Hub B Year 4 Home Learning
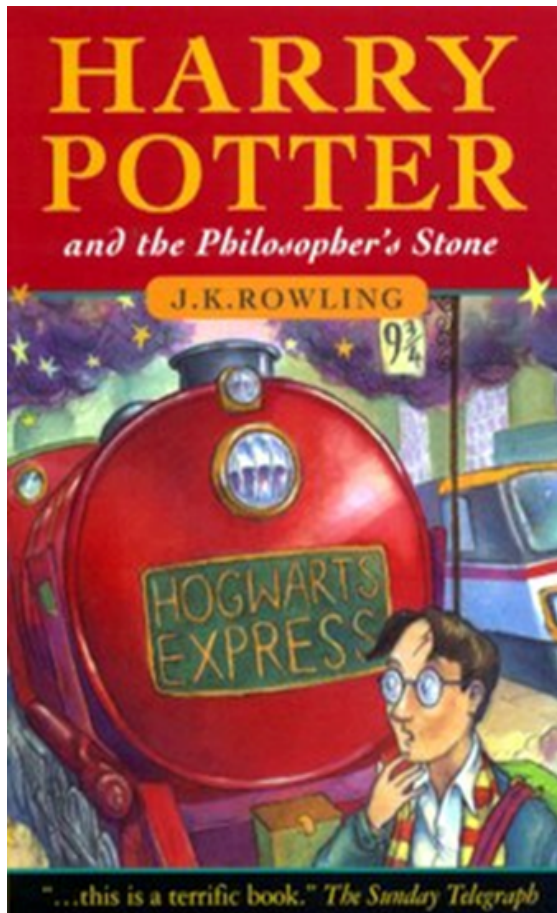
Reading

This pack is for the week beginning 22nd February, NOT for the half term.

Lesson 1

You are going to be using your inference skills today.

This is the cover of the first edition of Harry Potter and the Philosopher's Stone. You may already have read it.

But JUST by looking at the cover of the book, what would you think the story was about? When answering this question you need to be aware that if you have read the book, this question will be harder! You need to give reasons for your answers.Your answers have to be based on the picture, **not** on what you already know.

An example answer for the first question would be:

I think the boy is called Harry Potter and he is a train enthusiast because he looks shocked to see such an impressive steam train.

Answer these questions in full sentences:

Who do you think the boy is?
What do you think the Hogwart's Express is and why?
What/Who is Hogwart?
Why is there a 9 ¾ sign on the platform?
What is the scarf the boy is wearing?

Lesson 2

'Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.

Mr Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbours. The Dursleys had a small son called Dudley, and in their opinion there was no finer boy anywhere.'

These are the two opening paragraphs of the story. Today you are going to use inference to find adjectives for the Dudleys. Some adjectives are already used, but based on the description of the Dudleys can you think of any more? Think about the way they feel about their son. Think about anything they may do to give away something about their personality. Try to find at least 5 adjectives each for Mr Dursley and Mrs Dursley. For Dudley, you already have one (small), can you use inference to find another one?

Lesson 3

The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it. They didn't think they could bear it if anyone found out about the Potters. Mrs Potter was Mrs Dursley's sister, but they hadn't met for several years; in fact, Mrs Dursley pretended she didn't have a sister, because her sister and her good for nothing husband were as un Dursleyish as it was possible to be. The Dursleys shuddered to think what the neighbours would say if the Potters arrived in the street. The Dursleys knew that the Potters had a small son, too but they had never even seen him. This boy was another good reason for keeping the Potters away; they didn't want Dudley mixing with a child like that.

What is the relationship between the Dursleys and the Potters like? Why do you think this is? Examine the text carefully for any clues you can find about the Dursley's feelings towards the Potters.

Write a paragraph about how the Dursley's feel about the Potters. Here are some sentence starters for your paragraph:

I think the Dudleys think the Potters are…

The Potters are definitely different to the rest of…

The Dudleys are worried about what the neighbours would think if the Potters arrived in the street because…

Lesson 4

Look at the meanings of the following words.

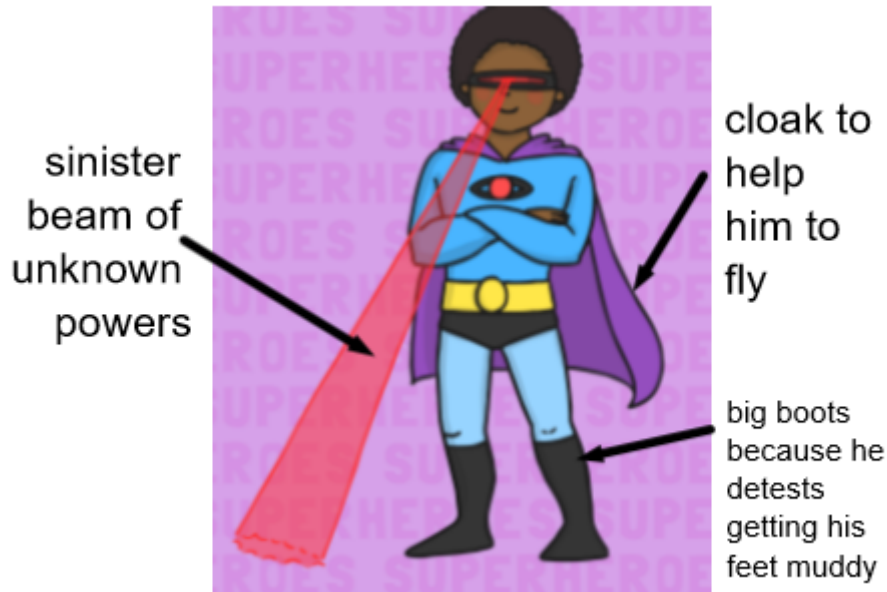| |
|---|
| **Cloak** as a noun is a sleeveless outdoor overgarment that hangs loosely from the shoulders. As a verb it means 'dressed in a cloak'. |
| **Sinister** is an adjective meaning: giving the impression that something harmful or evil is happening or will happen. |
| **Lapel** is a noun and is the part at the front of a jacket that folds back on itself. You can see it in the picture here. |
| **Detest** is a verb and it means to really, really, really dislike something! |

Your task now is to draw your own evil super villain. When you have done this, draw some lines to label parts of them and what they are wearing. When you are doing this you MUST use the four words above. Here is an example of what your work could look like. This character doesn't have lapels, so that word isn't used!

sinister beam of unknown powers

cloak to help him to fly

big boots because he detests getting his feet muddy

Lesson 5

Read the following playscript 'Oliver Twist' and answer the following questions.

