

# Year 4

## Learning Grid for week beginning: 4.5.20

All of our activities have been designed to try to avoid the need for printing of any kind, although of course you can print if you want to. Remember, you should always check with an adult before using the internet and remember to tell an adult if you see something that makes you feel uncomfortable. There's further guidance from the NSPCC [here](#).

Maths		English		Theme	Physical	Social
Arithmetic	Further tasks	Reading	Writing (including spelling, punctuation & grammar)			
<p>Keep building your fluency in mathematics by answering 20 questions each day. Remember, you can copy the equations on to some paper before you answer each one. Answers are available in this pack – mark these with an adult so they can help with any tricky questions.</p> <p>The focuses for this week are:</p> <p>Arithmetic 1 – Using the four operations</p> <p>Arithmetic 2 – Converting decimals to fractions</p> <p>Arithmetic 3 – Adding and subtracting decimals</p> <p>Arithmetic 4 – Understanding the equals sign</p> <p>Arithmetic 5 – Using the four operations</p>	 <p>Go to White Rose Maths website – <a href="#">click here</a> Go to Year 4. Click on 'Summer Term – Week 2'</p> <p>Watch the video for Lesson 2 (Halves and Quarters) then complete 'Get the Activity' by filling in the gaps and recording your answers on to some scrap paper.</p> <p>Watch the video for Lesson 3 (Pounds and Pence) then complete the questions in 'Get the Activity'; you may wish to draw your own grid on scrap paper to help.</p> <p>Complete the questions in 'Get the Activity' for Lesson 4 (Ordering Money), working on some scrap paper.</p> <p>Complete 5 Times Tables Rock Stars Sessions.</p> <p>Challenge – complete a weekly Sound Check and/or play on Prodigy using the class codes below. Seahorses: 3467AC Turtles: 3EDA4D</p>	<p>Aim to read for 25 minutes every day, with an adult when you can.</p> <p><b>Quiz links:</b> Check whether there's a quiz – <a href="#">click here</a> Complete quizzes from home: <a href="https://ukhosted56.renlea rn.co.uk/1894764/">https://ukhosted56.renlea rn.co.uk/1894764/</a></p> <p><b>Ebooks links:</b> MyOn – <a href="#">click here</a> Collins – <a href="#">click here</a> Oxford – <a href="#">click here</a> Storyline – <a href="#">click here</a> Open Library - <a href="#">click here</a> Amazon Free eBooks- <a href="#">click here</a> Barnes and Noble – <a href="#">click here</a></p> <p><b>Reading task:</b> Write your own blurb for a book you have recently read. Have a look at some examples of blurbs that you have on your bookshelf or <a href="#">click here</a> to view some online. Consider what all of these have in common and how they hook the reader into the story.</p>	<p><b>Spelling:</b> Begin learning the adverbials of manner given in the pack. These are words that describe how you might do something e.g. smile <b>awkwardly</b>. You might choose to have a mini-spelling test at the end of a week where an adult checks your understanding of the words.</p> <p><b>Writing: Explanation Texts</b> We will now be looking at Explanation Texts. These explain how to do something by splitting an activity into smaller sections. Have a look at the plan in the guidance below for helping Zog understand Earth and have a go at writing this as an explanation text. Use the tool kit and the model text from last week's grid to help you.</p>	<p><b>Science:</b> Draw your own 'essential and non-essential electricity uses' table. List how many times you use electricity in a day. Are these essential or non-essential? See the learning pack for more guidance and an example. You can also find more information about electricity <a href="#">here</a>.</p> <p><b>Music:</b> <a href="#">Click here</a> to follow a link to the BBC Bitesize lesson about melody and pitch. Read the information and then complete the accompanying singing activities to put your knowledge into practice.</p> <p><b>Geography:</b> <a href="#">Click here</a> to follow a link to the BBC Bitesize lesson about map reading skills. Watch the videos and complete the quiz. If you have any maps around the house you could use these to hunt for symbols seen in this lesson.</p>	 <p>The Olympics may have been postponed but we can compete against each year group to see who can travel the furthest.</p> <p>Our school has been set up on the "Get Set Travel to Tokyo" so don't forget to log your family's activity!</p> <p>This week, complete at least two from:</p> <ul style="list-style-type: none"> <li>• Duster Dodge</li> <li>• Where's the Pair?</li> <li>• Handy Hitter</li> </ul>	<p>Complete an activity from the Scouting website 'The Great Indoors' (see attached guidance for suggested activities).</p> <p>Keep a gratitude diary of list. Write down what makes you happy and what you are grateful for. For more information <a href="#">click here</a> or look in the guidance below.</p> <p>There are lots more Wheel of Wellbeing tasks <a href="#">here</a>.</p>



