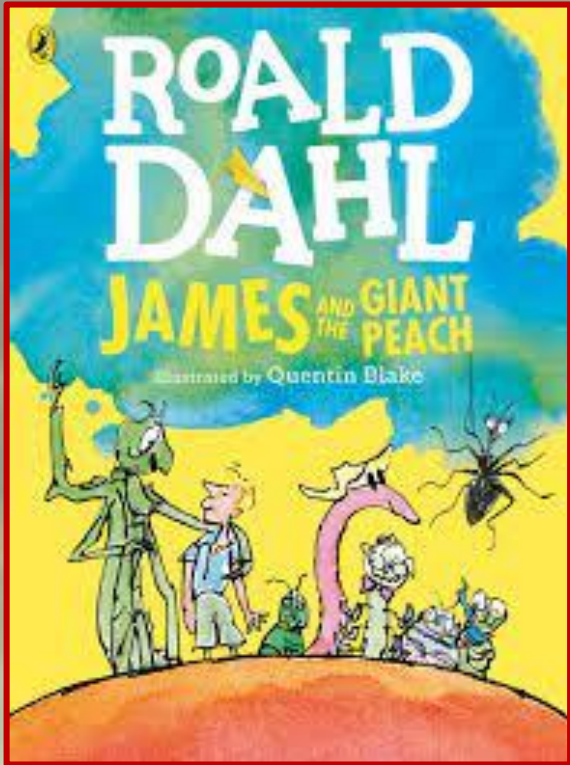


Totally Transformed

Y3/4 Summer Term 2022

Our Totally Transformed Stunning Start Day got off to a very Creative start!

As our class book was 'James and the Giant Peach' we got cooking with Mrs Dunne and made individual peach crumbles!



With Miss Mondon, we sketched and painted designs to totally transform our outdoor area. We thought of adding beautiful bunting and recycled plant pots as well as giving the whiteboards a good clean!



With Mr Lloyd we totally transformed our old, plain t-shirts into colourful tie-dyed t-shirts!

We had great fun predicting what our t-shirts would look like when they had dried!









In English, we read the introduction to 'James and the Giant Peach'. When James had his encounter with the old man, who gave him the green creatures he'd made with a spell, we made spells of our own and the very next day we found we'd created magic green creatures too! We planted them and waited to see what would grow.



Thursday 28th April 2022

I can ^{create} ~~make~~ my own magic potion.

Our ingredients were:

- Dragon scale 
- ~~Snow~~ Scaly Snake 
- Harry potters cloak 
- Ridiculo spell 
- Griffin claw 
- Magic wand. 

★ It was a magical potion!



Look what appeared
over the weekend! A
giant peach had
grown in each of the
Y3/4 Classrooms!!!

Yammydote's News

Yammydote's News
News 12

Record breaking peach

Last Tuesday night, an astonishing event took place in the suburbs of Talyana Lane. An immense peach appeared in two citizens' gardens, an extraordinary situation. Many people are making theories about this!



Some are teach the peach to stop growing

Apparently, your citizens are linked with this shocking situation of the giant peach. James, a little boy just with the unbelievable event reported. The elderly gentleman gave me these tiny green like seeds. He thought these magical seedlings into my hand. They were all wriggling in a bag, he whispered that could give power! But on the

way I sat and they wriggled into and burst into the ground. That could be the reason for the unexplainable event. The witness reported the peach started to grow so fast that it took up the entire half of the garden. They stated it was growing as

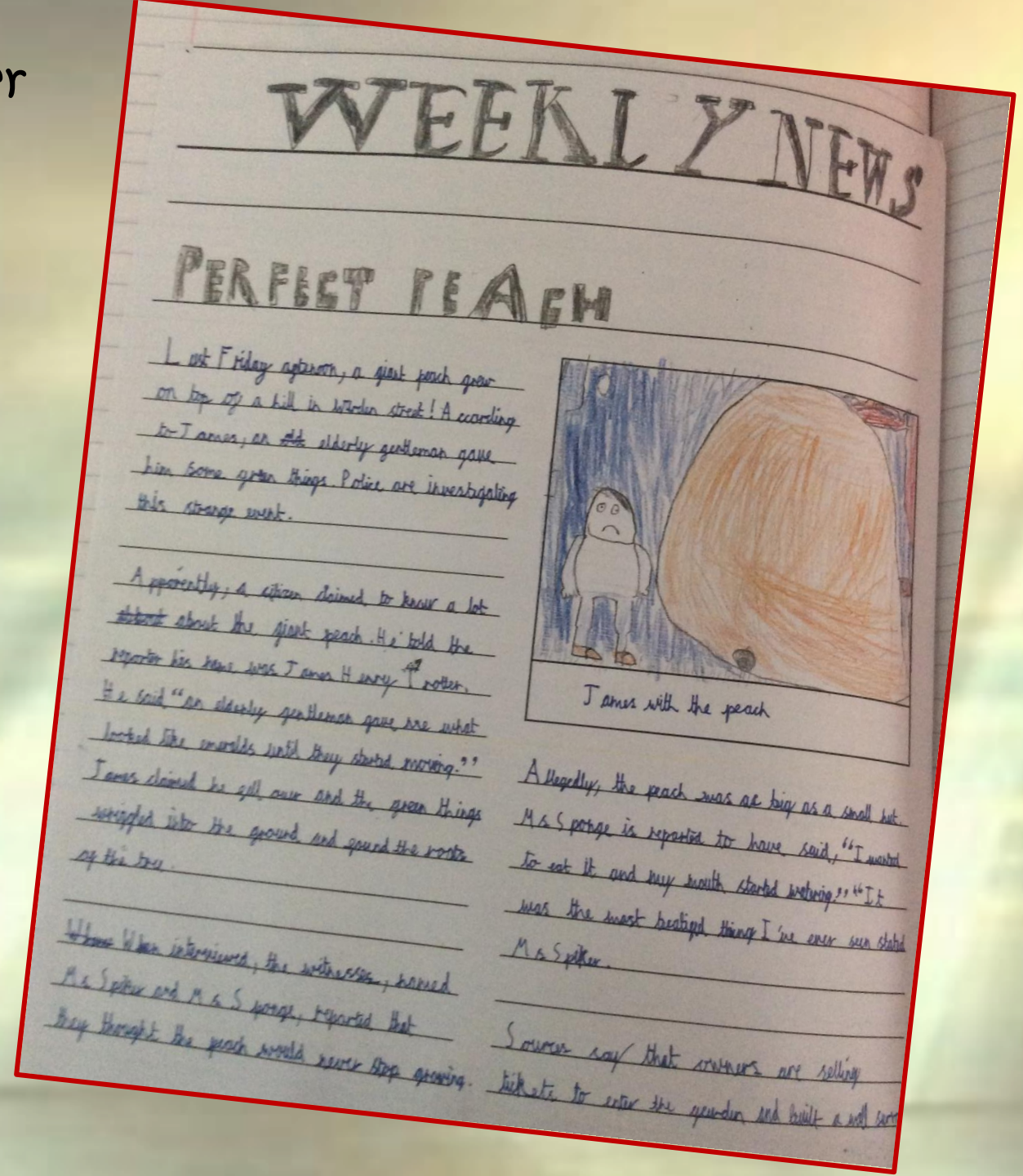
big as a modern mansion in a day. Mr. Spiker, a friend of mine, saw this peach growing up to people it up. They quickly noticed the peach was on a large peach tree. The fact that the peach grew so big instead of my apple.