Oliver Twist
Scene One – The Workhouse

(Narrator stands in front of the closed stage curtain. A spotlight shines on them.)

Narrator: Oliver Twist finds himself being cared for by an old lady, three miles from where he once lived. He spends his days with 20 or 30 other children. They lie on the floor with their stomachs rumbling. On his ninth birthday, Oliver is pale, thin, short and in need of a wash. However, Oliver is not unhappy.

Unexpectedly, Mr Bumble visits the workhouse. As Oliver is now nine years old, Mr Bumble explains to Mrs Mann that he is too old to stay in her care. He says that Oliver must return to the workhouse and he takes him to begin yet another new life.

(Curtains open as Narrator exits to stage right. Five workhouse orphans, including Oliver, walk across the stage towards stage left. They are holding empty bowls. At stage left, the boys join the back of the queue in front of two women and The Master. These people wear aprons and scoop sloppy food into each boy's bowl.)

Boy 1:   **(holding his stomach)** I'm so hungry. If I don't have an extra spoonful of food today, I'm scared that I might eat the boy who sleeps next to me!

Boy 2:   **(quietly)** One of us should say something. We should ask for more food.

Boy 3 and
Boy 4:   **(together)** Not me!

(All characters move forward one place in the queue. The children before move to sit around the table with their full bowl.)

Boy 2:   What about you, Oliver?

Boy 1:   Yes, Oliver, will you ask The Master for more food?

Oliver: **(scared)** Well, I don't know. I guess we are hungry. Just another spoonful wouldn't hurt, would it?

(All orphans move through the queue, get their food and take their seats at the table. Boy 1 sits next to Oliver. The Master and the two women stay stood at stage left. They are watching the orphans as they eat.)

Boy 2:   (winks at Oliver) Now's your chance, Oliver. Ask him.

Boy 1:   Go on, Oliver. Ask. (taps Oliver with his elbow)

(Oliver stands up and walks towards The Master. He carries his bowl and spoon in front of him. He has a fearful expression on his face.)

Oliver: (quietly) Please, sir, I want some more.

The Master: (open-mouthed) What?!

Oliver: Please, sir, I want some more.

(The Master tries to hit Oliver over the head with the serving spoon but Oliver ducks just in time. The Master grabs Oliver by the arm.)

The Master: (loudly shouting to offstage right) MR BUMBLE!

(Mr Bumble and Mr Limbkins enter quickly from stage right.)

The Master: Mr Limbkins, I'm sorry, sir! Oliver Twist has asked for more!

(Orphans around the tables gasp. They look at each other with shocked faces.)

Mr Limbkins: For more?! (turns to Mr Bumble) Mr Bumble, answer me clearly. Am I right to say that Oliver asked for more after he had already eaten the food he was allowed?

Mr Bumble: He did, sir.

Mr Limbkins: That boy will be hung! I know that boy will be hung!

(Lights fade. Curtains close.)

Who is the first character we meet in Scene 1?
How old is Oliver in Scene 1?
Who rushes onto the stage when the master calls?
Can you write down 5 stage directions?
Who did Oliver live with before Mr Bumble took him?

When Oliver first asked for more, he asked quietly. Why do you think he asked quietly?

Why was the master 'opened mouthed' when Oliver spoke to him?

Do you think Oliver Twist is set in the past, present or future? Give reasons for your answer.

English

Lesson 1

There is a theme in the story we're looking at this half term. Looking at these pictures can you work out what the theme is? What do you think happens in the story based on these pictures? Write 5 or 6 sentences explaining your prediction.
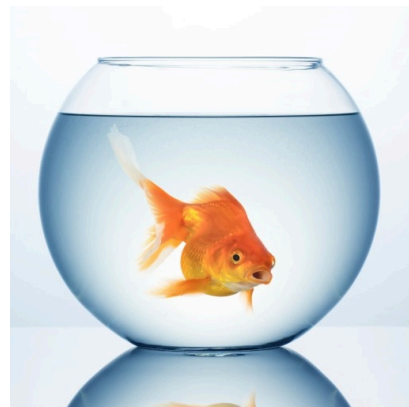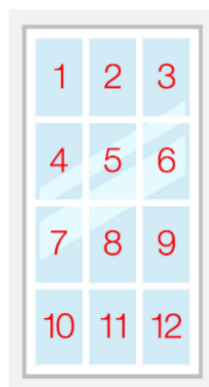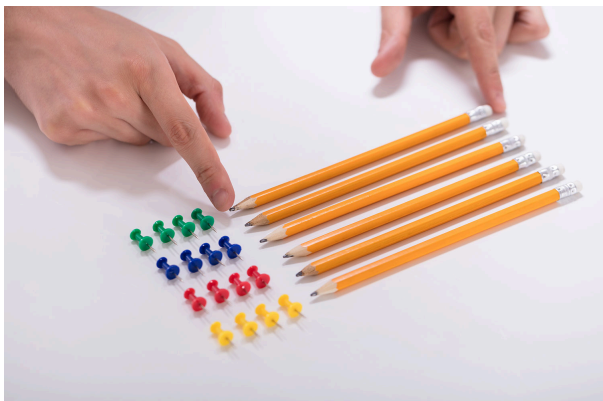
When you have finished, read Chapter 1 and 2 of the book.

Lesson 2

Look at the pictures below. The first picture is a goldfish in a large lake, the other is one in a bowl. How do you think the goldfish would feel in each picture? Your task is to think hard about the differences they both have. How much freedom would they each have? Which one would feel safer? Why? Complete the sentence stems below, answering these questions.

