



This week, we are continuing with our unit looking at the skill of persuasion.

**Writing including Grammar**

<p>Monday</p>	<p>Possessive pronouns</p> <p>Look back at last week's learning on pronouns and complete the activities on Monday's sheet.</p> <p><b>Watch out for a class reader with your Year group on Share Point!</b></p>																																
<p>Tuesday</p>	<p>Look at the examples of persuasive posters, advertising the problems that certain animals face in their natural habitat.</p> <p>What do they make you feel? Would you try to act against this destructive behaviour?</p> <p>Read the information about what makes a good advert, then try to match the feature and its purpose to the example posters.</p> <p>When you've finished, you can check your answers!</p>																																
<p>Wednesday</p>	<p>Lots of adverts use word play, to help them stay in your memory, so that you will act on what they want you to feel or do.</p> <p>Read the examples and then sort the given phrases into the table. They are ones that you could potentially use to create a poster about the plight of the orang-utans.</p> <p>Do they contain alliteration, rhyme or are they a pun?</p> <p>Some may have more than one of these features, others may not have any. How many can you sort correctly?</p> <p><b>Watch out for a class reader with your Year group on Share Point!</b></p>																																
<p>Thursday</p>	<p>Adverts are successful because they influence how you feel about something. If they are great, then you will change your behaviour to try something new or buy a product. This is because of their emotive language.</p> <p>You may find it useful to look back at the work we did for the orang-utan letter.</p> <table border="1" data-bbox="384 1525 1003 1899"> <thead> <tr> <th></th> <th>sad</th> <th>not important</th> <th>afraid</th> <th>confused</th> <th>hurt</th> <th>angry</th> <th>lonely</th> </tr> </thead> <tbody> <tr> <td><b>strong</b></td> <td><b>depressed</b> not happy</td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> fear with a sense of urgency</td> <td><b>dejected</b> fear with a sense of urgency</td> <td><b>dejected</b> fear with a sense of urgency</td> <td><b>dejected</b> fear with a sense of urgency</td> <td><b>dejected</b> fear with a sense of urgency</td> </tr> <tr> <td><b>medium</b></td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> feeling of being downcast</td> </tr> <tr> <td><b>light</b></td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> feeling of being downcast</td> <td><b>dejected</b> feeling of being downcast</td> </tr> </tbody> </table> <p>Use a thesaurus and dictionary to fill in the missing words.</p>		sad	not important	afraid	confused	hurt	angry	lonely	<b>strong</b>	<b>depressed</b> not happy	<b>dejected</b> feeling of being downcast	<b>dejected</b> fear with a sense of urgency	<b>dejected</b> fear with a sense of urgency	<b>dejected</b> fear with a sense of urgency	<b>dejected</b> fear with a sense of urgency	<b>dejected</b> fear with a sense of urgency	<b>medium</b>	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>light</b>	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast
	sad	not important	afraid	confused	hurt	angry	lonely																										
<b>strong</b>	<b>depressed</b> not happy	<b>dejected</b> feeling of being downcast	<b>dejected</b> fear with a sense of urgency	<b>dejected</b> fear with a sense of urgency	<b>dejected</b> fear with a sense of urgency	<b>dejected</b> fear with a sense of urgency	<b>dejected</b> fear with a sense of urgency																										
<b>medium</b>	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast																										
<b>light</b>	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast	<b>dejected</b> feeling of being downcast																										

## Church Hill C of E Junior School





Friday	<p>Using everything that you have worked on this week, design and produce either a persuasive poster or TV advert about the plight of the orang-utans.</p> <p>Make sure your advert contains:</p> <ul style="list-style-type: none"> <li>• language that is emotive and makes the reader feel something</li> <li>• repetition</li> <li>• alliteration</li> <li>• power of 3</li> <li>• a catchy slogan</li> <li>• rhetorical question</li> <li>• facts/statistics to inform and support your argument</li> </ul> <p style="background-color: yellow; text-align: center;"><b>Watch out for a class reader with your Year group on Share Point!</b></p>
--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Handwriting

Monday	<p><b>Unit 2:</b> Diagonal Join from p and b</p> <p>Copy the joins and match the words. Can you think of any more words with these joins?</p> <p>Pick one word per join and write a sentence. Think about size and consistency.</p>
Tuesday	<p><b>Orange Sheet</b></p> <p>Trace the joins then add the prefix to the correct word. Write a paragraph that includes all of these words.</p>
Wednesday	<p><b>Sheet 3</b></p> <p>Copy the joins, then write out the poster. Check your joins are all correct. Use your checklist to improve your handwriting.</p>

### Spellings for the week

**THESE WILL BE TESTED IN A WEEKLY HIVE GAME ON A FRIDAY MORNING!  
ANTS - 11am, BEES 11:15am, CATERPILLARS 11:30am AND DRAGONFLIES 11:45am.  
Here are the codes that you will need to join the game!**