Some state that after the enormous peach was fully grown, the owner started selling tickets to see the spectacular view from the street and citizens came to see this. One of the witnesses reported the amazing and wonderful sight! Totally a ten star attraction.

Looking ahead to the future, the elderly gentleman planned to give away seeds to more boys and girls, creating more magic in the world. Mr. Spiker and Mr. Spiker decided to display the giant

After reading about how the giant peach grew on Aunt Spiker's and Aunt Sponge's tree, we wrote newspaper reports about the event.

We wrote as if we were a reporter who had visited the scene and included statements from eye witnesses. We practised interviewing each other as if we were the characters.



Thursday 23rd June 2022

I can describe the setting for my story.

Beginning: David lives in a shanty house ^{is poor and poor} made out of ~~brick~~ mud and the roof is made of ^{where the walls are} an aluminium sheet of metal. Inside there is a ^{single} gas cylinder used to cook food, a wooden table, and 2 beds. Outside there is a small garden with a smelly horse shed and a small vegetable patch growing cabbages and a washing tub and washing line for the clothes. To get water you would have to travel 340m to get to a tap dug into a mud-brick post in the village, and to wash you would have to go out into the garden, get a sponge, put some soapy water in the tub and dunk the sponge in to wash yourself.

The house is in a small village in E. Ethiopia called T. onityu. T. onityu is surrounded by hills covered in scrub and plants. On the other side of the hill is a valley with a river with more hills and valleys. On the other side of the ~~to~~ village is a sandy road entering the village with a flat plain covered in more scrubs and dry trees because it never rains.

Then we planned our own rags to riches style story by first of all creating our main character, the setting and the backstory, then developed an adventure for them to experience on their path towards happiness. We loved being creative and free to write our own ideas!

Tuesday 5th July

I can't forget the best section of my story

Alice and the boy set off into the wilderness. Nothing could stop them. The map said we have to go north. "I'll of course it is, why would not it be?" inquired the boy. "I could see south," stated Alice. They came across a pond. They took a lot of the water in their cradles, rusted bottles. They kept going until night. Never in Alice's life has she so travelled this far out of her village. "I feel cold," chattered the pillager boy. "Keep going, you'll warm up," replied Alice. "Look, snow!" shouted the boy. Strange figures appeared out of the north. They got closer, they realised that it was the outpost from near by.

Alice and the boy kept behind a tree. "We need to pass them to reach the Tundra!" whispered Alice. Golden light glistered on the trees like fire flies in a wood. Alice crept behind the

outpost hoping not to be seen. "Look, there's a ship to a mine!" murmured Alice. "Aha!" shouted a pillager. "Invaders!" said another. "GET IN!" screamed Alice as she tried to dodge the arrows headed to her. Alice and the boy escaped to the minstrel. Hundreds of slaves hacked away at the ores. "Oh my goodness!" said Alice in a horrified manner. "Terror is not it?" she replied the boy. "Hey! Look, light!" and he met the boy happily. "There!" shouted a pillager. "I'll push!" he beamed the boy. "Almost, almost! Now shouted Alice. And just like that, they were off. Just when the moon rose.

We are going to record our stories as audio books. When we finish writing them we will design a book cover to add as a background to our audio book and record ourselves reading our own writing.

Thursday 7th July

David finally entered the street with the slum. Suddenly David felt uncomfortable about being away from his parents. He saw the mountains in the distance on the street. He walked a little distance down the street until the mountains became closer and closer. He came to the end of the street and it led on to a path right round the very edge of village where the mountains stop.

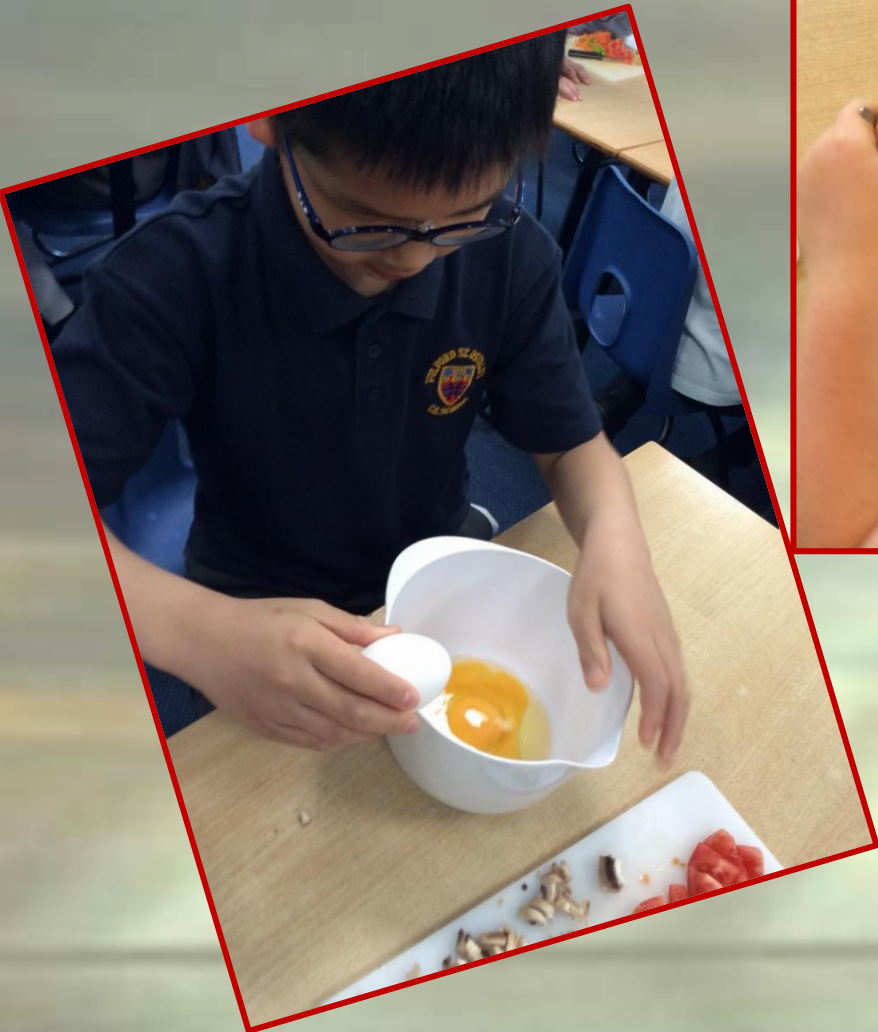
David started his climb up the mountains, though it was hot and sticky, though David didn't mind, he just wanted to get away from this horrible village. After hours of climbing valleys and mountains, David finally found a stream in a valley. David was so hot, tired and weary that in this stream David was tired.