For a start…
Perhaps some people would argue that…
Undoubtedly, …
I have reason to believe…
On the one hand… but…
The facts lead me to the conclusion that…

Lesson 3

Looking at the second picture from yesterday, how would you feel as that fish? List all the thoughts and feelings you would have if you were living in a bowl like that. When you have done that, write a paragraph in first person explaining your thoughts as a goldfish in a bowl. Use the following stems to help you:

I sometimes wonder…
Often I feel that…
It would be nice if…
I spend everyday…
I often dream of…
Other goldfish in bowls must surely…
At least I feel...

Lesson 4

The book we are reading this half term is called 'The Goldfish Boy'.
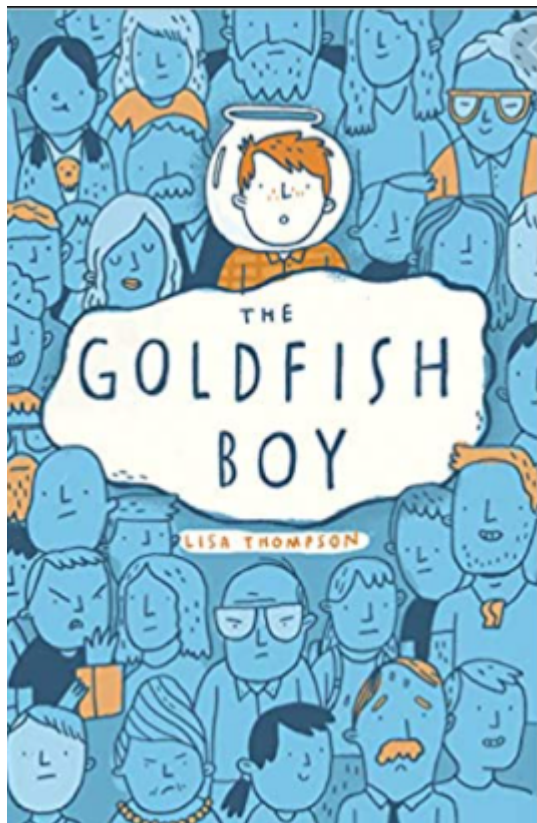
What questions could you ask about the cover of the book?

You are going to use the following sentence stems to help you to ask questions:

Why does the character _____?
How does the character_____?
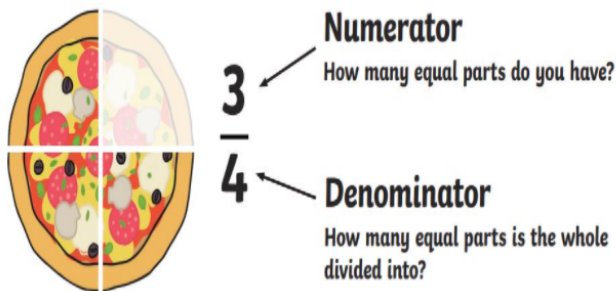Why is the setting_____?
Who is _____?

Lesson 5

Maths

Lesson 1

A fraction means a **part of something** or a number of parts of something. All parts have to be equal.

Numerators and **denominators** are the two numbers that make up a fraction.
The **numerator** is the number that sits at the top. The **denominator** is the number at the bottom. It tells us how many equal parts the whole is divided into.
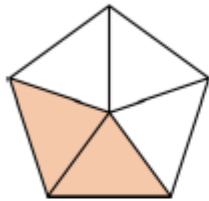

Task 1. Please complete this short test to refresh your memory. Don't worry if you find it difficult.
We will be studying fractions in detail throughout this half-term. Good luck!
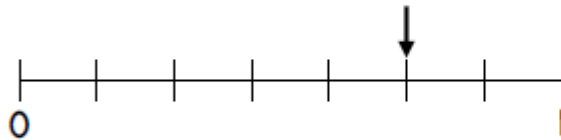
Fractions

Name _____

1 What fraction of the shape is shaded?

_____

1 mark

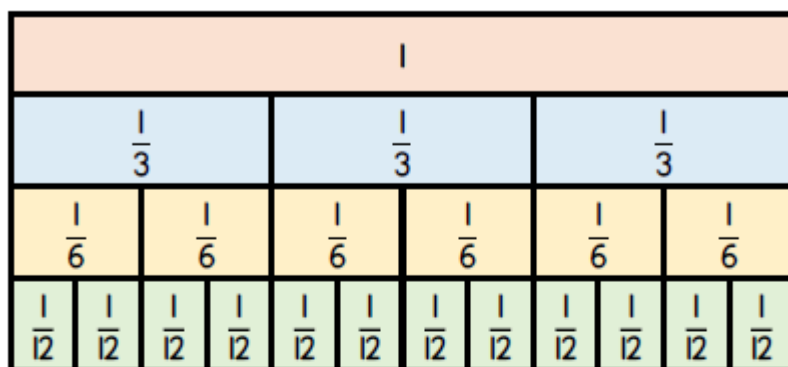What fraction is the arrow pointing to?

0   1

_____

1 mark

2 What is $\frac{2}{9} + \frac{5}{9}$?

Use the fraction strip to help you.

_____

1 mark

3 Complete the equivalent fractions.

Use the fraction wall to help you.

