

Home Learning 15/06/2020

Dear All,

I hope you are well. Outlined below is your home learning for the week. Please complete submit the answers in a word document and upload them via eSchools. You can write answers in the exercise books I sent home and take a picture of that and upload it.

The work is combined into one file to make it easier to download. **This will also make it easier for printing because you can fit two or four pages on to one sheet of A4.** Please also note, if the file is on screen you children can write the answers in the exercise book, I sent home. If you need any packs printing please contact us (chestnut@diltonmarsh.wilts.sch.uk) and I can get that sorted.

English Tasks –

There is still an expectation that children will read at least four times a week and fill in their journals. This is a great opportunity to read some good books. If you need some suggestions try <https://www.booksfortopics.com/year-4>

Please also complete the enclosed reading comprehension pack.

Please see work below for our writing this week. This is a whole school task and it is my expectation that Year 4 are leading the way with it!

Maths –

We are continuing to look at work from previous terms to make sure the children are comfortable with the concepts. This week we are focusing on tables and multiplication.

Please note we will be taking part in a multiplication check soon. There have been some big improvements in tables knowledge, and I am determined (even though the Government have cancelled it) to show the children their hard work has paid off. This task will be administered through TT Rock Stars and will be like two Sound Checks in one go. I am expecting all children to complete it!

Non-Core Subjects –

Please go to the BBC Bitesize website for Year 4 and carry out the work for this week (Week Commencing the 15th June 2020)

Also please see the enclosed RE lesson based on Patience.

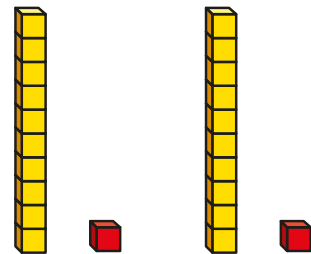
Take care,

Mr. Bullen

11 and 12 times-table



- 1 The base 10 represents 2×11



$$2 \times 11 = 22$$

Use base 10 to work out 3×11

Draw your base 10 and complete the multiplication.

$$3 \times 11 = \boxed{}$$

- 2 Complete the calculations.

$$5 \times 11 = \boxed{}$$

$$7 \times 11 = \boxed{}$$

$$9 \times 11 = \boxed{}$$

$$4 \times 11 = \boxed{}$$

$$6 \times 11 = \boxed{}$$

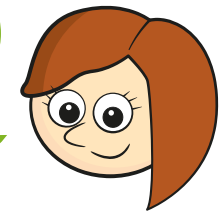
$$3 \times 11 = \boxed{}$$

$$10 \times 11 = \boxed{}$$

$$12 \times 11 = \boxed{}$$

- 3 Rosie is spotting patterns in the 11 times-table.

When I add together the digits of each multiple of 11, I always get an even number.



$$2 \times 11 = 22$$

$$2 + 2 = 4 \text{ which is an even number}$$

- a) Do you agree with Rosie? _____

Explain your answer.

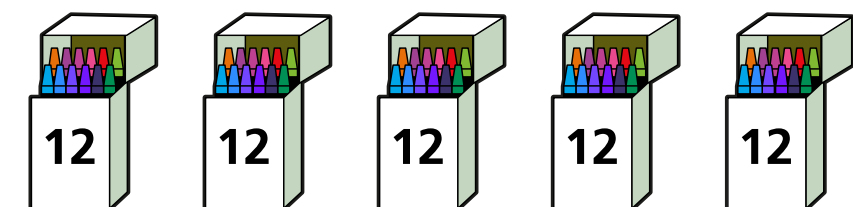
- b) What else do you notice?

What other patterns can you see in the 11 times-table?

Talk about it with a partner.

- 4 Crayons come in packs of 12

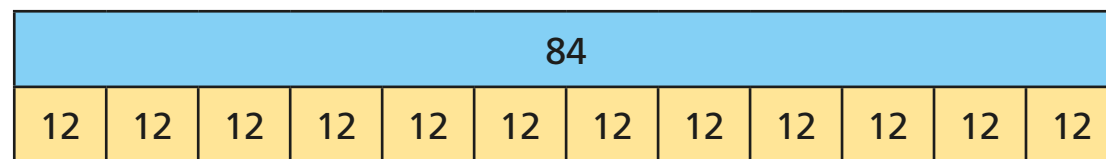
Dora buys 5 packs of crayons.



How many crayons does she have?

Dora has $\boxed{}$ crayons.

- 5 Ron uses a bar model to represent 84 divided by 12



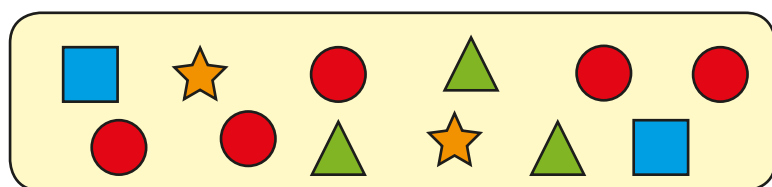
- a) Explain Ron's mistake.

- b) Draw the correct bar model diagram to represent 84 divided by 12



- 6 Amir is making pictures using shapes.

Here is one picture.

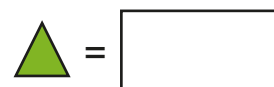
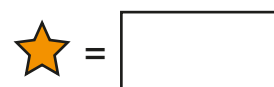
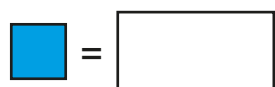


Amir makes 12 pictures like this one.

- a) How many shapes does he use altogether?

Show your working.

- b) If each picture is exactly the same, how many of each shape does Amir use?



- 7 Mr Scott is organising a cricket tournament.

- a) There are 11 players in a cricket team.

5 teams have signed up for the tournament.

How many players have signed up?

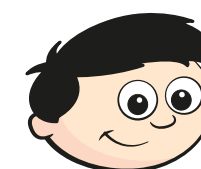
- b) Mr Scott needs 132 players signed up to go ahead with the tournament.

How many more teams are needed?

more teams are needed.

- 8 Dexter has been looking at the 12 times-table.

He notices something when he adds the digits of the multiples of 12 together.



$$\begin{aligned} 1 + 2 &= 3 \\ 2 + 4 &= 6 \\ 3 + 6 &= 9 \\ 4 + 8 &= 12 \end{aligned}$$

- a) Dexter thinks the next number in the pattern will be 15

Is he correct? _____

Explain your answer. _____

- b) What happens when he tries this for all the multiples of 12 up to 12×12 ?

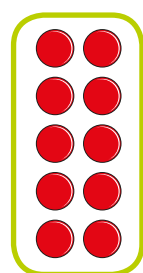
Is there a pattern?



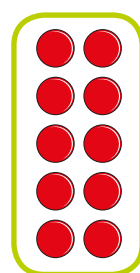
Multiply 3 numbers

1 Tommy is making arrays using counters.

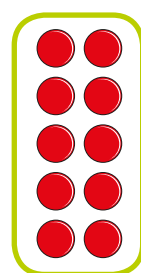
a) Complete the multiplications.



$$2 \times 5 = \square$$



$$2 \times 5 = \square$$



$$2 \times 5 = \square$$

b) Use your answer to part a) to complete the multiplication.

$$3 \times 2 \times 5 = \square \times 5 = \square$$

2 Use counters or cubes to complete the calculations.

a) $2 \times 4 \times 5 = \square$

b) $3 \times 5 \times 4 = \square$

c) $2 \times 5 \times 8 = \square$

Is there a quick way to complete each calculation?