In Topic have been totally transforming fresh fruit and vegetables into delicious meals! First, we found out about seasonal fruits and vegetables then we planned a three course meal using some of these ingredients.

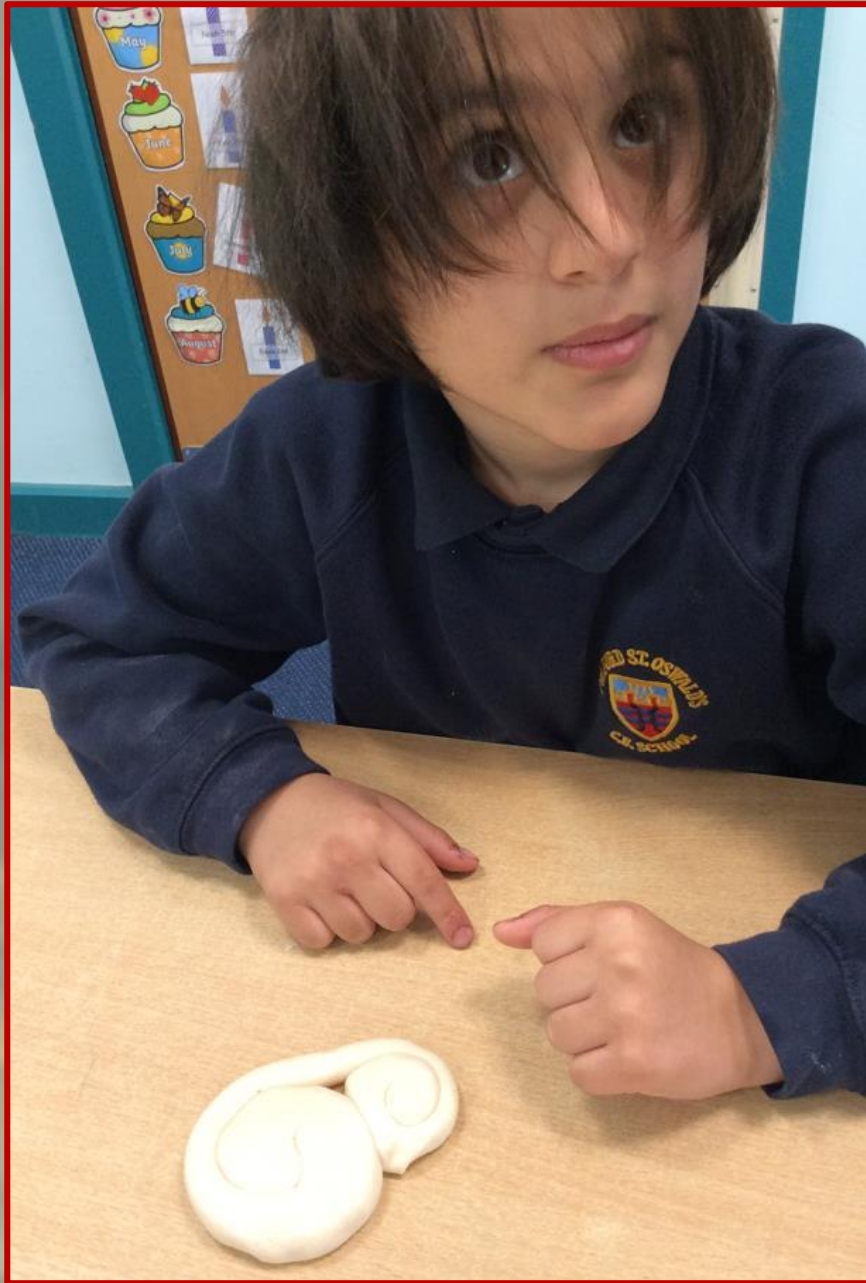


We learnt how to safely chop vegetables using the Claw method and the bridge method.

First we made vegetable frittatas. All of us prepared all of the ingredients, including beating the eggs and grating the cheese, but then we only added what we wanted into our individual frittata.



One of the highlights of this half term was when we baked bread. We practised kneading and shaping with salt dough before doing the real thing with the bread dough we made and left to prove.





Puff pastry pizzas were our next project. Again, we used our cutting skills for the vegetables to create a perfect pizza with toppings of our choice. Finally, we made Rainbow Fruit Kebabs.



We had a brilliant time on our school Diversity Day when we celebrated all the different things about us that make us unique.

In Y3/4 we were lucky to have two visitors who came to talk to us about how they manage their life with their physical differences.

It made us stop and think and our teachers were amazed by the questions and discussions that came as a result of speaking to these individuals who volunteered their time to come and talk to us.



After hearing about Becky's success in badminton and seeing all her medals from various world championships, we all had a go at playing badminton.