# Arithmetic 1

a.)  $8 \times 92$

b.)  $94 + 5$

c.)  $67 + 2$

d.)  $7 \times 81$

e.)  $9 \div 3$

f.)  $4 + 19$

g.)  $25 - 3$

h.)  $7 \times 58$

i.)  $20 \div 5$

j.)  $55 - 10$

k.)  $365 \times 4$

l.)  $161 \div 7$

m.)  $55 + 95$

n.)  $6 \times 915$

o.)  $378 \div 9$

p.)  $341 \times 6$

q.)  $79 + 18$

r.)  $70 - 59$

s.)  $65 + 22$

t.)  $6 \times 818$



# Arithmetic 2

Copy out the decimals and convert them to fractions. You could draw your own place value grid on a scrap piece of paper if this helps. The first one has been done for you.

a)  $0.6 = \frac{6}{10}$

b)  $0.3 =$

c)  $0.1 =$

d)  $0.9 =$

e)  $0.8 =$

f)  $0.27 =$

g)  $0.58 =$

h)  $0.81 =$

i)  $0.43 =$

j)  $0.92 =$

k)  $0.78 =$

l)  $0.55 =$

m)  $0.34 =$

n)  $0.2 =$

o)  $0.83 =$

p)  $0.7 =$

q)  $0.67 =$

r)  $0.05 =$

s)  $0.02 =$

t)  $1.4 =$



# Arithmetic 3

a)  $50.43 - 42.41 = \underline{\hspace{2cm}}$

b)  $61.36 - 56.62 = \underline{\hspace{2cm}}$

c)  $75.48 + 61.72 = \underline{\hspace{2cm}}$

d)  $\underline{\hspace{2cm}} = 30.15 + 15.17$

e)  $10.93 + 26.65 = \underline{\hspace{2cm}}$

f)  $18.26 + 42.55 = \underline{\hspace{2cm}}$

g)  $88.77 - 32.33 = \underline{\hspace{2cm}}$

h)  $62.44 - 56.19 = \underline{\hspace{2cm}}$

i)  $\underline{\hspace{2cm}} = 89.23 - 56.48$

j)  $\underline{\hspace{2cm}} = 12.46 + 77.97$

k)  $86.86 - 41.74 = \underline{\hspace{2cm}}$

l)  $91.14 + 58.62 = \underline{\hspace{2cm}}$

m)  $48.85 - 40.91 = \underline{\hspace{2cm}}$

n)  $\underline{\hspace{2cm}} = 52.14 + 14.24$

o)  $48.74 + 78.45 = \underline{\hspace{2cm}}$

p)  $81.48 - 50.48 = \underline{\hspace{2cm}}$

q)  $\underline{\hspace{2cm}} = 36.59 + 47.94$

r)  $91.24 - 37.49 = \underline{\hspace{2cm}}$

s)  $77.72 + 74.16 = \underline{\hspace{2cm}}$

t)  $\underline{\hspace{2cm}} = 61.62 - 39.34$



# Arithmetic 4

a) \_\_\_\_\_ = 4,000 + 30

k) 9,521 - 5,225

b) \_\_\_\_\_ = 2,535 + 5,741

l) 592 = \_\_\_\_\_ + 80 + 2

c) 625 = 600 + \_\_\_\_\_ + 5

m) 396 x 0 = \_\_\_\_\_

d) \_\_\_\_\_ + 6 = 302

n) 43.1 x 10 = \_\_\_\_\_

e) 4,522 + 8,437 = \_\_\_\_\_

o) 4 x 8 x 2 = \_\_\_\_\_

f) 6 x 2 x 10 = \_\_\_\_\_

p) 3,621 x 1 = \_\_\_\_\_

g) \_\_\_\_\_ = 52 - 35

q) 1,953 = 1,700 + \_\_\_\_\_