Talk about it with a partner.



3 Complete the multiplications.

a) $3 \times 4 \times 5 = \square$

d) $3 \times 5 \times 4 = \square$

b) $2 \times 3 \times 8 = \square$

e) $3 \times 6 \times 10 = \square$

c) $2 \times 4 \times 7 = \square$

f) $2 \times 5 \times 12 = \square$

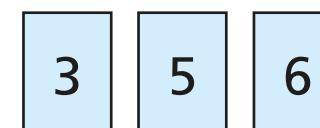
4 Is each statement true or false?

Tick your answers.

	True	False
$7 \times 8 = 7 \times 4 \times 2$	<input type="checkbox"/>	<input type="checkbox"/>
$12 \times 4 = 2 \times 4 \times 6$	<input type="checkbox"/>	<input type="checkbox"/>
$3 \times 2 \times 8 = 5 \times 8$	<input type="checkbox"/>	<input type="checkbox"/>
$2 \times 7 \times 4 = 4 \times 7 \times 2$	<input type="checkbox"/>	<input type="checkbox"/>

Compare answers with a partner.

5 Here are some digit cards.



a) Use the digit cards to create a multiplication and work out the answer.

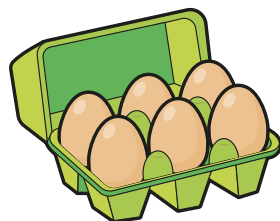
$$\square \times \square \times \square = \square$$

b) How many different multiplications can you create?

What do you notice about all of your answers?



- 6 Eggs are put in boxes in arrays of 2×3
 Dani buys 12 boxes.
 How many eggs does she buy altogether?



Dani buys 5 more boxes.
 How many eggs does she have now?

- 7 a) Write 30 as the product of 3 numbers.

$$\square \times \square \times \square = 30$$

- b) How many different ways can you write the multiplication?



- 8 Kim rolls three 6-sided dice.
 The product of her numbers is 60
 a) What numbers could she have rolled?

- b) How many different ways could Kim have made 60?
 Talk about it with a partner.
- c) Roll three dice and find the product of the numbers you roll.

- 9 In the library there are 5 bookcases.
 Each bookcase has 4 shelves.
 On each shelf there are 12 books.
 How many books are there in the library?

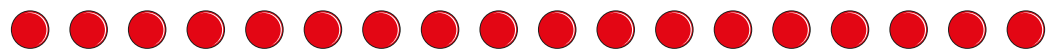




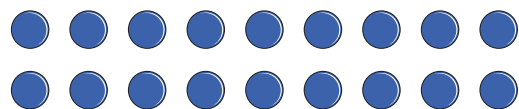
Factor pairs

1 Alex is making arrays using counters.

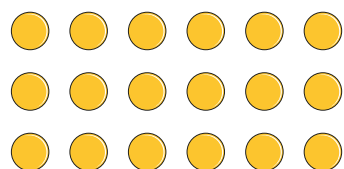
a) What calculation is represented in each array?



$$\square \times \square = 18$$



$$\square \times \square = 18$$



$$\square \times \square = 18$$

b) Use your answers from part a) to help you write all the factors of 18

2 Use counters to make arrays and find the factor pairs for each number.

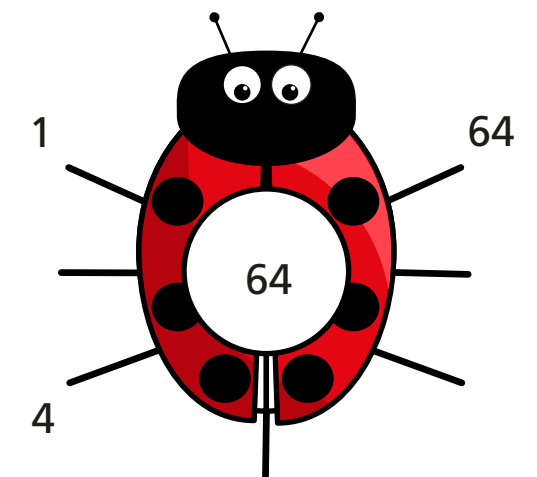
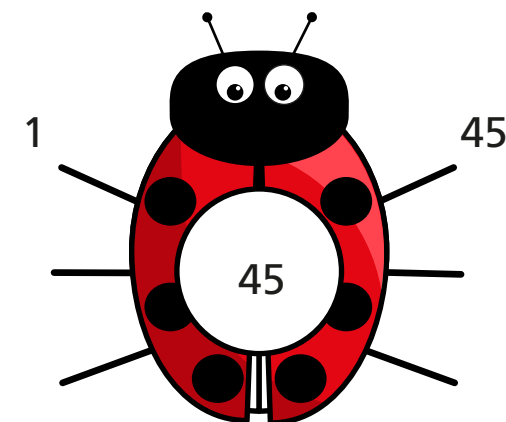
a) 12 _____

b) 15 _____

c) 24 _____

Which of the numbers has the most factor pairs? _____

3 Complete the factor bugs for 45 and 64



4 Find all the factor pairs for the number 72

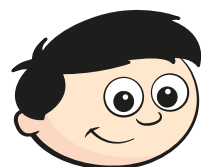
The factor pairs of 72 are _____

5 Are these statements true or false?

	True	False
8 and 2 are both factors of 10	<input type="checkbox"/>	<input type="checkbox"/>
5 and 50 are both factors of 50	<input type="checkbox"/>	<input type="checkbox"/>
25 has only three factors.	<input type="checkbox"/>	<input type="checkbox"/>
All the factors of 15 are odd.	<input type="checkbox"/>	<input type="checkbox"/>

Talk about your answers with a partner.

6



The bigger
the number the more
factor pairs it has.

Use examples to show that Dexter is wrong.

7 Tommy is finding factors of 12 and 18

12 and 18
have the same number
of factor pairs.



a) Is Tommy correct? _____

Explain your answer.



b) Find two other numbers with the same number of factor pairs.

8

Class 4B is having a sports day.

There are 36 children in the class.

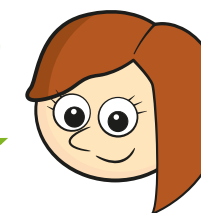
The children need to be in equal groups.

What group sizes are possible?

9

Rosie is investigating factor pairs.

6 is a perfect number
because when you add its
factors together, apart from
itself, they equal 6



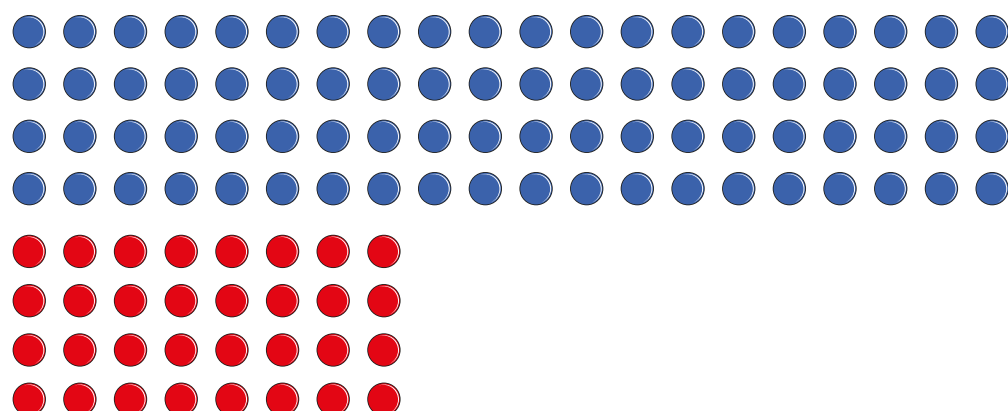
What is the next perfect number after 6?