1		

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

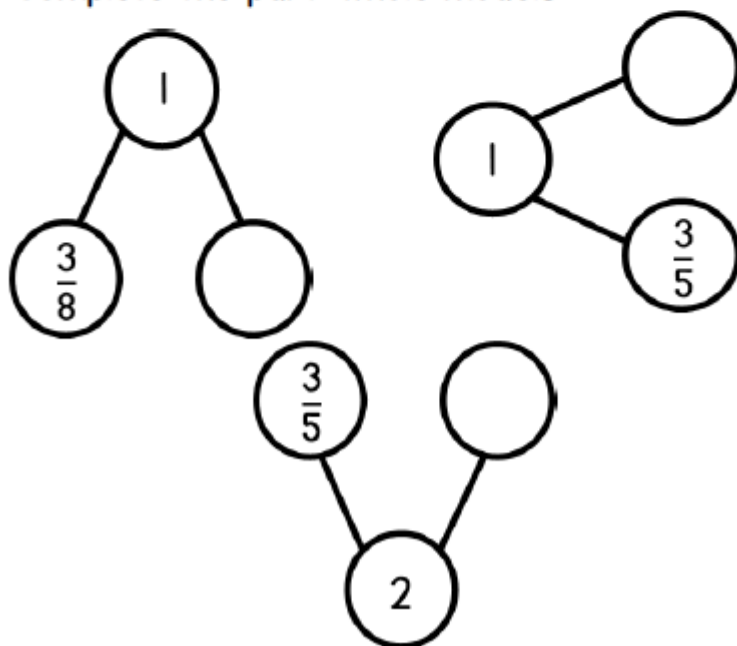| $\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$

$$\frac{1}{3} = \frac{\square}{6} = \frac{\square}{12}$$

$$1 = \frac{\square}{12} = \frac{\square}{6} = \frac{\square}{3}$$

4 Complete the part-whole models.

5 Annie is counting in quarters.

One quarter, two quarters, three quarters, four quarters, five quarters, six quarters...

What is the next fraction that Annie will say?
Circle all possible answers.

$\dfrac{7}{4}$ $\dfrac{4}{7}$ $1\dfrac{3}{4}$ Seven Quarters

6 Calculate.

$$\dfrac{12}{5} - \dfrac{4}{5} = \dfrac{\boxed{}}{\boxed{}}$$

$$\dfrac{4}{5} + \dfrac{3}{5} = 1 + \dfrac{\boxed{}}{5}$$

7 A chocolate bar weighs 250 grams.

Liam eats $\frac{3}{10}$ of the chocolate bar.

Bella eats $\frac{7}{10}$ of the chocolate bar.

How many more grams does Bella eat than Liam?

_____ grams

2 marks

8 Complete the missing number.

$\frac{1}{6}$ of $\boxed{}$ = 42

1 mark

Circle how confident you feel with fractions.

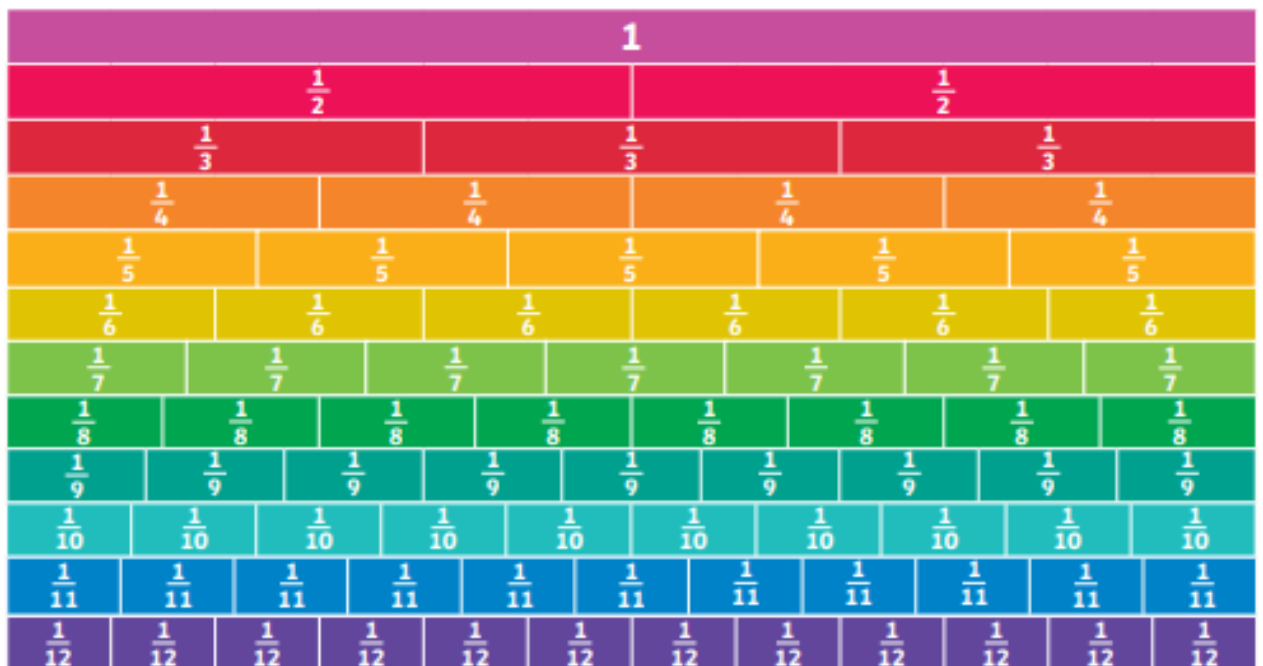1   2   3   4   5

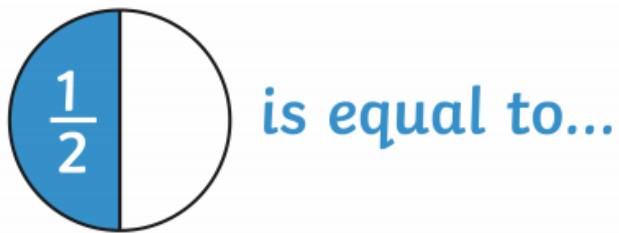Not confident   Very confident

Equivalent Fractions

Equivalent fractions are fractions with different numbers representing the same part of a whole. They have different numerators and denominators, but their fractional values are the same.
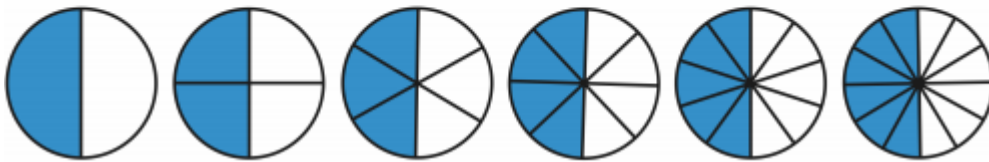
So, equivalent fractions are the fractions that have different numerator and denominator but are equal to the same value. For example, 2/4 and 3/6 both are equal to 1/2.