			
<b>935787</b>	<b>559501</b>	<b>481232</b>	<b>178194</b>

**Ants** - High frequency words. Plus, some key Y3&4 words.

Ants		possible	potatoes	pressure	magic
		man	many	may	miss



## Church Hill C of E Junior School

	<p>un oiseau                      un hamster une souris                      un lapin un cochon d'inde              un poisson rouge un cheval</p> <p>Can you remember what each of them were? Why don't you get a family member to test you?</p> <p>This week, we are going to learn to ask if someone has an animal or a pet. Practise the phrases below.</p> <p><b>As-tu un animal?</b> - Do you have an animal? <b>As-tu un animal domestique?</b> - Do you have a pet? <b>Oui, j'ai _____</b> - Yes, I have (<u>French animal</u>)</p> <p>Watch the video below. This is a song that will give you an idea of how to pronounce the phrases. <a href="https://www.youtube.com/watch?v=BtGAU9H6QSk&amp;safe=active">https://www.youtube.com/watch?v=BtGAU9H6QSk&amp;safe=active</a></p> <p><b>Activity 1:</b> Ask some of your family and friends the questions above. You can ask the people in your household or you could ask a friend or family member over the phone. You could even video yourself asking a family member and tweet it to us. Your challenge is to try and find at least one person for each of the animals you learnt last week.</p> <p><b>Activity 2:</b> Have a go at playing the French animals four in a row game. If you don't have a printer, you could draw your own game board with the same animals. Some of the animals on the game are also new vocabulary. Have a go at pronouncing their names using the answer sheet.</p> <p>Don't forget to tweet a photo of you completing your French animal activities to @ChurchHillJS</p>
Tuesday	<p><b>PSHE</b> The learning for your PSHE sessions is taken from our school <i>Go Givers</i> scheme.</p> <p><b>The Paralympics</b> Learning : Read through the Paralympics PowerPoint presentation.</p> <p>Activity 1 : Your task is to research the famous people who are listed as having dyslexia or a learning difficulty. Find out about</p>

## Church Hill C of E Junior School

	<p>their learning disability and how old were they when they found out about it.</p> <p>They are listed below :</p> <ul style="list-style-type: none"><li>• Whoopi Goldberg</li><li>• Pablo Picasso</li><li>• Richard Branson</li><li>• Thomas Edison</li><li>• Susan Boyle</li><li>• Leonardo da Vinci</li><li>• Tom Cruise</li></ul>
Wednesday	<p><b>PSHE</b></p> <p><b>Hospice Care</b></p> <p>Learning : Read through the Hospice Care PowerPoint presentation.</p> <p>Activity : <u>Passing on their Wisdom</u></p> <p>As people get older, particularly as they approach the end of their time on Earth, they reflect on their lives, and what they have learned. Some like to pass on their experience and wisdom to the younger generation.</p> <p>Have a look at the quotes below from some famous people. What do you think each person meant? Do you agree with them?</p> <ol style="list-style-type: none"><li>1. "Your time is limited, so don't waste it living someone else's life." <i>Steve Jobs</i></li><li>2. "Life is inherently risky. There is only one big risk you should avoid at all costs, and that is the risk of doing nothing." <i>Denis Waitley</i></li><li>3. "I didn't get there by wishing for it or hoping for it, but by working for it." <i>Estee Lauder</i></li><li>4. "I can accept failure, everyone fails at something. But I cannot accept not trying." <i>Michael Jordan</i></li><li>5. "We make a living by what we get. We make a life by what we give." <i>Winston Churchill</i></li></ol> <p>Think of the important things you have already learned during your lives,</p>

## Church Hill C of E Junior School

	<p>Create a poster to display your own statement about life, with the aim of helping others live better lives.</p> <p>Tweet a photo of your finished poster to @ChurchHillJS</p>
Friday	<p><b>PSHE</b></p> <p><b>Micro-organisms</b></p> <p>Learning : Read through the Micro-organisms PowerPoint presentation.</p> <p>Activity : Create a factual leaflet about microorganisms and why it is important to wash your hands and put dirty tissues etc. in the bin.</p> <p>Use the powerpoint to help you with some of your facts about microorganisms.</p>

### Science

Tuesday	Falling lemons experiment (see sheet).
---------	----------------------------------------

### RE

Thursday	Ramadan 2 - this is the second lesson this theme(see sheet).
----------	--------------------------------------------------------------

PE


Monday - Friday

This week we would like you to complete the running challenges from the School Games Virtual competition below and submit your scores via parent response please. There is a score reply slip at the bottom of this page which details the information we require. Don't forget to tweet any photos and good luck - have fun!

# VIRTUAL SCHOOL GAMES

WEEK 3 : 15<sup>th</sup> June - 19<sup>th</sup> June

## RUNNING WEEK



---


**Challenge 5 50m Shuttle Run**  
*How quickly can you complete 5 lengths of a 10metre course?*


**What you'll need:**

- Cones, pegs, tape, tins or clothes to use as markers
- Measuring tape/ruler
- Stopwatch to record your time

**How to play:**

- Set up a 10m running lane with markers at either end
- The aim is to run the 10m distance a total of 5 times to complete 50m as quick as you can
- Get help from someone at home to record your time with the stopwatch





Working together can still motivate you to achieve your personal best, why not reach out to one of your friends to show some support?

---


**Challenge 6 Obstacle Course**  
*Set up a course using household objects outdoors and set your own rules for success.*


**What you'll need:**

- Lots of household objects
- Things to run around, jump over etc.
- A stopwatch?

**How to play:**

- Set up a course and decide how you want your challenge to take place
- How many obstacles can you run around or jump over in 60 seconds?
- How many circuits can you complete in 5 minutes?
- How quick can you complete your course?
- Be creative! Place out objects; pillows, teddies around the space.
- Each time you jump over an object you could score a point.





Design a flag or banner showing support for your School or Area ahead of next Week's School Games Summer Championships

**Personal best score card**  
**Submit results by 4pm on Friday 19<sup>th</sup> June**

**Name:** \_\_\_\_\_

	Your best score/time	How many attempts did you have throughout the week?
Challenge 5		
Challenge 6		

We'd love to see you in action so why not tweet us a clip of you taking part [@MeltonBelvoir](https://twitter.com/MeltonBelvoir) [@SouthCharmwood](https://twitter.com/SouthCharmwood)

Next week will see the whole of the County invited to take part in the School Games Summer Championships, don't miss out on taking part.