h) 411 - \_\_\_\_\_ = 301

r) 78 ÷ 3 = \_\_\_\_\_

i) 4 x 62 = \_\_\_\_\_

s) 6 x 8 x 2 = \_\_\_\_\_

j) 1 = 0.45 + \_\_\_\_\_

t) \_\_\_\_\_ = 40 ÷ 100



# Arithmetic 5

a)  $81 \div 3$

b)  $27 + 63$

c)  $160 \div 5$

d)  $52 - 34$

e)  $3 \times 830$

f)  $55 - 54$

g)  $117 \div 3$

h)  $6 \times 360$

i)  $72 - 10$

j)  $87 - 15$

k)  $579 - 78$

l)  $561 + 83$

m)  $162 + 25$

n)  $8567 \times 5$

o)  $1077 \div 3$

p)  $177 + 35$

q)  $940 - 51$

r)  $3688 \div 8$

s)  $84 + 612$

t)  $495 \div 3$



# Arithmetic Answers

Remember to use these only once you have completed the questions for yourself – a good idea might be to get an adult to help you check your answers and to help with anywhere you went wrong!



## Arithmetic 1 – Answers:

- |        |         |
|--------|---------|
| a) 736 | k) 1460 |
| b) 99  | l) 23   |
| c) 69  | m) 150  |
| d) 567 | n) 5490 |
| e) 3   | o) 42   |
| f) 23  | p) 2046 |
| g) 22  | q) 97   |
| h) 406 | r) 11   |
| i) 4   | s) 87   |
| j) 45  | t) 4908 |

## Arithmetic 2 – Answers:

- |                     |                     |
|---------------------|---------------------|
| a) $\frac{6}{10}$   | k) $\frac{78}{100}$ |
| b) $\frac{3}{10}$   | l) $\frac{55}{100}$ |
| c) $\frac{1}{10}$   | m) $\frac{34}{100}$ |
| d) $\frac{9}{10}$   | n) $\frac{2}{10}$   |
| e) $\frac{8}{10}$   | o) $\frac{83}{100}$ |
| f) $\frac{27}{100}$ | p) $\frac{7}{100}$  |
| g) $\frac{58}{100}$ | q) $\frac{67}{100}$ |
| h) $\frac{81}{100}$ | r) $\frac{5}{100}$  |
| i) $\frac{43}{100}$ | s) $\frac{2}{100}$  |
| j) $\frac{92}{100}$ | t) $1\frac{4}{10}$  |

## Arithmetic 3 – Answers:

- |           |           |
|-----------|-----------|
| a) 8.02   | k) 45.12  |
| b) 4.74   | l) 149.76 |
| c) 137.20 | m) 7.94   |
| d) 45.32  | n) 66.38  |
| e) 37.58  | o) 127.19 |
| f) 60.81  | p) 31     |
| g) 56.44  | q) 84.53  |
| h) 6.25   | r) 53.75  |
| i) 32.75  | s) 151.88 |
| j) 90.43  | t) 22.28  |

## Arithmetic 4 – Answers:

- |          |         |
|----------|---------|
| a) 4030  | k) 4296 |
| b) 8276  | l) 510  |
| c) 20    | m) 0    |
| d) 296   | n) 431  |
| e) 12959 | o) 64   |
| f) 120   | p) 3621 |
| g) 17    | q) 253  |
| h) 110   | r) 26   |
| i) 248   | s) 96   |
| j) 0.55  | t) 0.4  |