Fractions Wall

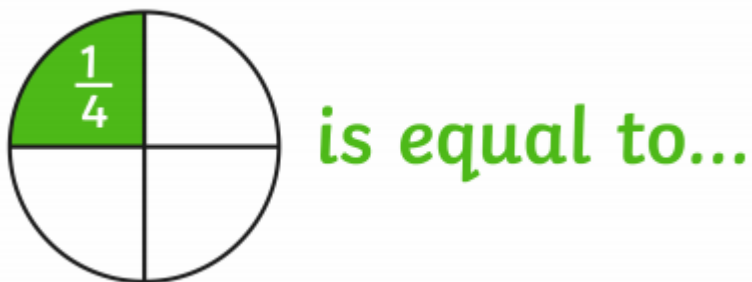| 1											
$\frac{1}{2}$						$\frac{1}{2}$					
$\frac{1}{3}$				$\frac{1}{3}$				$\frac{1}{3}$			
$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$		
$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$			
$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$	
$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$					
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$				
$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$			
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$		
$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$	
$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$

$$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$$

Task 2

Write the equivalent fractions equal to ¼.

$$\frac{1}{4} = \underline{\quad\quad} = \underline{\quad\quad} = \underline{\quad\quad} = \underline{\quad\quad}$$

Task 3

Use the fraction wall to help you complete this task.

  is equal to...

Find equivalent fractions to $\frac{1}{3}$

Lesson 2

LI: To recognise fractions can be greater than one whole
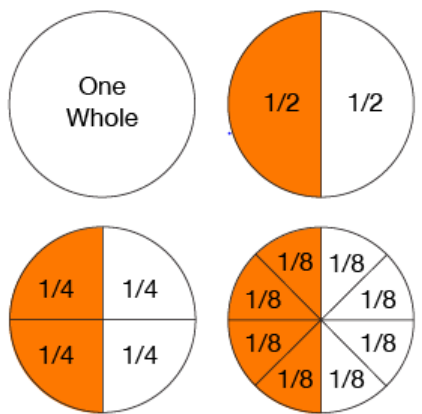
1 whole = $\frac{2}{2}$ **=** $\frac{3}{3}$ **=** $\frac{4}{4}$ **=** $\frac{5}{5}$ **=** $\frac{6}{6}$ **= =** $\frac{10}{10}$ **=** $\frac{33}{33}$ **=** $\frac{100}{100}$ **=** $\frac{3100}{3100}$

Task 1

Q1. How many $\frac{1}{8}$ make a whole?

Q2. If I have five eighths, how many more do I need to make a whole?

Q3. If I have $\frac{2}{5}$, how many more fifths do I need to make a whole?

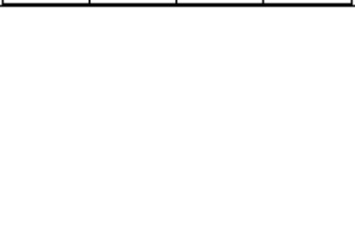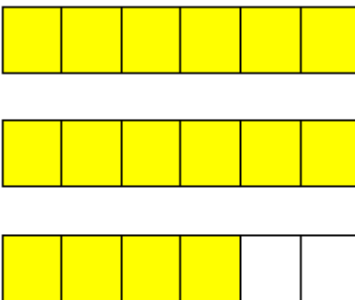Q4. What do you notice about the numerator and denominator when fraction is equivalent to a whole?
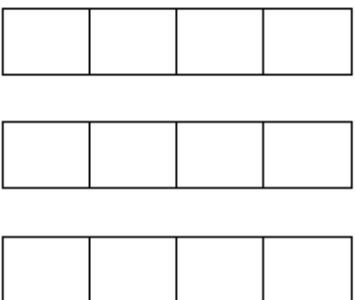
When a fraction has a numerator that is greater than or equal to the denominator, the fraction is an improper fraction. An improper fraction is always 1 or greater than 1.

$\frac{7}{4}$ = 1 whole and three quarters = 1 $\frac{3}{4}$

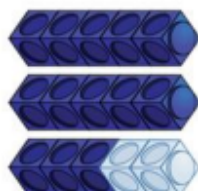**Task 2**

Complete the bar models and write in words the wholes and parts.
The first one was done for you.

Fraction	Bar model	Wholes and parts
$\frac{6}{4}$		1 whole and 2 quarters
$\frac{10}{4}$		____ wholes and _____ _____
$\frac{5}{3}$		____ whole and _____ _____
		____ wholes and _____ _____

Task 3

Spot the mistake.
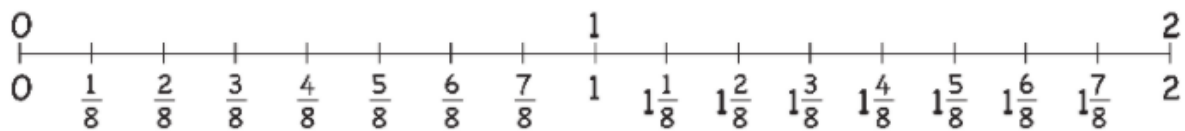

$\frac{13}{5}$ = 10 wholes and 3 fifths
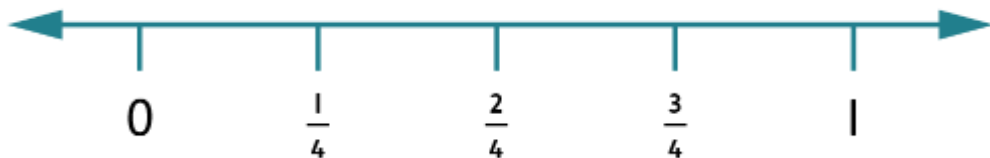
Lesson 3