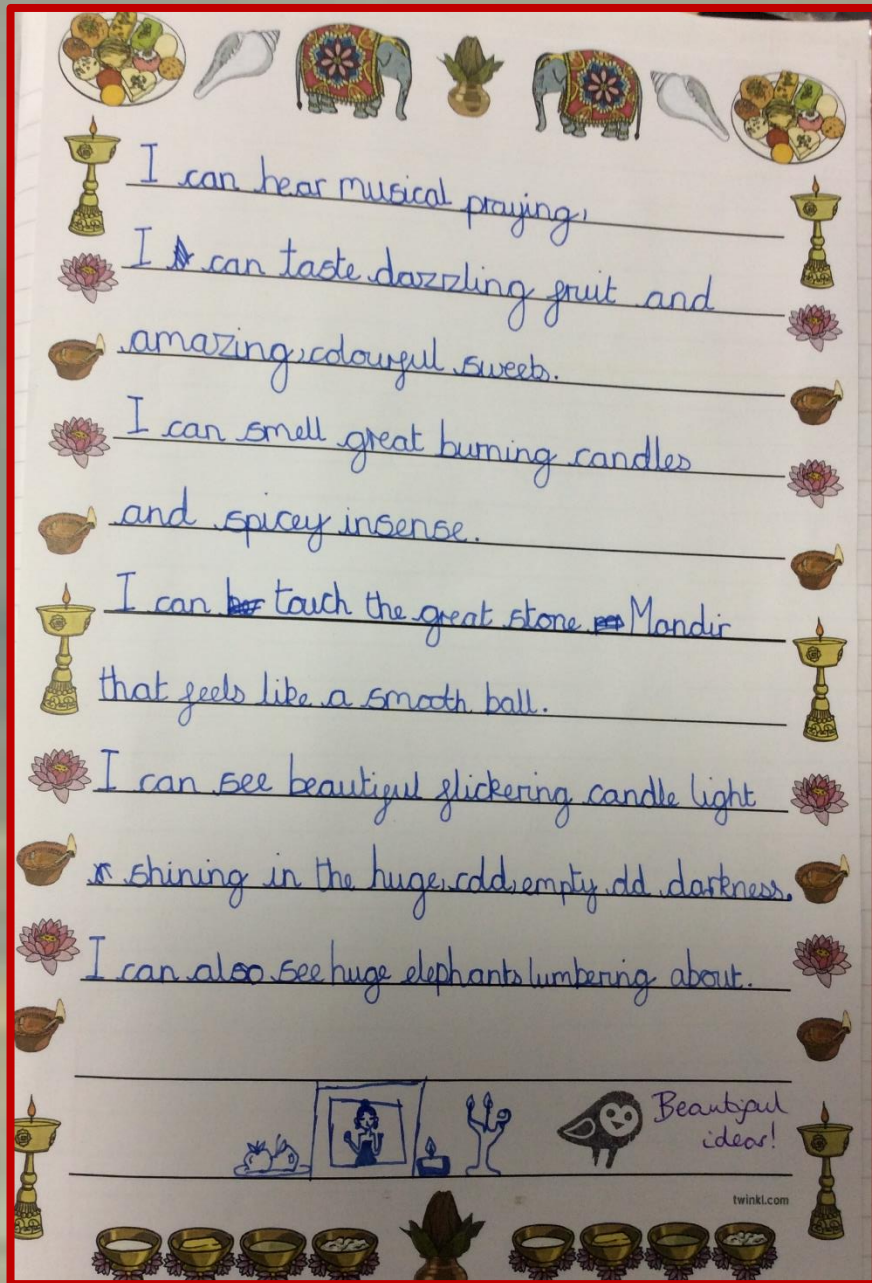
Mr Lloyd took up the challenge of a game against the world no. 1 parabadminton player. He did very well but Becky won and everyone was brilliant at encouraging both players!



We particularly enjoyed sharing special objects that we had brought in from home. These objects represented the wonderful variety of languages we speak, religions and faiths we follow and countries that we have family connections to.



In R.E., we have really enjoyed learning about Hinduism. We explored the special objects that are used during Hindu worship and wrote our own senses poem to describe the experience of worshipping in a mandir.



I can hear musical praying,
 I can taste dazzling fruit and
 amazing, colourful sweets.
 I can smell great burning candles
 and spicy incense.
 I can ~~be~~ touch the great stone ~~in~~ Mandir
 that feels like a smooth ball.
 I can see beautiful flickering candle light
 shining in the huge, cold, empty, old darkness.
 I can also see huge elephants lumbering about.

Beautiful ideas!

ॐ THE PUJA TRAY ॐ

Draw a picture of a puja tray in the space below. Once you're done, draw a line from the boxes on each side of the page to the object in the tray and then in the box, write down why that object is used.

Flowers

The flowers represent the prettiness of our world.

Bell

It is to wake up the Gods.

Murti (image of the deity)

It represents who the person is worshipping.

Water and Spoon


The water represents life and the spoon represents to give to the worshippers after is was blessed.

Diva Lamp

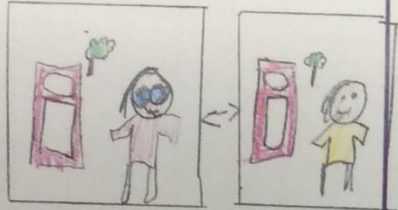
The diva lamp represents the light and dark.

Sweets/Sugar

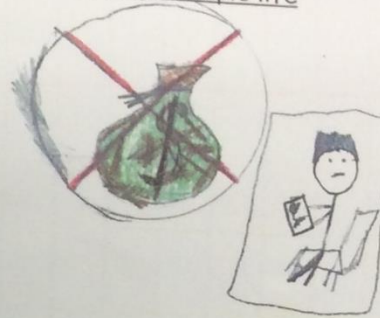
A gift for the gods.



Trying not to quarrel



Living a simple life

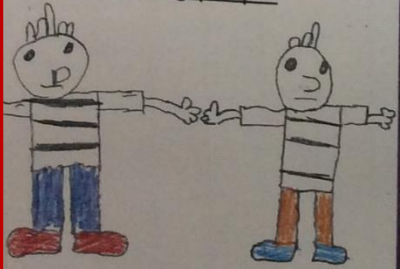


Monday 23rd May 2022

I can describe the Hindu belief of dharma and connect this to the aims and duties in my life.

Each group received one of the 10 duties associated with the Hindu belief of dharma. We drew a picture to represent this duty before sharing our ideas with the class. We discussed the similarities and differences to the 'Ten Commandments' in Christianity as well as the duties we have in our own lives. We found that we shared some of these duties, whilst others were a personal choice.