## Arithmetic 5 – Answers:

- |         |          |
|---------|----------|
| a) 27   | k) 501   |
| b) 90   | l) 644   |
| c) 32   | m) 187   |
| d) 18   | n) 42835 |
| e) 2490 | o) 359   |
| f) 1    | p) 212   |
| g) 39   | q) 889   |
| h) 2160 | r) 461   |
| i) 62   | s) 696   |
| j) 72   | t) 165   |

# Further Maths Tasks



**Extra guidance to help you with using place value grids when completing the White Rose Maths Home Learning:**

When converting pence to pounds (and visa versa) drawing a place value grid like below on some scrap paper can help visualise how much each digit is worth. As we know one pound is the same value as 100 pennies, British Sterling is written with 2 decimal places.

Pounds (£)				Pence (p)	
Thousands	Hundreds	Tens	Ones	Tenths	Hundreths
1,000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$

For example when given the value of 1432p, remember that each digit holds one place so they can be distributed:

Thousands	Hundreds	Tens	Ones	Tenths	Hundreths
1,000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$
					<b>1432</b>
		<b>1</b>	<b>4</b>	<b>3</b>	<b>2</b>

Therefore: 1432p = £14.32

# Reading Task

## Write your own blurb for a book you have read.

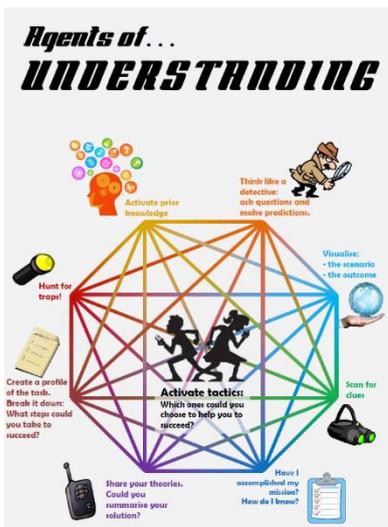
Have a look at some examples of blurbs that you have on your bookshelf or [click here](#) to view some online. Consider what all of these have in common and how they hook the reader into the story.

A successful blurb:

- Is short. Book blurbs are generally not more than 6 or 7 sentences.
- Uses powerful action words (adjectives) like "sizzling", "crackling" or "shattering."
- Makes comparisons to other books or authors.
- Describes the journey. Formulas like "The author takes us through..." or "(Author) introduces the reader to..." are often used to set the stage, giving the reader a preview of the setting or plot.
- Ends with a bang. Those who are enthusiastic about a book will often include a recommendation at the end such as "A must-read."



Share your theories.  
Could you summarise your solution?



## Think about:

What information is essential?

Who is the main character?

What rhetorical question could you ask to make your reader wanting to know more?

Who is your target audience?

Has the author written any other successful books that have a similar style?

I wonder...  
How can I hook the reader in?

How can I leave the reader wanting more?



# Spelling Task

Begin learning the words listed below. These are adverbials (describing words that show us where, when and how something happens) that show how something has happened. You may wish to put these words into sentences to help you understand the meaning e.g. **Obediently**, the children completed their Home Learning.

Awkwardly  
Frantically  
Curiously  
Obediently  
Carefully  
Rapidly  
Unexpectedly  
Deliberately  
Hurriedly  
Reluctantly



Suffix:

All words have a **root** word. A **root** word is the part of a word that gives it meaning e.g. **teach**. Often, other parts are added to a root word to change the meaning. For example, we can add the suffix **-er** to change the meaning such as **teacher**. Another example would be **farmer**.

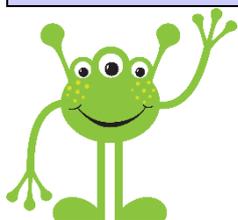
Spelling practice ideas:

- Look at the words carefully – do any of these words have suffixes in common? Do any of the words not have this suffix?
- Write each word out, read the word, cover it and have another go at spelling it
- Write each word in fancy writing and create mini flashcards for you to use. Practice reading and writing the word on each flashcard every day
- Make your own word search for each word – draw a grid (start with 10 squares by 10 squares) and add each word in, then fill in the space with random letters
- Write each word in a flower that you cut out and stick up somewhere you see often – on a fridge, in the loo, in your bedrooms (with adult permission)
- Create a spelling pyramid using each word – by writing out the words a letter at a time it will help you to remember how to spell each individual word