Efficient multiplication

- 1 Class 4 are multiplying 28×4 mentally.
They are trying two different methods.

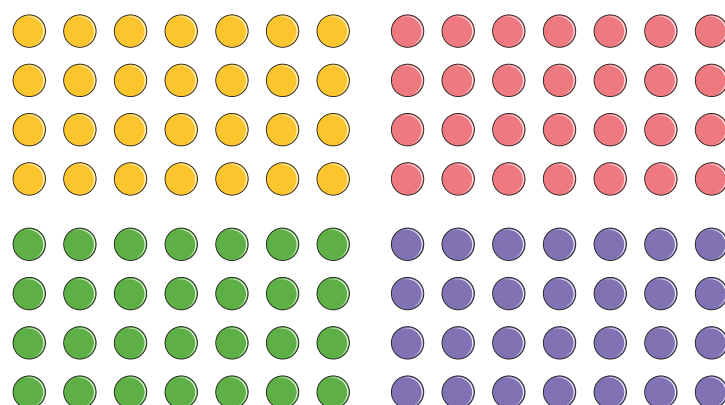
a) Complete their calculations.

Method 1



$$20 \times 4 + 8 \times 4 = \boxed{} + \boxed{} = \boxed{}$$

Method 2



$$4 \times \boxed{} = \boxed{}$$

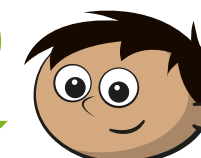
- b) Which method do you find easier?
Talk about it with a partner.
- c) What other methods could you use to work out 28×4 ?

- 2 Mo, Amir and Annie worked out 35×6 in 3 different ways.



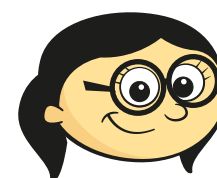
Mo

I multiplied
30 by 6 and then added
5 more lots of 6



Amir

I multiplied
35 by 2, then multiplied
that answer by 3



Annie

I multiplied
5 by 6, then multiplied
that answer by 7

- a) Work out the answer using each method to show that they are all correct.

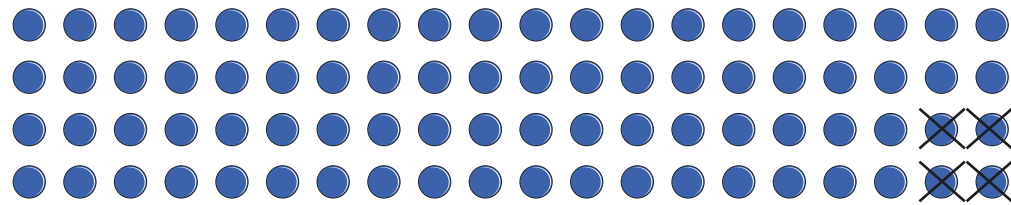
Mo

Amir

Annie

- b) Who has used the most efficient method?
Talk about it with a partner.

- 3 Scott is working out 21×4



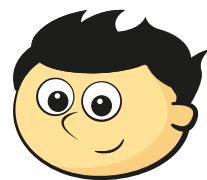
$$\begin{aligned} 20 \times 4 &= 80 \\ 80 - 4 &= 76 \\ 21 \times 4 &= 76 \end{aligned}$$

- a) What mistake has Scott made?

- b) What is the correct answer?

- 4 Jack works out 36×9

$$\begin{aligned} 36 \times 9 \\ 36 \times (10 - 1) \\ 360 - 36 &= 324 \end{aligned}$$



Adapt Jack's method to work out 36×99

$$36 \times 99 = \boxed{}$$

- 5 Esther has found a quick way to multiply 84 by 5

$$\begin{aligned} 84 \times 5 \\ 84 \times 10 &= 840 \\ \text{(then divide by 2) which is } 420 \end{aligned}$$

Use Esther's method to complete the calculations.

$$43 \times 5 = \boxed{}$$

$$74 \times 5 = \boxed{}$$

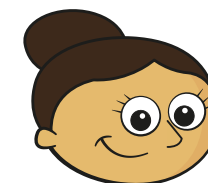
$$62 \times 5 = \boxed{}$$

- 6 Tommy and Dora are both working out 25×8

$$25 \times 8 = 25 \times 10 - 25 \times 2$$



- a) Use Tommy's method to work out the answer.



$$25 \times 8 = 50 \times 8 \div 2$$

- b) Use Dora's method to work out the answer.







- c) Whose method do you prefer? Why?

- d) Do you know another method?

Written methods



1 Dora uses base 10 to work out 34×3

Tens	Ones
	
	
	

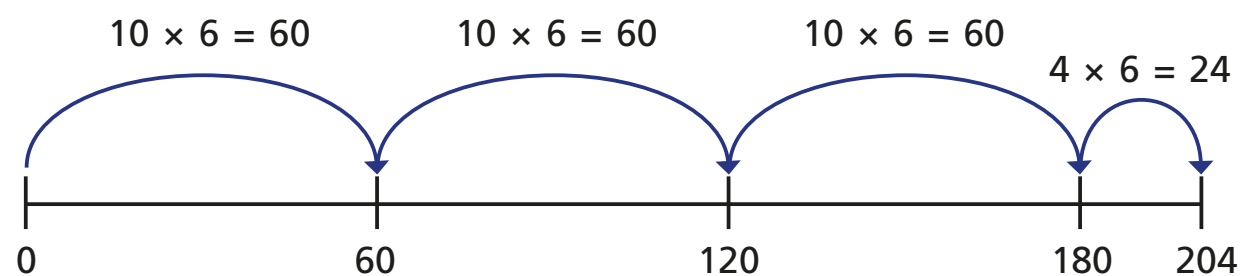
Use base 10 to work out 3×28 and 3×36

$$3 \times 28 = \boxed{}$$

$$3 \times 36 = \boxed{}$$



2 Class 4 are using number lines to solve 6×34



a) Talk about Class 4's method with a partner.



b) Use a number line to complete the multiplications.