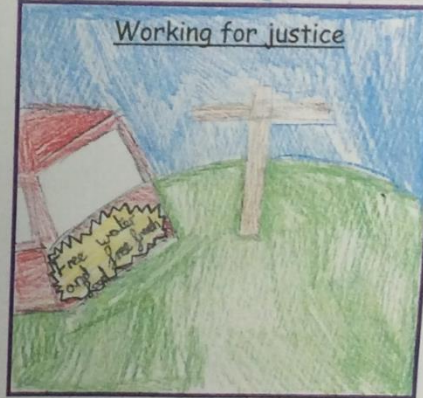
Forgiving people



Having children when you're married



Working for justice



Not getting angry



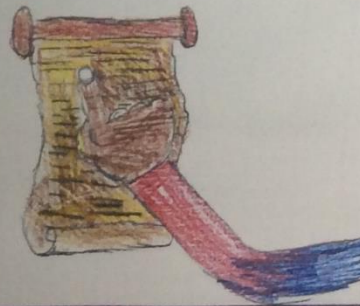
Being truthful in speech



Fulfilling religious duties (e.g. worship)



Studying the scriptures



Looking after your family



We learnt about the Hindu belief of 'Dharma' (duty) and compared these duties to those of other world religions, as well as reflecting on our own roles and responsibilities.

In Computing, we have learnt how to embed a sound to totally transform a picture or slide.

Some of us recorded ourselves speaking or making a sound to embed on our image, some of us downloaded sounds from the internet.



We also totally transformed an image. We started by taking our own photograph and then totally transforming it by doing all sorts of crazy things to it! First we had to learn how to remove the background from our selfies.



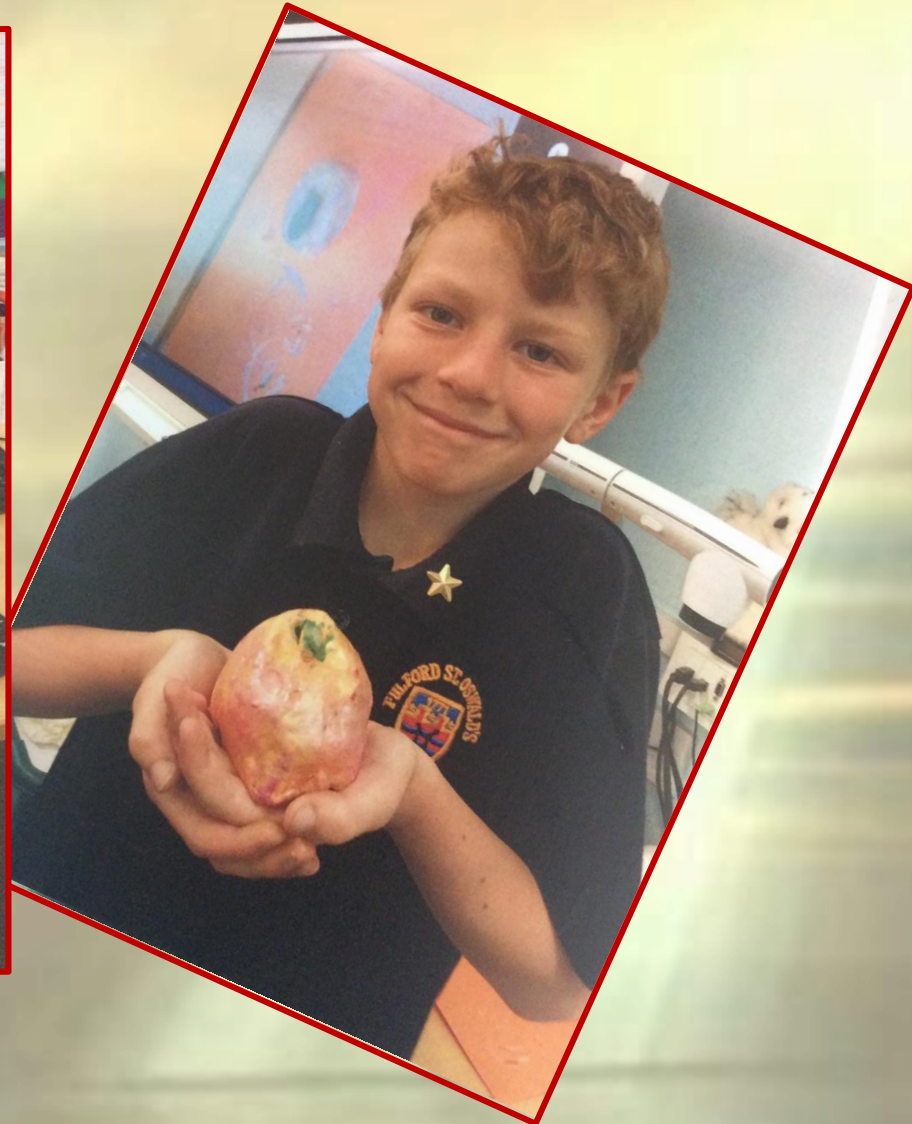
Here's Eddie with a very large, happy looking dog! He added this image, that he uploaded from the internet, as a background to his slide with his photo on top.

In Music, we looked at different ways to transform our own voices! We started with learning to beatbox and recreated a day in our life using beatboxing techniques as a soundtrack.



Then, we learnt how to yodel! We enjoyed discovering the history of yodelling and practising some of the simple sounds. It was much harder than we thought!

In Art, we made our own clay sculptures of the giant peach and the insects that accompanied James on his journey.