# Writing Task

## Explanation Text Toolkit:

What writerly tool will we use?	How will we achieve this?
<ul style="list-style-type: none"> <li>Pick a suitable topic or concept to explain</li> </ul>	<ul style="list-style-type: none"> <li>Write about how something works or why something happens.</li> <li>Write the heading as a question</li> <li>Ask reader a question in opening paragraph</li> </ul>
<ul style="list-style-type: none"> <li>Use formal writing styles</li> </ul>	<ul style="list-style-type: none"> <li>Use technical language linked to the topic</li> <li>Be clear and concise</li> <li>Write in the present tense</li> <li>Avoid contractions such as don't, shouldn't, wouldn't etc.</li> </ul>
<ul style="list-style-type: none"> <li>Write chronologically</li> </ul>	<ul style="list-style-type: none"> <li>Introductory paragraph to explain and define topic.</li> <li>Subheadings for each part of the process</li> <li>Adverbials of time to tell us when something is happening e.g. First, Second, After that etc.</li> <li>Summary paragraph to indicate the end of the text</li> </ul>



Zog is an alien from Planet Grammar. He has heard lots about our planet and wants to find out how things work on Earth. He has shown a particular interest in gardening. If you feel like challenging yourself, you may choose to explain something different about Earth. What else could Zog find confusing?

<p><b>Opening</b> Include a title which is a question and a paragraph to introduce your topic.</p>	<p><b>How do you grow plants?</b></p> <ul style="list-style-type: none"> <li>Plants are beautiful and decorative</li> <li>Many people grow plants around the world</li> <li>Have you ever wondered how to grow a plant?</li> <li>This text will show you how</li> </ul>
<p><b>Subheading 1</b> Give each section of your explanation a subheading and clearly explain the steps. Use subject specific vocabulary if you can!</p>	<p><b>Plant Species and Options</b></p> <ul style="list-style-type: none"> <li>First, decide on a plant to grow</li> <li>Many people choose plants that are colourful and attract butterflies to their gardens</li> <li>Then, buy the seeds from a local store. Garden centres are excellent choices as they have a variety of plants to choose from</li> </ul>
<p><b>Subheading 2</b> Give each section of your explanation a subheading and clearly explain the steps. Use subject specific vocabulary if you can!</p>	<p><b>Preparing the Ground</b></p> <ul style="list-style-type: none"> <li>Next, choose where to plant the seed – identify an area with lots of space for the plant to grow which is clear of weeds and debris</li> <li>After this, dig a shallow hole in the soil and sprinkle a pinch of seeds in</li> <li>Then, cover the seeds with soil and pat the soil into place</li> </ul>
<p><b>Subheading 3</b> Give each section of your explanation a subheading and clearly explain the steps. Use subject specific vocabulary if you can!</p>	<p><b>Care and Growth</b></p> <ul style="list-style-type: none"> <li>Plants need food and water to grow and stay healthy</li> <li>Make sure a plant has lots of nutrients to grow by using compost</li> <li>After this, ensure plants are watered using a watering can</li> </ul>
<p><b>Subheading 4</b> Give each section of your explanation a subheading and clearly explain the steps. Use subject specific vocabulary if you can!</p>	<p><b>Harvesting</b></p> <ul style="list-style-type: none"> <li>After seeds have germinated, a plant will begin to grow</li> <li>Some plants, such as tomato plants, have food that needs to be harvested when it is finished growing</li> <li>Check the food is <b>ripe</b> and ready to be <b>picked</b> – if left for too long, the food may <b>rot</b></li> <li>Collect the harvested goods ready to eat and make delicious meals with</li> </ul> <p><b>Did you know?</b> Germinated is what it is called when a seed begins to sprout and grow.</p>
<p><b>Ending</b> Summarise the text so far and add a diagram to show something that you have explained in your text.</p>	<p><b>Summary</b> Learning how to grow your own plants and food is a very important life skill. Globally, people harvest plants that make food we can buy locally or get in a supermarket.</p> <p><b>Diagram:</b> Watering can</p> 

# Theme Tasks

Science – draw your own table on a piece of paper using a ruler and pencil! List how many times you use electricity in a day. Are these essential or non-essential? You may wish to carry on this experiment over a week and colour code each day e.g. Monday in blue. Can you spot any patterns? You may notice that you use electricity more at night time as you have lights on as it gets darker.