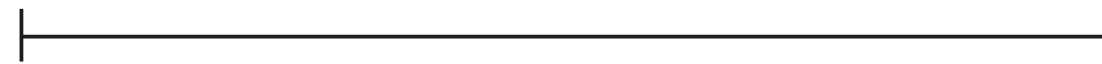
$$5 \times 32 = \boxed{}$$



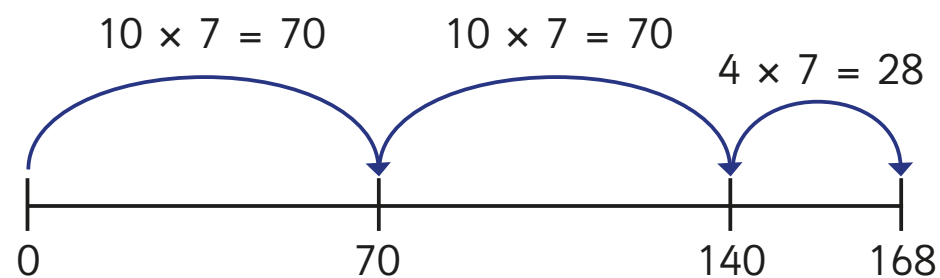
$$7 \times 32 = \boxed{}$$



$$4 \times 56 = \boxed{}$$



- 3 Mo uses a number line to work out 7×34



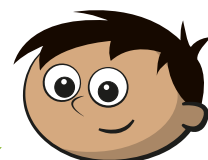
What mistake has Mo made?

Talk about it with a partner.

What should the number line look like? Draw it here.

- 4 Amir is working out 43×5

$$\begin{aligned} 40 \times 5 &= 200 \\ 3 \times 5 &= 15 \\ 43 \times 5 &= 215 \end{aligned}$$



a) Talk about Amir's method with a partner.

b) Use Amir's method to complete the multiplications.

$32 \times 6 = \boxed{}$

$7 \times 31 = \boxed{}$

$8 \times 42 = \boxed{}$

- 5 A farmer is calculating the number of sheep on her farm.

She has 6 fields.

Each field has 35 sheep.

Use a written method to work out how many sheep there are altogether.

- 6 Here are 6 multiplications.

4×59	3×33	5×36	9×32	7×21	6×25
A	B	C	D	E	F

Which of the multiplications would you calculate mentally?

Which of the multiplications would you use a written method for?

Talk about your choices with a partner.

Complete the multiplications. Show your working where necessary.

$4 \times 59 = \boxed{}$

$9 \times 32 = \boxed{}$

$3 \times 33 = \boxed{}$

$7 \times 21 = \boxed{}$

$5 \times 36 = \boxed{}$

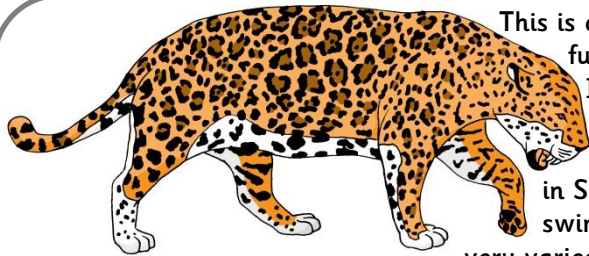
$6 \times 25 = \boxed{}$

Rainforest Creatures

Rainforests are also called jungles. They are located close to the equator between the Tropics of Cancer and Capricorn. The weather is very hot. It rains nearly every day so it is also very wet. Many creatures live there because there is plenty of food and water, shade from the heat and shelter from the rain. In fact, more creatures live in the rainforest than anywhere else on Earth. It is estimated that about half of all the Earth's animal species live in the rainforest areas.

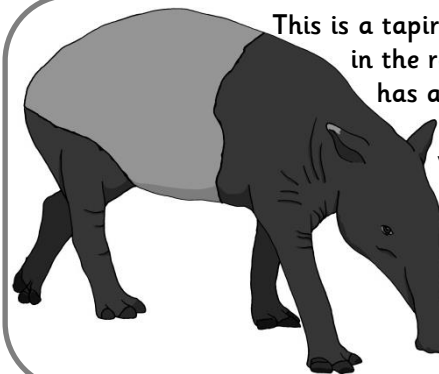
Trees grow very tall in the rainforests and all the vegetation is very thick and dense. Different creatures live in different layers of the forest vegetation. Some live high up in the forest canopy, while others remain on the forest floor.

Many rainforest animals are camouflaged to help them avoid predators and to creep up on their own prey without being spotted.

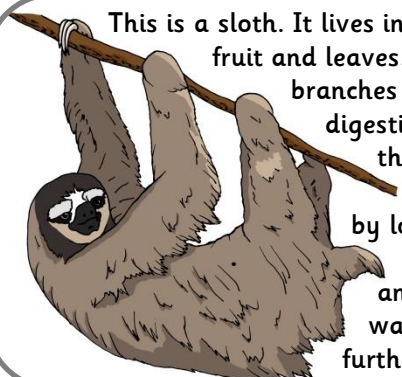


This is a jaguar. It has tan or orange fur and distinctive black spots. It has become an endangered animal and is now mainly found in the Amazon basin in South America. It is a strong swimmer and climber. Its prey is very varied including fish, turtles, deer

and tapirs. Jaguars lie in wait until its prey comes near and then they leap out to kill it. It has an exceptionally powerful bite which enables it to kill its prey swiftly with a fatal bite to the skull.

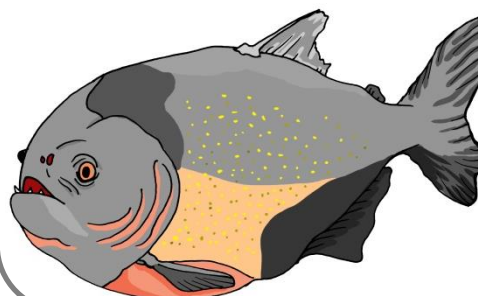


This is a tapir. It is an animal similar to a pig that lives in the rainforests of Central and South America. It has a snout combining its nose and upper lip which helps it to grasp and bite off vegetation. It eats shoots and leafy plants that grow on the forest floor. Tapirs are most active at night when they use their sense of smell. Their vision is poor. Tapirs are good swimmers and often plunge into water to escape big cats who do not swim so well.

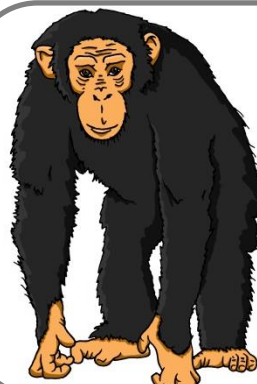


This is a sloth. It lives in the rainforests of South America and eats fruit and leaves. Moving very slowly, it travels along the branches of trees, often hanging upside down. The digestive system of the sloth works very slowly so the sloth may only need to come to the ground once a week to go to the toilet! It is covered by long brown fur. Tiny green plants called algae grow on the fur which helps camouflage the animal. The sloth's tongue can protrude a long way from its mouth, helping it to reach leaves further away.

This is a piranha fish. It is native to the warm rivers and lakes of the Amazon region in South America. Although it will eat plants too, the piranha has very sharp teeth and an aggressive appetite for meat. When it is alone, a piranha will eat small fish, birds, reptiles and mammals. However, when piranhas are in large groups, they will attack larger creatures in the water too.



This is a spider monkey. It lives in Central and South America. A Spider monkey finds its food in the treetops and feasts on nuts, fruits, leaves, bird eggs, and spiders. It lives almost all of the time high in the tree canopy, rarely visiting the forest floor. It has a very long strong tail which helps it to move quickly to escape from predators like eagles or jaguars. Its thick fur comes in a variety of colours including brown, black and even white.



This is a chimpanzee. It lives in the forests of Central and Western Africa. Mostly it eats fruit, leaves and seeds, but it also enjoys ants and termites. Sometimes it hunts larger prey, such as bush pigs or small monkeys. The chimpanzee is covered in black hair. It is also very clever and is able to use tools, such as sticks, to help it obtain food.