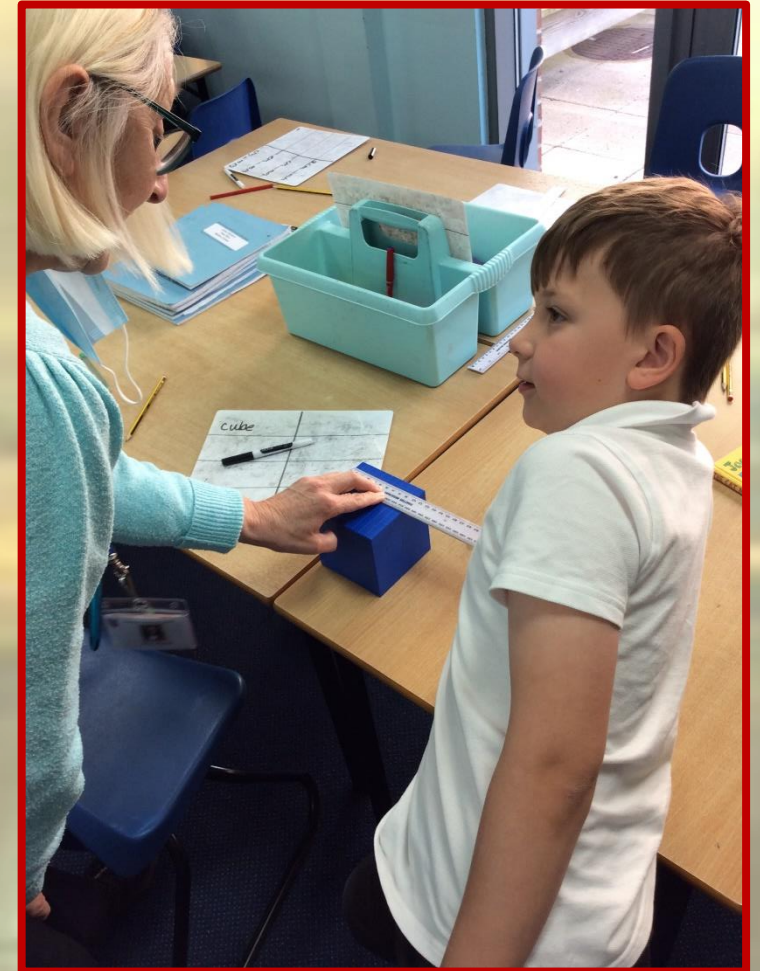
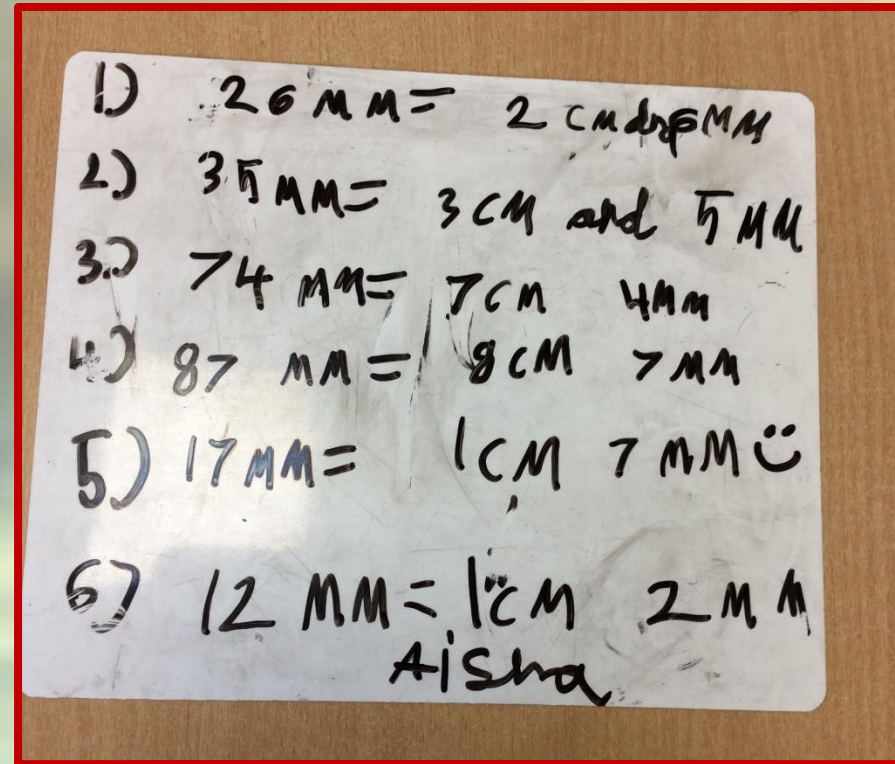
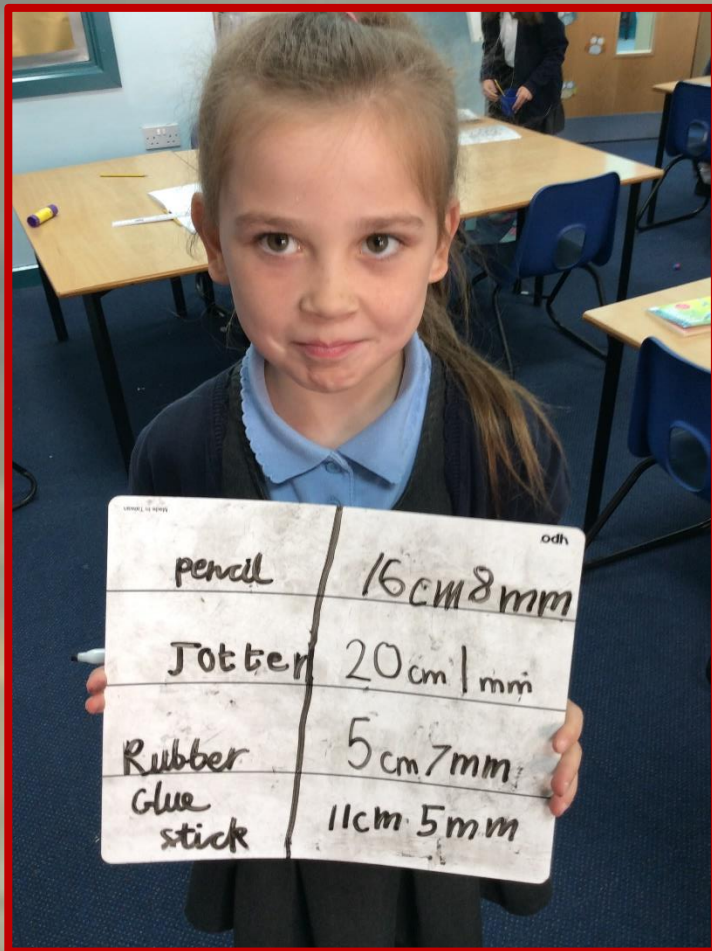


In PE, we have been focusing on lots of different summer sports. We started the term with lots of Sports Day preparation and then turned our attention to tennis, rounders and cricket. We used so many skills that we learnt in other topics to help us with our P.E this term!

In addition to this, we had a fantastic Sports Day in the sun!





In Year 3 Maths, we have been learning to measure in m, cm and mm and to convert measurements between different units.



















In Year 3 Maths, we have also spent a lot of time thinking about the properties of shapes.

23.6.2022
I can make clockwise and anticlockwise turns.




Clockwise =  Anticlockwise = 



Draw what the arrow will look like once it has turned.