## Essential and Non-Essential Uses of Electricity

- Record all the different ways that you have used electricity today e.g. switched on lights, played on a tablet etc.
- Now decide if this is an 'essential' use e.g. cooking food or a 'non-essential' use e.g. watching television.

How I used electricity today	Essential or non-essential?

# Physical Tasks



The Tokyo 2020 Games may not be happening this year but we can still get active.

The Tokyo 2020 Games may not be happening this year but we can still get active.

Get Ready! Our school is getting active with Team GB and Paralympics GB by joining the Travel to Tokyo challenge. We want you to travel the distance to Tokyo by getting active as a family. There are weekly school prizes to be won too!

**FIND OUT MORE** – [here](#)

**LOG ACTIVITY** – [here](#)

**KEEP TRACK OF PROGRESS** – [here](#)

We will be encouraging the entire school community to travel the distance to Tokyo by getting active.

We have turned each year into a **Travel to Tokyo team** (EYFS Team, Year 1 Team, Year 2, Year 3, Year 4, Year 5 and Year 6). All the physical activity your family does at home will count towards their journey to Tokyo. All they need to do is record their activity on our easy-to use **Log Activity page**. Which team can travel the furthest?

There are lots of ideas for getting active on the **Travel to Tokyo website**. You don't need lots of equipment or space – playing in the garden or having a dance off to your favourite song – if it gets their heart pumping, it all counts!

This week, pick at least two of the following activities to have a go at:

<b>Duster Dodge</b>	<b>Where's the Pair?</b>	<b>Handy Hitter</b>
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10 Mins