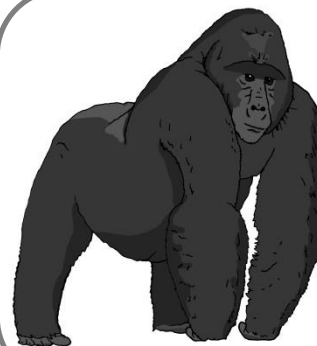
This is a golden lion tamarin. It is very rare and only lives in forests in Brazil, South America. It uses its long fingers to pick insects out of the bark of trees. It also eats snails, lizards, fruit and leaves. It has beautiful golden fur which frames its black face in a similar way to the mane of a lion. Tamarins live mainly in the trees and usually give birth to two young ones.



This is a howler monkey. It lives in the top of the forest canopy of South America where it forages for its favourite leaves, fruit and flowers. The howler monkey has thick hair which can be black, brown or red in colour. It makes a loud booming call to warn other monkeys not to invade its territory. The calls of an adult male can be heard up to three miles away.



This is a tiger. It is the biggest animal in the cat family. The tiger's orange fur with black stripes helps it to blend with its surroundings. Each tiger has its own pattern of stripes. Tigers live in Asia, some in cold places and many in the jungle. It eats meat and hunts and kills smaller animals like deer, antelopes and wild pigs. Tigers give birth to two or three cubs at a time. Cubs may be born in a den among rocks, tall grass or tree roots.



This is a gorilla. It is the largest ape and lives only in central Africa near the Equator. The gorilla is covered by thick black or brown hair. It mainly eats plants and really likes young juicy shoots of grass and sometimes eats worms, ants or other insects. Gorillas do not drink water as they get all the liquid they need from the plants they eat. It spends a lot of time sleeping! Female gorillas have one baby. A mother gorilla will usually have three children in her lifetime, spaced about four years apart.

This is a giant anteater. It lives in South America and eats ants and termites. It uses a really long tongue to eat



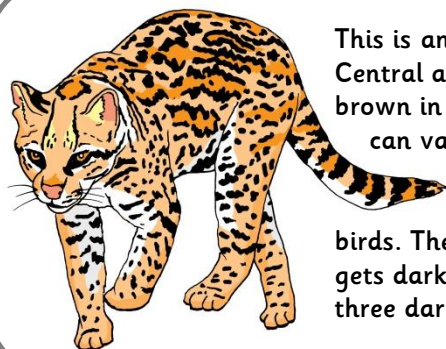
and can eat up to 30,000 ants a day! It has coarse hair which is grey or brown and a long bushy tail. If it finds ripe fruit on the floor, it may also

eat that. A female anteater gives birth to one young one which will ride on its mother's back for up to a year.

This is a toucan. It is covered in black and white feathers and has a very big, bright orange beak which is mainly used to pick and peel fruit. It also eats some insects, frogs and reptiles. It lives in the treetops of South America.



However, it does not fly well and often hops between trees. It can only fly short distances. The toucan nests in holes in trees and usually lays between two and four eggs.



This is an ocelot. It lives in the rainforests of Central and South America. Its fur is reddish brown in colour with black spots and rosettes, this can vary quite a lot between animals. It eats small mammals, fish and frogs. It also takes to the trees to catch monkeys and birds. The ocelot is nocturnal, only active once it gets dark. Female ocelots have litters of two or three darkly coloured kittens.



This is a hummingbird. It is a tiny, colourful bird which lives throughout North, Central and South America but mainly in the tropics. There are more than 300 different types of hummingbird. It drinks nectar from flowers using its long beak. Its wings have to flap very fast so that it can hover to feed. Occasionally it will eat small insects. It makes its tiny nest in trees or bushes and usually lays between one and three eggs.

Rainforest Creatures

Complete this table with ✓. (AF2)

	Eats plants or fruit (or parts of these)	Eats other creatures	Lives in Africa	Lives in South America	Lives in North America	Lives in Central America	Lives in Asia	Striped or spotted coat for camouflage	Lays eggs
tiger									
gorilla									
giant anteater									
toucan									
ocelot									
hummingbird									
golden lion tamarin									
howler monkey									
chimpanzee									
piranha fish									
spider monkey									
sloth									
jaguar									
tapir									

Why has the writer put the information in boxes? (AF4)

What does the anteater use to help it eat? (AF2)

Do you think all birds pick and peel fruit in the same way that a toucan does? (AF3)

Why do you think that the ocelot has a spotted coat? (AF3)

Why is a table like that above a good way to present information? (AF4)

How do you think that the howler monkey got its name? (AF3)

Why do you think that the ocelot hunts at night? (AF3)

In which ways is the howler monkey similar to the spider monkey? (AF2/AF7)

Why do you think that it is only when piranhas are in large groups that they attack large animals? (AF3)

Rainforest Creatures

Complete this table with ✓. (AF2)

Name of creature	Eats plants or fruit (or parts of these)	Eats other creatures	Lives in Africa	Lives in South America	Lives in North America	Lives in Central America	Lives in Asia	Striped or spotted coat for camouflage	Lays eggs
tiger		✓					✓	✓	
gorilla	✓	✓	✓						
giant anteater	✓	✓		✓					
toucan	✓	✓		✓					✓
ocelot		✓		✓		✓		✓	
hummingbird	✓	✓		✓	✓	✓			✓
golden lion tamarin	✓	✓		✓					
howler monkey	✓			✓					
chimpanzee	✓	✓	✓						
piranha fish	✓	✓		✓					✓
spider monkey	✓	✓		✓					
sloth	✓			✓					
jaguar		✓		✓				✓	
tapir	✓			✓		✓			

Why has the writer put the information in boxes? (AF4) **To make it easier to read.**

What does the anteater use to help it eat? (AF2) **It uses its long tongue.**

Do you think all birds pick and peel fruit in the same way that a toucan does? (AF3) **No some birds eat fish, seeds, insects etc.**

Why do you think that the ocelot has a spotted coat? (AF3) **It acts as camouflage, in the same way as a tiger's coat.**

Why is a table like that above a good way to present information? (AF4) **Easy to find information.**

How do you think that the howler monkey got its name? (AF3) **From its really loud call that can be heard for miles.**

Why do you think that the ocelot hunts at night? (AF3) **Darkness enables it to creep up and surprise its prey.**

In which ways is the howler monkey similar to the spider monkey? (AF2/AF7) **Both monkeys living high in tree canopy of South America.**

Why do you think that it is only when piranhas are in large groups that they attack large animals? (AF3) **A single fish would stand no chance of success on its own.**



Weekly Resources for Collective Worship, Spiritual
Development and Pastoral Care

PHASE: PRIMARY

**WEEK 5 THEME:
PATIENCE**





KEY CONCEPT/MESSAGE:

Patience is one of those qualities that we all need to develop especially when times are tough, when people and governments are frustrating. Patience to wait for the right time, patience with each other and the patience to wait on God when things seem to be taking so long to sort themselves out. The Bible is filled with stories of people like Mary, David, Moses and Noah who had to wait for the right time, for God's time.