	Quarter turn clockwise		<input checked="" type="checkbox"/>
	Full turn anticlockwise		<input checked="" type="checkbox"/>
	Three quarter turn anticlockwise		<input checked="" type="checkbox"/>
	Half turn clockwise		<input checked="" type="checkbox"/>

	Half turn anticlockwise		<input checked="" type="checkbox"/>
	Quarter turn anticlockwise		<input checked="" type="checkbox"/>
	Full turn clockwise		<input checked="" type="checkbox"/>
	Three quarter turn anticlockwise		<input checked="" type="checkbox"/>

Which pictures show at least one angle?

 ☒  ☒  ☐


 ☐  ☒


Use the picture of the compass to help you answer the questions.

a) Jack is facing north. He turns a quarter turn anticlockwise. What direction is he now facing? West ☒

b) Sue is facing south. She turns a half turn. What direction is she now facing? North ☒

c) Farida is facing west. She turns a three-quarter turn clockwise. What direction is she now facing? South ☒




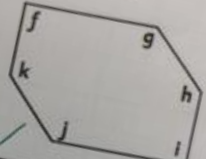


a) After a quarter turn anticlockwise, you are now facing the park. What were you facing before you turned? The lighthouse ☒

b) After a three-quarter turn clockwise, you are now facing the house. What were you facing before you turned? The tree ☒

29.6.2022
I can identify acute, obtuse and right angles.

1. Label the angles in each shape as either acute, obtuse or right angled.




a = Right angle ☒ e = Right angle ☒ i = Right angle ☒




b = Obtuse angle ☒ f = Right angle ☒ j = Obtuse angle ☒




c = Acute angle ☒ g = Obtuse angle ☒ k = Obtuse angle ☒


d = Obtuse angle ☒ h = Obtuse angle ☒

Write <, > or = to compare the sizes of the angles.

a)  <  

b)  <  

c)  =  

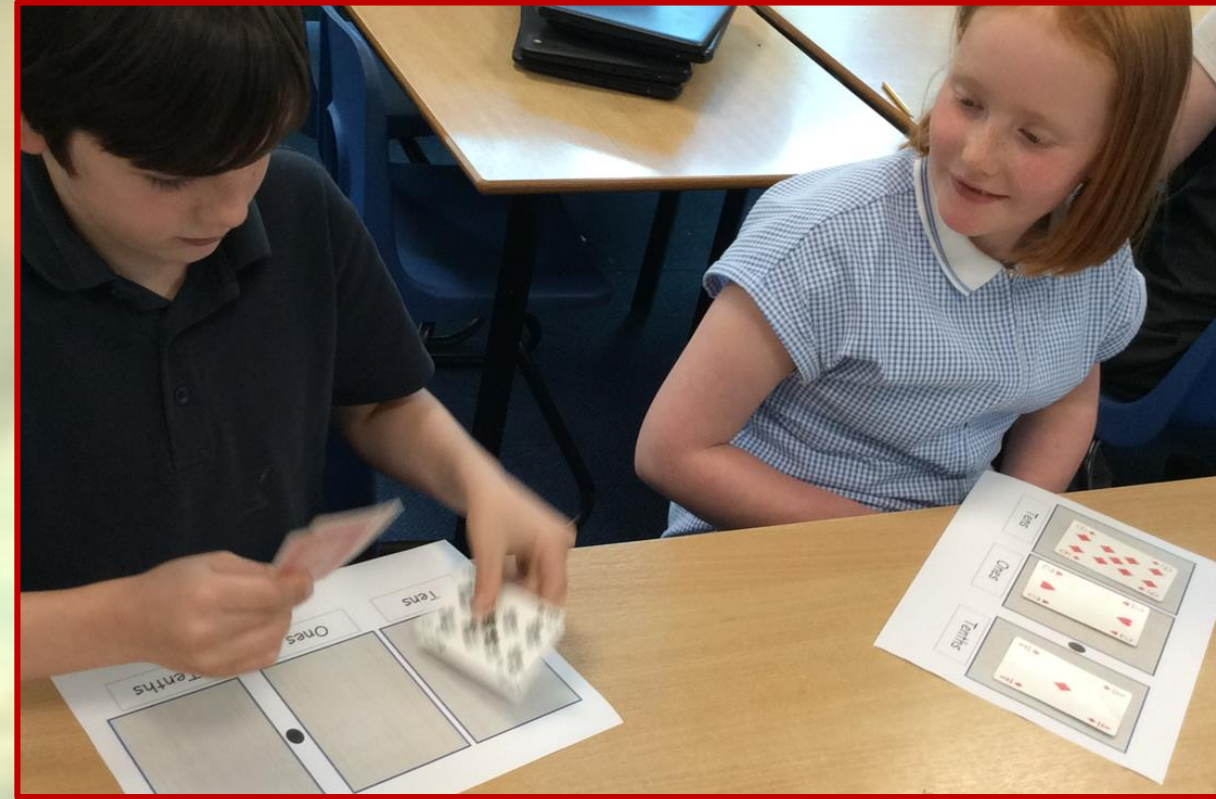
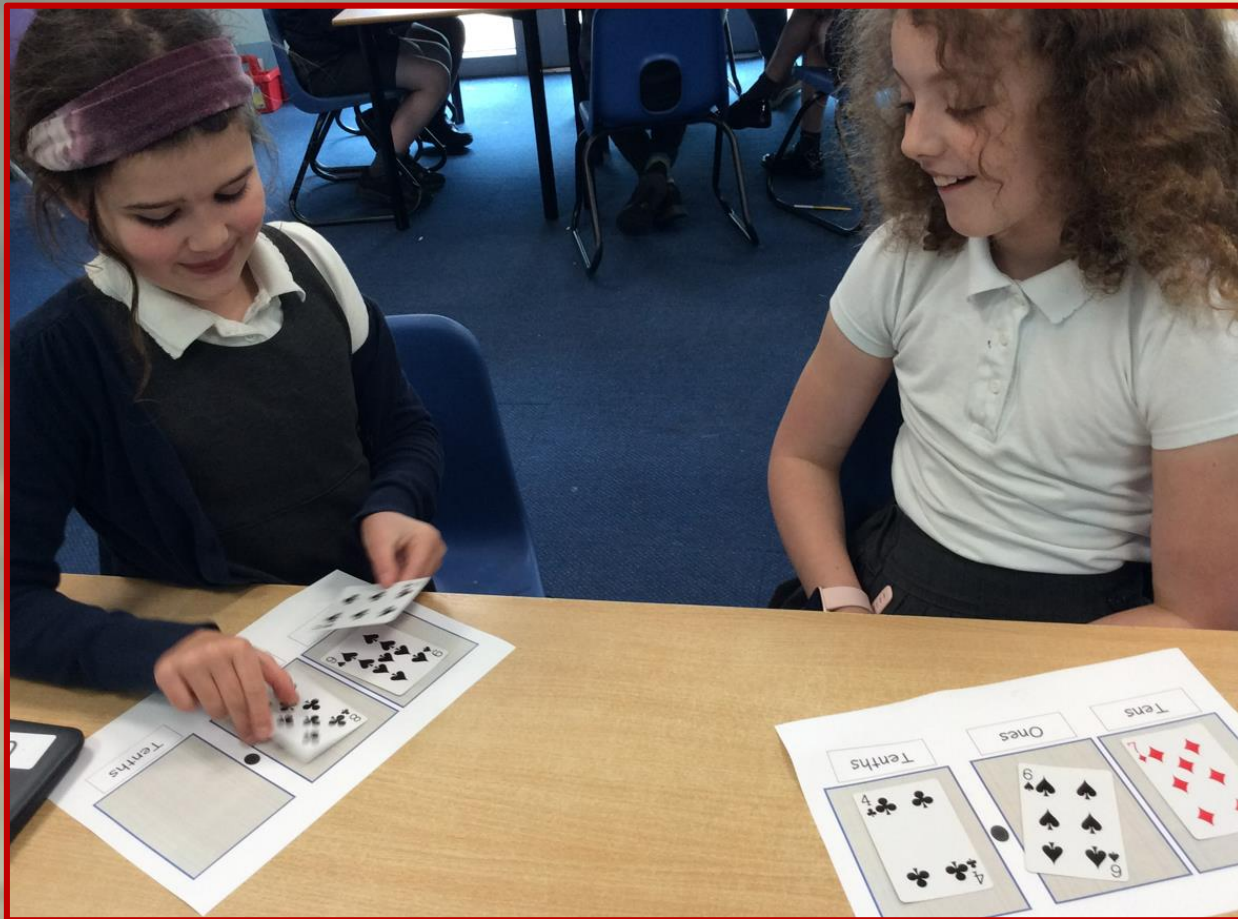


