with rotating arms
- Create a pinwheel to spin in your garden

As always, it would be lovely to see how creative you all can be. We would have been giving these tasks a go in ABL sessions so why not try them at home and send me a picture? Dkelly273@c2ken.net

DON'T FORGET TO CHECK OUT THE PRIMARY 4 "WALL OF FAME" POWERPOINT ON OUR SCHOOL WEBSITE (Primary 4 home school section." Have you appeared this week?