*'...clothe yourselves with compassion, kindness, humility, gentleness and patience'
(Colossians 3:1)*

BIBLE STORY OF THE WEEK:

The story of Noah (Genesis 8 verses 6-13)

"Noah waited seven more days and again sent out the dove from the ark." Genesis 8:10



TO CONSIDER AS YOU PREPARE

KEY QUOTE OF THE WEEK: *'Patience is not simply the ability to wait - it is how we behave while we are waiting.'* Joyce Meyer

CONSIDER: The story of Noah is the context for this week's collective worship. Whilst the story of Noah began with judgement, it's important to focus on how God was with Noah, helped him to be patient, and gave the rainbow as a sign of his covenant promise. A small minority of Christians may interpret the COVID pandemic – or other natural disasters - as God's judgement, but this would be extremely unhelpful to children.

LISTEN: to this lockdown poem written by a Christian pastor in London <https://co-mission.org/prayernews/spiritual-encouragement-from-co-mission-week-8/>

For Christians, patience is often about waiting, waiting for God to do things in the time that is right. It is a confidence that God is faithful and to trust in God. Sometimes it is hard and difficult to understand why God takes so long but there is an acceptance that God is in control and that sometimes even miracles take time. Here are three songs that explore that Christian idea:

'While I wait' by Lincoln Brewer <https://www.youtube.com/watch?v=uvSD57FJKLc>

'Do it again' By Elevation Worship https://www.youtube.com/watch?v=0B_InQIITxU

'It is well with my soul' this version by Audrey Assad <https://www.youtube.com/watch?v=zY5o9mP22V0>

WATCH: Two examples of creativity but where it's unlikely that those watching will appreciate the patience that it took.

Making of Wallace and Gromit <https://www.youtube.com/watch?v=i3CEE9xKKZc> it took 6 weeks for 1 minute of film

Waiting to film Bobcats <https://www.youtube.com/watch?v=sxYvbtE4Ybs>

THINK:

Patience is required in a variety of situations.

Patience with ourselves - not giving up, coping with temper, recognising our strengths and weaknesses, not being too hard on ourselves because we all make mistakes.

Patience with others - recognising everyone is different, learning to make allowances for others, giving time to people, walking at another's pace and not rushing them.

Patience with circumstances - 'Rome wasn't built in a day', doing something worthwhile can take time, taking the long view, 'instant everything' isn't the answer to every problem.

Patience with nature/the world - learning to wait for things to grow (harvest); working for change is one step at a time (for example, climate change); the more complex the problem is, the more time and attention it needs before a solution can be found.

PRAY: *"Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus."* ([Philippians 4:6-7](#))

Father God, I find it difficult to be patient. I don't understand why sometimes things take so long to get sorted out. I just want life to get back to normal, and that still hasn't happened. Help me to be patient and trust you. Sometimes I get so frustrated by the people around me. Help me to be patient and love them. Amen

I. COLLECTIVE WORSHIP - *Invitational, Inclusive, Inspiring.*

GATHER:

Find a place where you can be still, without interruptions. You might like to light a candle as you begin.

I wonder what you think when you join the end of a long queue?

I wonder who you think of when your teacher asks you to think of someone who is patient?

I wonder if you can think of a time in your life when you had to be patient and wait for something?

How long did you have to wait? A minute? An hour? A day? A week? A month? Longer?

ENGAGE:

How easy do you find it to be patient?

Watch https://www.youtube.com/watch?v=QX_oy96I4HQ

Several children wrestle with waiting to eat a marshmallow in hopes of a bigger prize. This video is a good illustration of waiting and the hope in future rewards. What would you have done?

In today's Bible story, Noah has some disappointments and finds that he has to be patient. At the beginning of the story we are reading today, God had told Noah to build a great big Ark. He had to take all his family and two of every kind of animal to save them from the coming flood. Noah had carefully followed God's plan, Noah had to show patience with the animals and people he was locked in with and with the timing of God's plan. He had confidence that God was with him, but he couldn't see how the plan would work out.

Let's read the story together: You can find the full version in Genesis 8 verses 6-13 but a shortened version of the end part of the story can be found in the attachment. For the full story you could watch The Jesus Storybook Bible version which is available as a video here.

<https://www.youtube.com/watch?v=yCLRcA9mlQE>

Or you could read it from a children's Bible, such as the International Children's Bible. There are many other children's versions of this story that you may have available and prefer to use.

After the story, use some wondering questions to help children to reflect on the relevance of patience in Noah's experiences:

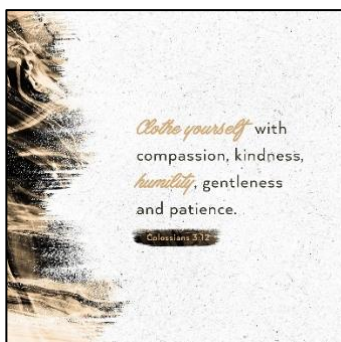
I wonder what made Noah most frustrated?

I wonder what helped Noah to be patient?

If you had been in the ark, what would have made you impatient, and what would you have done about it?

I wonder... if you have to **feel** patient, or if you can **choose** to be patient?

I wonder how you cope when you need to be patient – maybe not cooped up in an ark, but maybe in a car on a long journey, or through lockdown?



Paul wrote these words to one of the very first churches: he said:

'...clothe yourselves with compassion, kindness, humility, gentleness and patience' (Colossians 3:12)

So maybe patience isn't always something that we have to feel inside first – maybe it's something we can **choose** to put on, a bit like a jumper?

I wonder if that makes a difference?

If patience was an item of clothing, I wonder what it might look like? (Maybe something with lots of buttons, or shoes with laces!)

REFLECT:

REFLECT:

When Noah saw the rainbow in the sky at the end of the story, he must have felt as if his patience had been rewarded.

The rainbow was a sign of God's promise to his people. Draw or paint a rainbow or make a rainbow out of things you have around you. There are some pictures if you click here. [Buttons](#), [Fruit](#), [Flowers](#), or a [mix of household objects](#)!

Use the colours of the rainbow to help you think about or pray for yourself and other people:

Red is the colour of bravery: pray for or think about those people who are having to be brave at the moment.

Orange is the colour of waiting: pray or think about having to be patient and wait for things to get back to normal.

Yellow is the colour of sunshine: be thankful for some good things in your life.

Green is the colour of growth: pray or think about the people who are patiently growing and producing our food.

Blue is a peaceful colour: pray for or think about people who are anxious at this time, that they would find peace and be patient with themselves.

Indigo is a sad colour: pray for or think about those who are sad or lonely, and that those around them would be patient with them.

Violet is a royal colour, the colour of leaders: pray for or think about the people in our government, that they will be patient and make wise decisions.

Do a jigsaw: you decide how many pieces you can manage. It takes patience to finish a jigsaw, but the result is worth waiting for!

SEND OUT:

I wonder... how might you be patient like Noah this week?

I wonder... what you will do to increase your levels of patience this week?

I wonder... how might you help someone else who is feeling frustrated this week?

Blow out your candle as a sign that your time of worship has finished.