LI: To count in fractions using a number line.
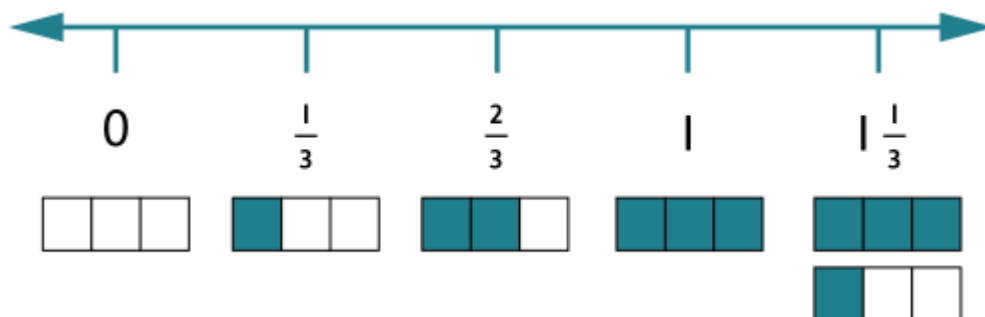
Let's count in eights

Task 1

Use a number line to count in quarters. Can you count up to 3?

Now try to count up to 3 in thirds.

Task 2

The counting stick is worth 1 whole. Label each part of the counting stick. Can you count forwards and backwards along the counting stick?
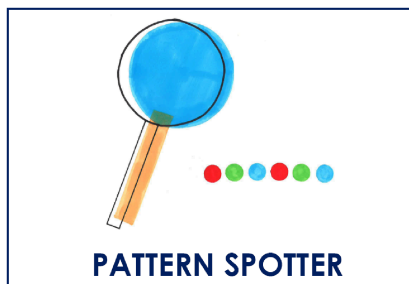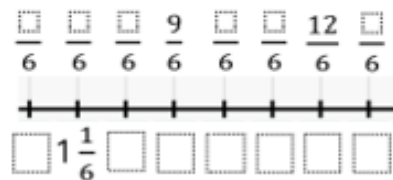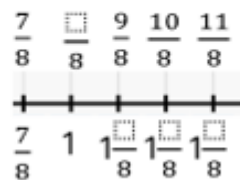
Task 3

Continue the pattern in the table.

- What comes between $\frac{4}{10}$ and $\frac{6}{10}$?
- What is one more than $\frac{10}{10}$?
- If I start at $\frac{8}{10}$ and count back $\frac{4}{10}$, where will I stop?

Representation	Words	Fraction
	One tenth	$\frac{1}{10}$

Task 4

Fill in the blanks using cubes or bar models to help you.

$\frac{7}{8}$ $\frac{\square}{8}$ $\frac{9}{8}$ $\frac{10}{8}$ $\frac{11}{8}$

$\frac{7}{8}$ 1 $1\frac{\square}{8}$ $1\frac{\square}{8}$ $1\frac{\square}{8}$

$\frac{\square}{6}$ $\frac{\square}{6}$ $\frac{\square}{6}$ $\frac{9}{6}$ $\frac{\square}{6}$ $\frac{\square}{6}$ $\frac{12}{6}$ $\frac{\square}{6}$

$\square$ $1\frac{1}{6}$ $\square$ $\square$ $\square$ $\square$ $\square$ $\square$

PATTERN SPOTTER

Task 5

Write the next two fractions in each sequence.

a) $\frac{12}{7}$, $\frac{11}{7}$, $\frac{10}{7}$, ___ , ___

b) $3\frac{1}{3}$, 3, $2\frac{2}{3}$, ___ , ___

c) $\frac{4}{11}$, $\frac{6}{11}$, $\frac{8}{11}$, ___ , ___

d) $12\frac{3}{5}$, $13\frac{1}{5}$, $13\frac{4}{5}$, ___ , ___

Lesson 4

LI: To solve problems with fractions.

ERROR SPOTTER

Task 1

Which representations of $\frac{4}{5}$ are incorrect?

$\frac{4}{5}$
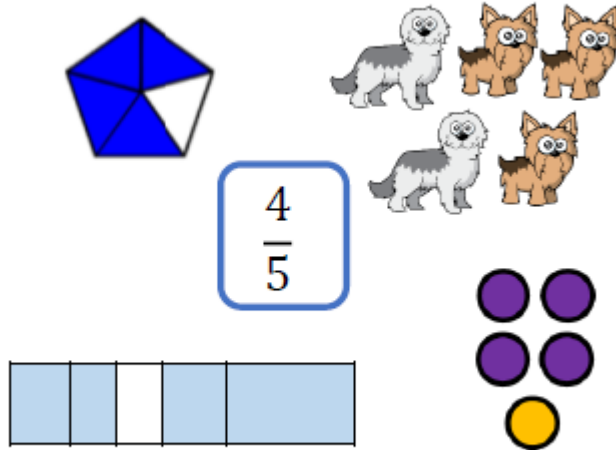
Explain how you know.

Task 2

Teddy is counting in tenths.

Seven tenths, eight tenths, nine tenths, ten tenths, one eleventh, two elevenths, three elevenths...

Can you spot his mistake?

Task 3

True or False?

Five tenths is $\frac{2}{10}$ smaller than 7 tenths.

Five tenths is $\frac{2}{10}$ larger than three tenths.

Do you agree?

Explain why.

Task 4

Circle and correct the mistakes in the sequences.

$$\frac{5}{12} , \frac{8}{12} , \frac{11}{12} , \frac{15}{12} , \frac{17}{12}$$

$$\frac{9}{10} , \frac{7}{10} , \frac{6}{10} , \frac{3}{10} , \frac{1}{10}$$

Task 5

Rosie says,

$\frac{16}{4}$ is greater than $\frac{8}{2}$ because 16 is greater than 8

Do you agree?
Explain why.