# DUSTER DODGE

## ダスタードッジ

## Dasutā dojji

Martial Arts



### Activity type

Home

Away

Indoor

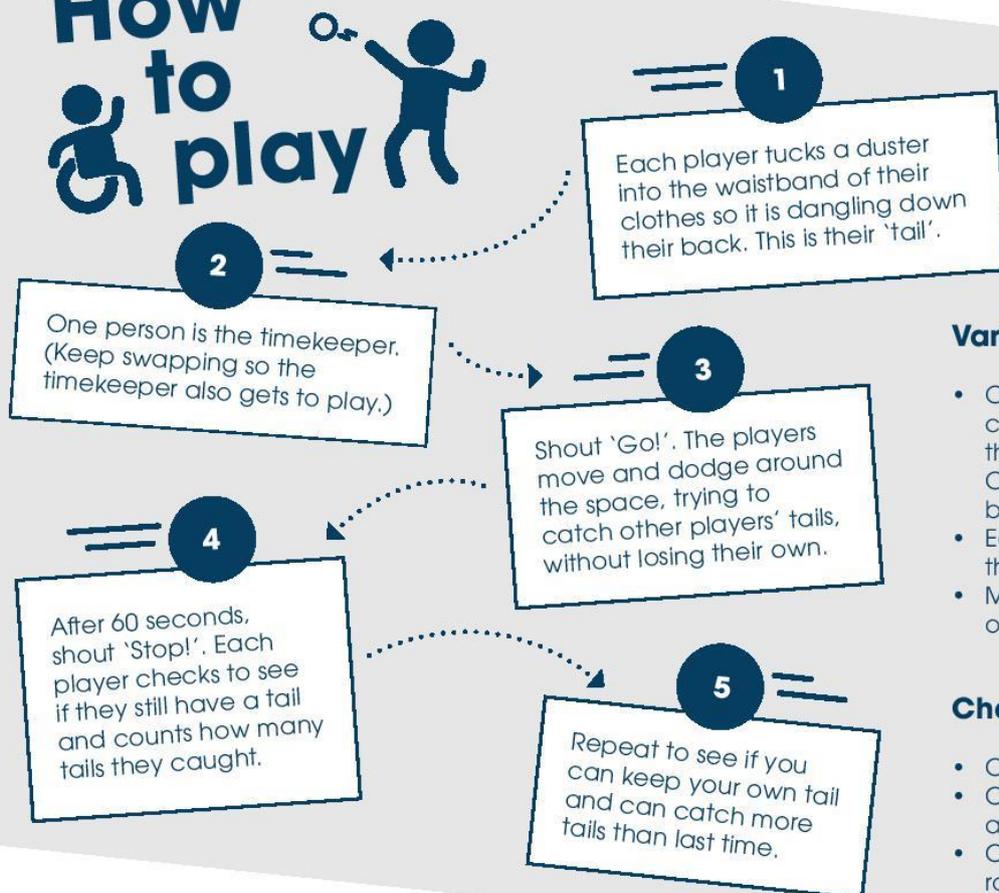
Outdoor

### Equipment

- 1 duster for each player (or scarves, ties, socks etc)
- Timer, e.g. watch, clock, phone



## How to play



### Variations

- One player is the catcher and stands in the middle of a circle. Other players dodge but can't run away.
- Each player wears the tails they caught.
- Make up your own rules.

### Challenge yourself

- Can you move faster?
- Can you move around a bigger space?
- Can you make each round longer than 60 seconds?

### What next?



#### Try something similar

Judo, karate, taekwondo, fencing, boxing



#### Try something different

Scouting, cycling, skateboarding



Log your activity and find more Tokyo Ten activities and resources at [getset.co.uk/travel-tokyo](https://getset.co.uk/travel-tokyo)

[getset.co.uk/travel-tokyo](https://getset.co.uk/travel-tokyo)



TRAVEL TOKYO



#TravelToTokyo

10 Mins



# HANDY HITTER

どこでもボール

Dokodemo Bōru

Ball Games



## Activity type

Home

Away

Indoor

Outdoor

## Equipment

- Crumpled paper ball **or**
- Small ball **or**
- Beach ball / balloon **or**
- Badminton shuttlecock



## How to play



### A. Personal challenge 1

Use a crumpled paper ball or a small ball then use the palm of your hand to hit it into the air. See how many hits you can do in a row!

### B. Personal challenge 2

Use both hands. How many times can you hit the ball between your hands? Try to keep the ball at the same height for both hands.

### C. Pairs challenge 1

Play with other people. How long can you keep a rally up? Practice keeping the ball high. Try using a different ball instead.

## Variations

- Play 2 v 2 and take turns to hit the object.
- Use a bat or racquet instead of your hand.

### D. Pairs challenge 2

Compete against a partner. Can you hit the ball or shuttlecock so your partner cannot return it?

### E. Pairs challenge 3

Use a chair or washing line as a net. Can you hit the ball or shuttlecock over the net?

## Challenge yourself

- Can you hit the object higher?
- Can you run from a baseline to hit the object?
- Can you beat your score for hits in a row?

## What next?



### Try something similar

Badminton, tennis, table tennis, volleyball/sitting volleyball



### Try something different

Scouting, cycling, skateboarding



Log your activity and find more Tokyo Ten activities and resources at [getset.co.uk/travel-tokyo](https://getset.co.uk/travel-tokyo)

10 Mins



# WHERE'S THE PAIR?

くつした かくした

Kutsushita kaukshita

Adventure



## Activity type

Home

Away

Indoor

Outdoor

## Equipment

At least 1 pair of socks for each player (or other items that can match, e.g. gloves, playing cards, snap cards, coloured bricks, coins)



## How to play



2

Players play at the same time. With eyes closed, each player draws one sock from the container. They hunt around the house to find their matching sock.

1

Each pair of socks needs to look different from the other pairs, e.g. one blue pair, one pair of knee-highs, one adult-size. Divide the room in a container in the middle of the room. Spread the 'right' socks around the house, e.g. one in bedroom, one in kitchen.