2. SPIRITUAL DEVELOPMENT

(practical ways to help us explore faith and develop spiritually at home together)

EXPERIENCES that can help us **ENCOUNTER**:

Have you ever heard of SEED BOMBS? A seed bomb is a mixture of seeds from wildflowers and powdered clay. Our insects and wildlife rely on these plants, and they are becoming rarer, especially in towns and cities. You can buy or make the seed bombs with the instructions here:

<https://www.wildlifetrusts.org/actions/how-make-seed-bomb>

You can put your seed bomb in a pot, in a part of your garden, or even in a nearby patch of waste ground if it is safe to do so. (Check with an adult)

When you have planted the seeds, you will need to be very patient! Make sure you water the soil and look forward to the time that insects and bees enjoy the flowers you planted!

One school asked their pupils to be patient wildlife photographers and send in photos of the creatures they saw around them on their walks. They put these together to create a reflective video. Scroll down to 18 May on this twitter feed <https://twitter.com/StPetersFarnham>

Remember the story of Noah? When he came out of the Ark he had the opportunity to begin again in the way he cared for the animals and for creation. He was able to create a new normal. In your reflective journal write or draw some ideas for the 'new normal' in caring for creation. Watch out for more details of a great project called **Letters for Creation** that you can get involved with. There will be more details in a couple of weeks but in the meantime you could look at this link

<https://www.christianaid.org.uk/schools/letters-creation>

Use the **EXAMEN** prayer to reflect on patience. It has 5 steps, so you might like to count them on your fingers.

1. GIVE THANKS for something that was good today
2. ASK FOR HELP with something that you find frustrating at the moment
3. REFLECT on your day and think about the things that you needed patience to cope with and the things that have frustrated you ☹
4. SAY SORRY for the times you have lacked patience and got frustrated with someone or something
5. DECIDE how you will manage your frustration tomorrow and develop more patience.

ACTIVITIES that can help develop **PRACTICES-HABITS**:

Find a sand timer that takes one or two minutes. Some households have them in the kitchen for timing a boiled egg, some households have them in the bathroom to time cleaning their teeth.

You could use an online timer such as this one: <https://www.online-stopwatch.com/egg-timer-countdown/full-screen/>

Think of someone that you haven't been able to spend time with for a while, someone you are longing to see. As the sand trickles through think about that person and pray for them.

If you have the patience you could repeat this several times as you think about different people.

One person I know prays for people as he watches the wheel on his computer while it boots up in the morning. What other daily routines could you turn into an opportunity for prayer or reflection? How about when you're washing your hands, instead of singing 'Happy Birthday' (twice!) Have a look at the resources on the 24-7 Prayer website: <https://www.24-7prayer.com/downloads/Prayer%20Spaces%20in%20Schools%20-%20Coronavirus%20Prayer.pdf>

CONVERSATIONS STARTERS that can help develop RELATIONSHIPS-COMMUNITY:

How good are you at waiting for something?

What makes you become impatient?

What helps you become more patient?

How long can you sit still?

Who do you know who is patient? When have you seen them show patience?

Paul wrote these words to one of the very first churches: he said ‘...*clothe yourselves with compassion, kindness, humility, gentleness and patience*’ (Colossians 3:12) Does it help to think that patience is not always something we feel.... It is a **choice**?

If patience was an item of clothing, what would it look like? (maybe it would have a load of buttons!!!)

3. PASTORAL CARE - ideas for looking after...

Ourselfs & Our staff

It is inevitable that staff are anxious at the moment. We all have different triggers for anxiety and thresholds for becoming overwhelmed. One person may be most anxious about the proximity of parents at the start of end of the school day, while another may be more anxious about people not washing their hands frequently. We may not share someone else’s anxiety; they may not share ours. This verse from Ephesians is both a challenge and a guide. *‘Always be humble and gentle. Patiently put up with each other and love each other.’* Ephesians 4:2

This leaflet ‘Looking After Each Other and Ourselfs’ is written for school leaders during this pandemic it is helpful. www.annafreud.org/media/11242/looking-after-each-other-ourselfs-final.pdf

Staff in school may not be using the staff room as much as usual and so that informal social interaction over the kettle is missing.

- If the weather is good might it work to arrange a time to take your mug of tea outside, sit at a distance and catch up?
- It may be helpful to pair staff up with a buddy who checks in with them at a social distance regularly.

While zoom get togethers can be fun, some people find having the attention of the whole group focussed on them too much, for those remote working consider getting together online in 2’s or 3’s.

Perhaps the buddy system would work for those remote working as well.

Our families & Our community

It is helpful to acknowledge the things that people have missed out on because of the pandemic such as birthday celebrations, days out and seeing grandparents. It is also important to celebrate the good things that have happened. For example, some pupils have enjoyed spending more time with their pets or learning a new skill.

Encourage your families to create a simple traffic light, with three paper circles. Invite each member of the household to contribute their ideas to each circle. They may wish to use this as a prayer focus, or simply the opportunity for chat.

On the top circle use a red pen to write or draw something that you were unable to do because of lockdown, something that you are disappointed about.

On the middle circle use an orange pen to write or draw something that you are looking forward to doing when you are back together in school. Whenever that might be.

On the bottom circle use a green pen to write or draw something that you have enjoyed doing while you have been in lockdown.

GOING DEEPER/FURTHER RESOURCES

For a different perspective listen to this song by Faith McCann exploring what patience looks like in the majority world

https://www.youtube.com/watch?v=n8iP4tHpO_0

For a Muslim perspective watch, discuss and reflect on the Butterfly Boy video

<https://www.youtube.com/watch?v=azxq7Z89uNQ>

Research the story of Job in the Bible (the Prophet Ayub in Islam)

Find out about the Thomas Edison inventing the lightbulb, or JK Rowling getting her first Harry Potter book published, or James Dyson inventing the new vacuum cleaner, or Mary Jones saving up for her Bible. How did their circumstances teach them patience?

'Barnabas in Schools' collective worship on the Christian value of patience

<https://www.barnabasinschools.org.uk/idea/exploring-values-bible-patience>

The children's film 'Inside Out' explores some familiar emotions and how a little girl called Riley expresses and handles them. Watch the trailer here:

https://www.youtube.com/watch?v=seMwpP0yeu4&feature=emb_logo There isn't a character called 'Patience', but you could ask children to create one!

Patently **colour a reflective picture**. You can download some here.

<https://spckpublishing.co.uk/colouring-sheets>

<http://flamecreativekids.blogspot.com/p/blog-page.html>

COLLECTIVE WORSHIP – OUR APPROACH

INVITATIONAL

Everyone is welcome to take part in collective worship, as much or as little as they or their parents and carers are comfortable with. This means we use invitational language and consider carefully our choice of words and songs. Children are invited to pray but are not compelled or expected to do so; they always have a choice. We invite them to pray or reflect in whatever way they would usually as a family, if that is part of their home experience.

INCLUSIVE

Acts of worship need to be inclusive of all. Therefore, we choose topics and ideas that are shared by different faiths and worldviews. When we present Christian teaching, we make it clear that this is 'what Christians believe', saying things like:

'I wonder why this story might be important to Christians?'

'The story today comes from the Bible (the holy book of Christians), which teaches that ...'

Our worship should be accessible for children and young people with a range of different backgrounds, and so we take care that activities do not require expensive resources. We also offer a variety of activities, so that children and young people with differing needs can all find something they can engage with.

INSPIRING

We aim for our acts of worship to inspire those engaging with them. How might it engage their emotions, enabling a sense of peace, comfort, hope or motivation? How might it inspire them into action, into thinking differently and considering their behaviour or actions? How might it inspire them to reflect on their faith or beliefs, and on the faith or beliefs of others?