Here is a game for you to play at home:

Play the fraction game for four players.
Place the four fraction cards on the floor.
Each player stands in front of a fraction.
We are going to count up in tenths
starting at 0
When you say a fraction, place your foot
on your fraction.

$$\frac{1}{10} \qquad \frac{2}{10}$$

$$\frac{3}{10} \qquad \frac{5}{10}$$
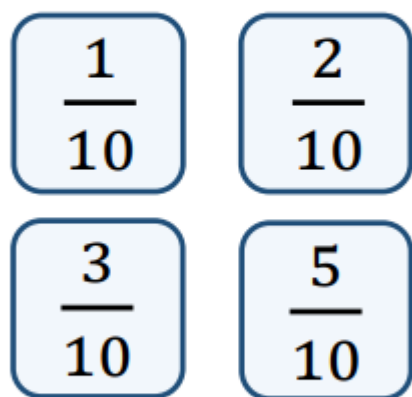
How can we make 4 tenths?
What is the highest fraction we can count
to?
How about if we used two feet?

Lesson 5

Arithmetic test

1. $1381 + 100 =$
2. $7620 - 100 =$
3. Find the difference between 7844 and 168
4. $4537 + 600 =$
5. 932 less 30 =
6. $2899 - 900 =$
7. $5000 - 788 =$
8. $2334 - 456 =$
9. $8 \times 5 \times 3 =$
10. $79 \times 6 =$
11. $560 \div 8 =$
12. $154 \times 1 =$
13. $879 \times 4 =$
14. $22 \div 1 =$
15. $14/7 + 3/7 =$
16. $12/6 - 2 =$
17. Round to 10: 5092
18. Round to 10: 999
19. $400 \div 5 =$
20. $203 \div 7 =$

Curriculum

RE

<u>LI: to recall previous knowledge on Buddhism.</u>

<u>Key vocabulary:</u> *moral, enlightenment, noble, eightfold, path, consequence, wheel, meditate, dhamma, dharmachakra, precepts.*

<u>Starter:</u> What do you already know about Buddhism and the story of Buddha?
List 3 key points you can remember.

<u>Main:</u> Read the information below to find out about the religion of Buddhism. Use the information to help you reflect on what you would like to find out about the religion.
Read the key questions below and see if you can answer any of them. If not, add it to the list of questions you want to investigate about the religion.

<u>Key questions:</u>
Why do Buddhists have images of the Buddha?
How do Buddhists try to follow the teachings of Buddha?
How do the teachings and examples of the Buddha help Buddhists to grow towards enlightenment?

Buddhism began in India about 2,500 years ago. It is the fourth-largest religion in the world.

A Buddhist is someone who follows the **teachings of a man called Siddhartha Gautama (or Siddattha Gotama), who became known as the Buddha.** The religion began when Siddhartha, who'd lived a life of luxury as an Indian Prince, realised there was suffering in the world and wanted to understand why. He dedicated his life to finding the answer and teaching others what he discovered.

Today there are about 500 million Buddhists all over the world.

- Buddhists do not believe in a God who created the world and everything in it.

- Siddhartha Gautama, who became known as the Buddha, grew up in a Hindu family.

- **The word 'Buddha' means the 'enlightened one', 'the one who knows'.**

- There are now about 500 million Buddhists all over the world. Countries with the highest proportion of Buddhist citizens are Thailand, Cambodia, Myanmar, Bhutan, Sri Lanka and Tibet but China is the country with the largest Buddhist population (over 102,000,000).

- In Buddhism, the lotus flower is a symbol of enlightenment, which means seeing things as they really are.

- **Meditation is a very important part of Buddhism.** Through meditation, Buddhists believe they can calm and clear the mind, making it peaceful.

- Some Buddhists choose to leave their families and live as monks (if they are men) or nuns (if they are women) and dedicate their lives to sharing the teachings of the Buddha. Buddhist monks and nuns wear orange robes and shave their heads.

- Buddhists believe in a constant cycle of life and death, and that people will be reborn after they die unless they reach Enlightenment and reach *nirvana*.

- Buddhists worship at shrines at home and in temples and in monasteries (*viharas*). Calm, peaceful and shady gardens are important areas in monasteries.

- **The most important festival in Buddhism is Wesak**, celebrated in May or June, when Buddhists remember the Buddha's birth and his Enlightenment.

The first stories and teachings of the Buddha weren't written down but were passed down by word of mouth. About 400 years after the death of the Buddha, his teachings were first written down in Pali and Sanskrit, two very old North Indian languages.

Some Buddhists choose to become monks and nuns and make religion the most important thing in their lives; they are known as the *Sangha*. Their job is to teach and guide other Buddhists using the Buddha's teachings. Buddhist monks and nuns rely on the kindness of others for their food, shelter and clothes. You might have seen pictures of Buddhist monks wearing robes the colour of saffron (a kind of orange-yellow). They go barefoot and shave their heads. Some monks in Thailand live alone in the forest for three months of the year, praying and meditating.

In Buddhist countries, there are many temples where people can make offerings of flowers and incense for Buddha and give food for the monks.

Temples exist in all Buddhist countries but Buddhists do not need to go there to worship and meditate. **Buddhists worship in a temple or at home.** Some Buddhists have a shrine in their own home with a small statue of Buddha.

When Buddhists enter a temple they put their hands together and bow to the image of the Buddha.

A wheel with eight spokes (*dhamma*) is often used as a symbol of Buddhism and the teachings of the Buddha.

Puja **is the name of Buddhist worship. People show their love of Buddha by meditating, lighting candles and making offerings of flowers and incense.**

Siddhartha taught people to focus their mind on good thoughts and develop strength by refusing to do wrong. Once people were able to do this, they could achieve Enlightenment, an understanding of why suffering happens and how it can be stopped.

The faces of Buddha statues are usually made to look calm and serene. They often show the Buddha meditating, sitting with his legs crossed and his hands in his lap.

SCIENCE
LI: To enquire about the positive and negative impact of sounds.

Sound quiz: Complete the quiz below to see how much you can remember on the topic of sound.

Instruments make sounds through vibrations. How would the sound be made on a ukulele?

_____

What impact does music have on cows?

_____

What speed does sound travel at?

_____

Name the three middle ear bones.

_____

What unit of measure do we use to record the level of sound?