3

When they have made a match, the player leaves one sock where it was found and returns the other sock to the container.

4

The player selects another sock and hunts for the matching one again. If they select a sock they have found already, they do a forfeit of five hops before choosing another sock.

5

Keep repeating until all players have matched all the socks or until time is up.

## Variations

- Create new forfeits, e.g. star jumps instead of hops.
- Play as a scavenger hunt: players collect or tick off different items on a list instead of matching pairs.
- Create your own version with different items.

## Challenge yourself

- Can you find all the socks in less time than before?
- Can you be the first one to finish?
- Can you play it outdoors in a bigger space?

## What next?



Try something similar  
Orienteering



Try something different  
Gymnastics, aerobics, cheerleading, street dance, Zumba®



Log your activity and find more Tokyo Ten activities and resources at [getset.co.uk/travel-tokyo](https://getset.co.uk/travel-tokyo)

[getset.co.uk/travel-tokyo](https://getset.co.uk/travel-tokyo)



TRAVEL  
TOKYO



#TravelToTokyo

# Social Tasks



## Wheel of Well-being

Here are the links to the different social activities available on the scouting website. Please choose one to complete as part of your social activity for this week.

### Option 1

Professors collection- <https://www.scouts.org.uk/activities/the-professor-s-collection/> Work together to construct a miniature museum featuring your favourite things. Build a shoebox museum, try and use recycled items from around the house.

### Option 2

Protect the Egg- <https://www.scouts.org.uk/activities/protect-your-egg/> It's down to you to protect your egg from your leader. There are plenty of materials available- what will you use?

### Social Activity 2

Keep a gratitude diary or letter, this is a diary that you can write in every day and list some things or people in your life that you are grateful for. Don't forget to include things that you like to do as well. See below for more details and an example of the activity.

# Wheel of Well-being

## keep a 'gratitude diary' or write a gratitude letter



**“We become what we think about”** - Napoleon Hill

Keeping a gratitude diary or journal is a particularly effective way to shift your thinking to a more positive and appreciative mind-set.

It is simply a diary you keep everyday, where you list things or people in your life - 'Things to be Grateful For'. These can include everyday things you take for granted eg - enjoying the sunshine, having a hot shower, sleeping in a comfortable bed – these are all pleasures that most of us don't appreciate anymore, as well as all the new 'goodies' you are attracting to yourself.

The spiralling effect of gratitude is often surprising - the more you appreciate, the more you get!

### What to do

- 1 Start by getting yourself a notebook that you'll enjoy writing in, decorate a plain one yourself, or use the WoW yourself page we've provided. Download [here](#).
- 2 Every day, write down (or draw) 3 things you are grateful for in your notebook. They can be anything - feeling the sunshine on your face, happy that a friend phoned, receiving a present, being able to take a walk, anything.
- 3 Work out a time that suits you to do this. Ideally, around the same time every day works best – try keeping your diary beside your bed and writing your list just before you go to sleep
- 4 Try to write in detail, write why you are grateful for it. Or if you don't have time, just write one line.

### Here's what might happen

The first day you'll be thinking hard about what you're grateful for. Most of us complain a lot, so finding things to be grateful for will be difficult at first.

The second day, knowing you must find 3 new things to write down, you'll probably start to look for things to be grateful for.

As the days go by, you'll experience a shift in your attitude. You'll begin to expect things to happen to be grateful for. As more days pass, there will be another shift. You'll start to recognise when things happen to be grateful for.

Another shift will take place when you start to feel grateful at the time the event takes place. This is when the miracle of gratitude will really start happening for you.

This process will probably take about one month. It's been suggested that it takes 21 days to start a new habit so a little perseverance may be needed for 5 minutes each day – not too hard, is it?

You might want to lay it out like this, so there are 3 clearly laid out reasons to be thankful for each day.

Each night for the next week before you go to bed reflect on three things that went well or that you are grateful for – and why. Let us know how it goes.

**sunday**

- 1.
- 2.
- 3.