Have a good look at the picture above.

1. Mark two right angles on the picture.
2. Mark four acute angles on the picture.
3. Mark two obtuse angles on the picture.

Year 4 Mathematicians have learnt all about decimals.

We played a brilliant game of stick or show to try and make the biggest decimal number we could out of three cards.



1.

Fraction: $\frac{11}{100}$

Decimal: 0.11

2.

Fraction: $\frac{26}{100}$

Decimal: 0.26

3.

Fraction: $\frac{72}{100}$

Decimal: 0.72

4.

Fraction: $\frac{48}{100}$

Decimal: 0.48

5.

Fraction: $\frac{93}{100}$

Decimal: 0.93

6.

Fraction: $\frac{56}{100}$

Decimal: 0.56

Challenge: Complete these equivalent fractions. You could use a tenth and hundredth square for you. The first one is completed as an example.

1. $\frac{10}{100} = \frac{1}{10}$

2. $\frac{70}{100} = \frac{7}{10}$

3. $\frac{40}{100} = \frac{4}{10}$

4. $\frac{90}{100} = \frac{9}{10}$

Key

- Acute
- Obtuse
- Right angle

I can recognise and identify acute and obtuse angles

Acute angles are less than 90°.

Obtuse angles are more than 90°, but less than 180°.

Choose 3 colours, fill in the key, then colour the angles as appropriate.

Use a protractor to measure the angles.

Write an O or an A next to each of angle sizes to show if it is Obtuse or Acute.

48° A

92° O

167° O

72° A

86° A

119° O

53° A

123° O

175° O

35° A

We do a lot of singing in Year 4 maths. We loved the angles song and the 2d shape song when learning about the properties of shape.

We also had fun making clocks and learning to tell analogue and digital time.

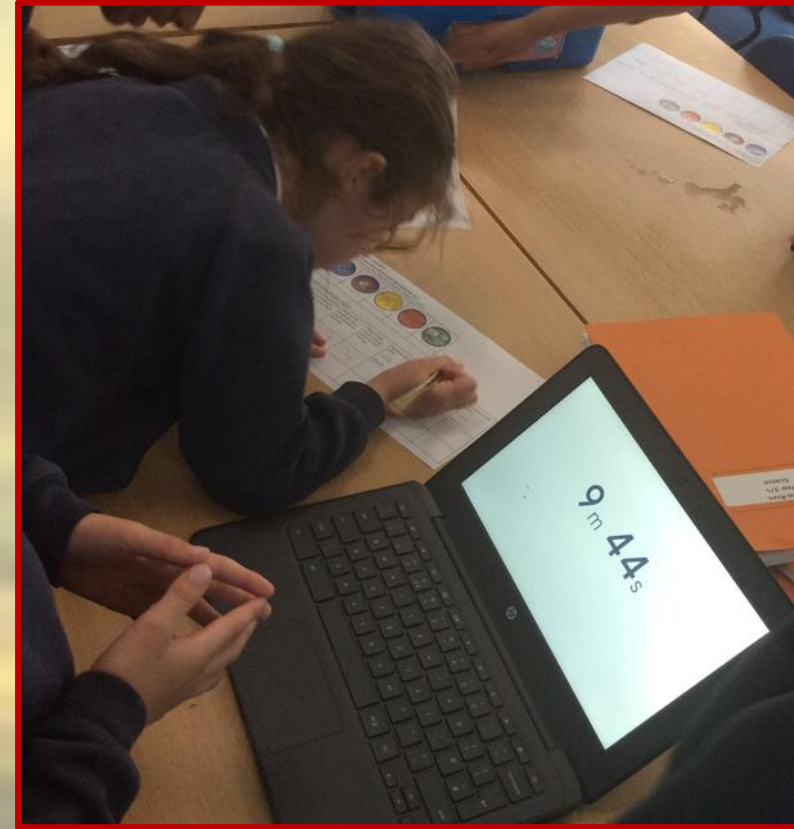


Our Science topic this half term has been 'States of Matter'. We have been able to do all sorts of practical investigations using a variety of enquiry skills. We collected evidence to prove or disprove our hypothesis.





Great fun was had when we set up our own investigation to test if heat affected the rate of evaporation. We chose different places to put our wet cloths and measured over to time and recorded our results.



And lots, lots more!