_____

How far away can a dolphin hear another dolphin?

_____

Why is there no sound in space?

_____

There are lots of different parts which make our ears capable of hearing sounds. What is the inner ear called and what is it shaped like?

_____

Why is sound louder the closer to the source you are?

_____

Pitch is determined by sound waves and frequencies. If a pitch has a lot of quick waves will it be a high-pitch sound or a low-pitch sound?

_____

Now, create a list of sounds you think have a positive impact and negative impact. Give reasons for your answer.
An example has been done for you.

Positive	Reason	Negative	Reason
Birds tweeting	It can be relaxing and calming without being damaging.	Loud music	It can damage your hearing.

RSE/PSHE

LI: To understand the impact of a digital footprint (living in the wider world).

Key vocabulary: *digital footprint, personal, the cloud.*

Task: Here are questions that learners first ask about digital footprints, that you may also have. Read through to understand what it is and the impact it can have on you and others. Once you have read it, create either a poster, leaflet or blog post, answering the key questions listed for you to think about.

What is a digital footprint?
A digital footprint is the information we leave behind from everything we do online.
Is it a negative or a positive thing to have? Why?
It can be a positive or negative thing, depending on how we use the internet.
Does everyone have a digital footprint?
Everyone who uses the internet has a digital footprint.
How will you express yourself?
I will express myself with care and remember that anything I do online is permanent and public. Even a private message should be considered public because it is so easy to copy and pass on.
How will you protect your privacy? I won't post any information that can be used against me e.g., embarrassing or compromising photos, talking negatively about people or sharing secrets online. I won't share private information such as the year I was born, my address, my telephone number. I will be careful about the language I use. I won't get into heated arguments because I will never be able to take anything back.
How will you respect other people's privacy? I will ask them before I tag or share anything about them online.
What is a negative and what is a positive digital footprint? A negative footprint includes all the potentially negative content that I have created or shared, e.g. embarrassing or compromising photos, rude or aggressive language. It can also be negative content websites I have visited, e.g. websites displaying inappropriate, hateful or violent content. A positive footprint includes content that showcases my potential and accomplishments. This can be examples of my work, pictures or videos that show I can work as part of a team and comments that show I am a respectful and kind person.

Key questions:
What is a digital footprint?
Why is it important for young people to manage their digital footprint?
**How can young people build up a positive digital footprint?**

ART

<u>LI: To compare and contrast artists</u>

<u>Task:</u> Below is work belonging to 2 different artists, Magritte and Dali. Your task is to have a look at the similarities and differences in their work.You may do this by annotating the images first then creating a list of similarities and differences. There are key points listed for you to consider when comparing the works of both artists.

Rene Magritte
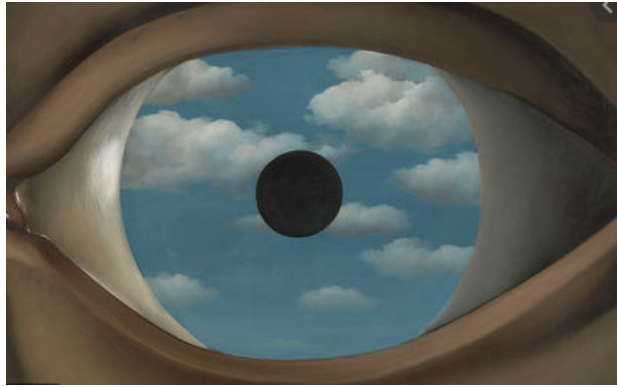
Salvador Dali
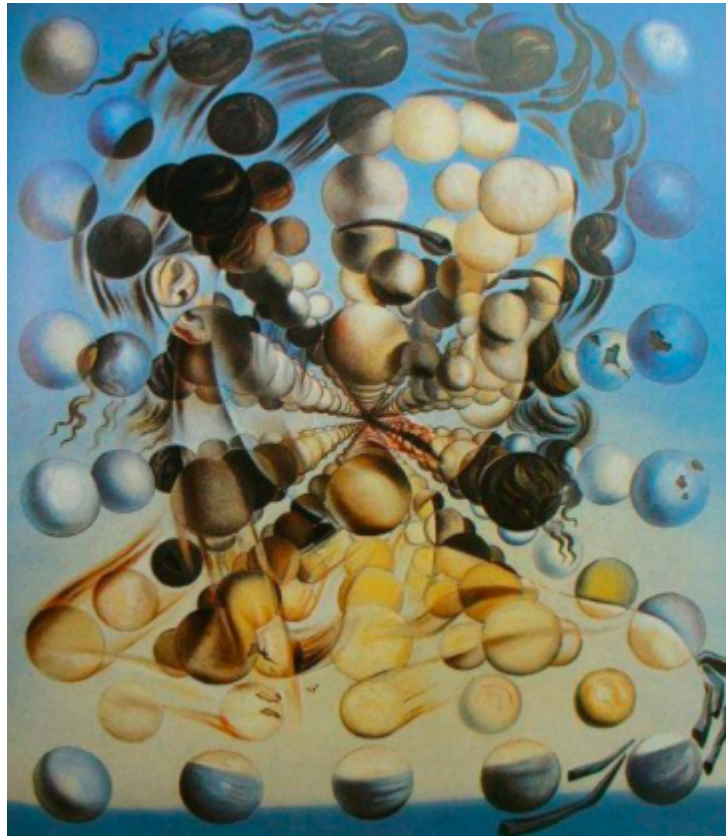
Key points to compare and note:
- **The style of art**
- **What is the message that the artist may be trying to convey?**
- **What mood or emotion is being shown? How is this achieved?**
- **What materials look like they are used to create the piece?**
- **What techniques are used to create a 3D effect?**

Reflection:
For each artists work, comment on what you have found:
- Positive
- Negative
- And Interesting
-

Extension:
Can you use collage to create a mood board of ideas to inspire and influence their work?

PE
LI: To move safely in a confined space avoiding others.

Activity: Find a space to complete the activity. Use the dice template to create one if you do not have one at home. See if you can do the activity taking up the least amount of space possible.