Patience: Noah: Genesis Chapter 8 Verses 6-13

Noah and his family were in lockdown – and we all know what that feels like, don't we?!

They had self-isolated to be safe from a world-wide flood, and now they'd been shut up together for longer than anyone really wanted to be. Noah and his family were grateful that they were all safe, but they were desperate to get out of the ark and get on with their normal lives...whatever the new normal was going to be. It had been a challenging time and they had to have patience with each other stuck as they were inside one ship ...with all those animals! And all that noise....! And all those SMELLS! They also had to have patience with God. They knew that God would bring this to an end but when....?!

After forty days of lockdown, Noah opened a window in the ark and sent out a raven, but it kept flying back and forth as the flood hadn't yet gone down and it could find nowhere to land. This was a disappointment, but Noah was just going to have to wait a little longer. Then he sent out a dove to see if the water had receded from the surface of the ground. But the dove could find no place to land either and so it returned to the ark. They were all disappointed, but they knew they just had to continue being patient. So, Noah waited another seven days and sent out the dove again and when it returned the dove had a freshly plucked olive leaf in its beak! This was great news as it meant the flood was going down and there were trees out there.

But Noah and his family still had to be patient, they needed to be sure that this wasn't just a blip, a one off... So Noah waited another seven days and then sent out the dove again. This time it did not return, and Noah was sure that it was safe.

Then God said to Noah 'Come out of the ark, all of you: you, your wife and your sons' wives'. Their patience had been rewarded. It had been a long wait; it had taken courage and resilience, but they were all safe and well. As they looked back it had all seemed worth it – and they knew that one day, it would be a distant memory. The first thing Noah did was to give thanks to God and then God set a rainbow in the sky as a reminder of his promise, that never again would a flood destroy the earth.



Week 2

Story Writing

Lesson 1	<p>Read the opening to 'The Pirate Returns.</p> <p>Make a prediction about what might happen at the end of the story. This will help you make your own story up later in the week.</p>
Lesson 2	<p>Think about your characters before you write your letter as this will help you understand what they are both like. It's vital that you understand your characters well and are able to describe their feelings and emotions throughout the story.</p>
Lesson 3	<p>Think about a plan to your story. Planning is key in creating an excellent story.</p>
Lesson 4	<p>- Write your first draft of your story. This should be a minimum of a page of work. Use your plan to help you write it. Remember to include words from earlier lessons in the week.</p>
Lesson 5	<p>Write it up in your best handwriting and include pictures along the way!</p>

THE PIRATE RETURNS

THE BATTLE WAS OVER, BUT CAPTAIN SILVERHOOK'S WIN DIDN'T FEEL AS GOOD AS EXPECTED. HE'D BEATEN CAPTAIN LONGSWORD AT LAST BUT NOT GOT RID OF HIM COMPLETELY...

CAPTAIN SILVERHOOK WAS THE MOST FEARED PIRATE ON THE STORMY SEA. HE HAD THE BIGGEST AND FASTEST SHIP, MANNED BY THE STRONGEST, MOST LOYAL CREW. THE TREASURES SILVERHOOK DISCOVERED, STOLE, AND BURIED WERE OF LEGENDARY VALUE. HE WAS LIVING EVERY PIRATE'S DREAM, UNTIL NOW.

Task:

Answer the questions below.

1) *Make a prediction as to how the story will end.*

I believe

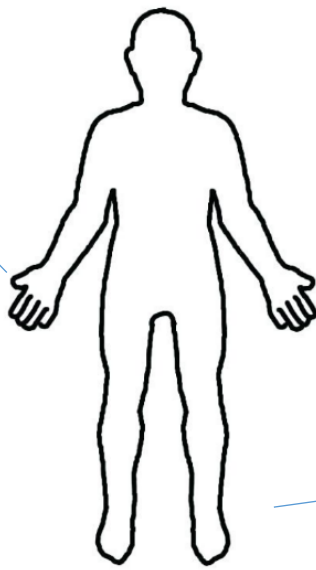
In my opinion

I think

I predict

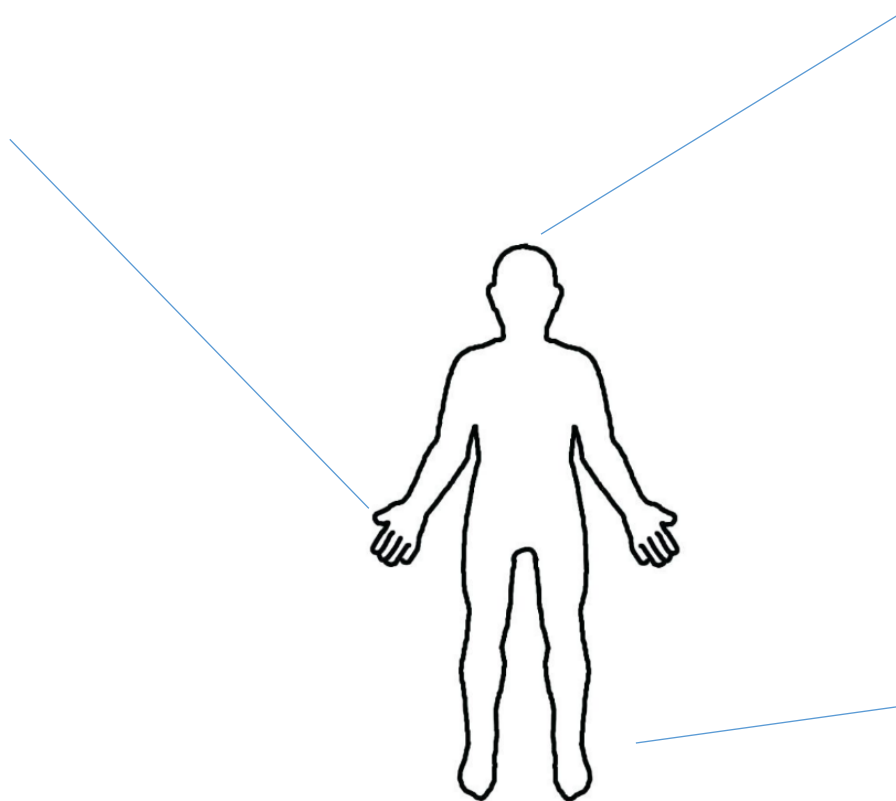
LO I can describe the pirates.

Task: Put yourself in the position of both these characters. You must write what each character is like around the outside of the picture. You can draw your own pictures of your pirates after.



Captain
Silverhook

caring	rude	happy
beautiful	friendly	proud
angry	ugly	sly
evil	clever	handsome
kind	honest	nasty
gentle	pretty	wicked
cross	grumpy	horrible
brave	shy	mean
noble	polite	wise
calm	bold	helpful
scary	smart	furious
cunning	unkind	jolly
cruel	charming	



*Captain
Longsword*

caring	rude	happy
beautiful	friendly	proud
angry	ugly	sly
evil	clever	handsome
kind	honest	nasty
gentle	pretty	wicked
cross	grumpy	horrible
brave	shy	mean
noble	polite	wise
calm	bold	helpful
scary	smart	furious
cunning	unkind	jolly
cruel	charming	

Beginning

Middle

Middle

End

[illegible]