



HILL WEST *Primary*

FOUR OAKS

Home Learning Pack

Year 4

Week Beginning 08.03.21



Home Learning Links

Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

www.thenational.academy

BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

<https://www.bbc.co.uk/bitesize>

Phonics English Hubs

Online phonics lessons for the Letters and Sounds phonics programme.

<https://www.wandleenglishhub.org.uk/lettersandsounds>

World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw%3D%3D>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Beanstalk

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Reading Eggs

<https://readingeggs.co.uk/>

Key Question Week 9: What exactly does it mean to “make do and mend”?
Key Text for Linked Learning: Goodnight Mr Tom
Linked Learning: History, English, DT
The children’s history focus this week will move to rationing, and children will be learning about why rationing was introduced during the Second World War and how this affected people. Children will investigate what rations a typical family would have per week and how they might use these. Children will also learn about clothes rationing, and the encouragement to “make do and mend” as supplies were limited. Children will learn the running stitch and back stitch to prepare for completing their own ‘make do and mend’ project. In English, children will compare the perspective of last week’s evacuee letter to a child who has remained in the city during the Blitz. They will write their own diary in role as child living in London during this time. They will look at how we can change our vocabulary and writing style depending on who is writing, identifying the vocabulary, grammar and punctuation used in different text types and using these in our writing. Children will also be ensuring we include thoughts and feelings, organising paragraphs around a theme and focusing on spelling a wider range of homophones accurately in our work.
Maths: Children will continue to work on multiplication, developing their written calculation skills to multiply 3 digit by 1 digit numbers and applying this skill to solving word problems.
Science: Children will explain that invertebrates can be classified as snails, slugs, worms, spiders and insects and use classification keys.
History: See linked learning.
Geography: Children will understand how land use in the UK has changed.
Computing: Children will present their research using PowerPoint.
Art: Children will review line drawings and painting media to create further textures and patterns.
Design Technology: See linked learning.
PDW / R.E: Children will learn to understand the effects of peer and media pressure.
P.E: Children will continue to develop their football skills of passing and tackling.
MFL: Children will translate a passage about WW1.

Timetable

Here is the timetable we follow each day at school. Lessons will be taught on the corresponding days and you may wish to use the timetable to help you structure your day.

	9:05-9:10	9:10-9:15	9:15-9:30	9:30-10:20	10:20-10:35	10:35-11:45	11:45-12:15	12:15-12:35	12:35-12:45	12:45-13:00	13:00-13:45	13:45-14:00	14:00-15:00	15:00-15:20	15:20-15:30
MON	Quiet reading Register	Class Novel	Hand-writing and Vocabulary Deconstruction	Reading Into Writing	BREAK	Maths	Lunch (eat)	Lunch (play)	Class Novel	Assembly	Geography	BREAK	History	Times Tables	Class Novel Pack up
TUES	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings	Reading Into Writing	BREAK	Maths	Lunch (eat)	Lunch (play)	Class Novel	Assembly	Computing	BREAK	PE	Times Tables	Class Novel Pack up
WED	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings	Reading Into Writing	BREAK	Maths	Lunch (eat)	Lunch (play)	Class Novel	Assembly	MFL	BREAK	DT	Times Tables	Class Novel Pack up
THURS	Quiet reading Register	Class Novel	Hand-writing	Reading Into Writing	BREAK	Maths	Lunch (eat)	Lunch (play)	Class Novel	Assembly	PDW	BREAK	Art	Times Tables	Class Novel Pack up
FRI	Quiet reading Register	Class Novel	Hand-writing	Reading Into Writing	BREAK	Maths	Lunch (eat)	Lunch (play)	Class Novel	Assembly	Science	BREAK	PE	Times Tables	Class Novel Pack up

Handwriting Monday - Friday

- Please practise the following double letter joins for 5 minutes each day:

ss

ff

ee

- The image below shows how these letters are correctly joined:

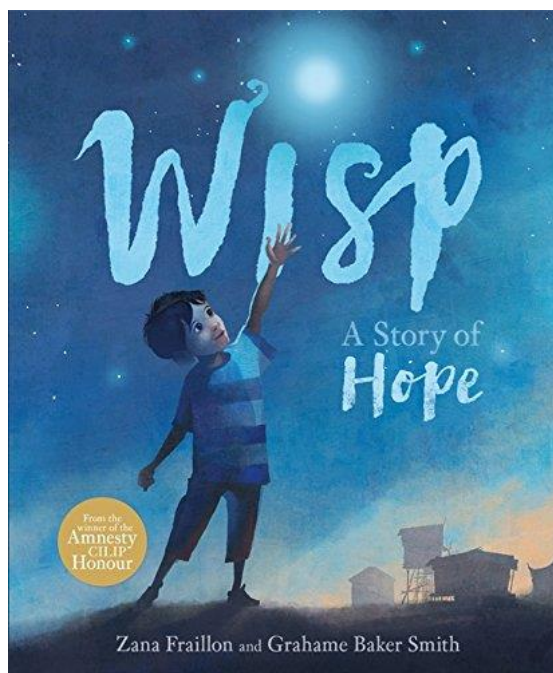


Monday -Wisp: A Story of Hope

Using background knowledge to understand a story

- What have we learnt about evacuees recently?
- Do you know the word refugee? How is a refugee similar or different to an evacuee?
- Watch the video to find out about life in a refugee camp:
<https://www.youtube.com/watch?v=fxsajk10-SI>
- Complete a table like the one below about what a child in a refugee camp would experience and not experience...

Experience	Not experience



- What clues does the cover of Wisp give you about the story?
- Now watch the story only up until 5:33
- <https://www.youtube.com/watch?v=Ql9AFdQVa0>

Giving opinions about a story

Reading grid

Likes	Dislikes
Puzzles	Patterns

Create a 'Likes, Dislikes, Patterns, Puzzles' grid about the story

- In patterns, fill in any links you can make to other stories or real life
- In puzzles, write any questions you have about the story

I can draw inferences such as inferring characters' feelings, thought and motives from their actions, justifying inferences with evidence from the text.

What will be inside Idris's Wisp to give him hope?



Vocabulary Task

- Using a thesaurus, how many words can you find to replace the purple words in each sentence?
- Do you think your replacements improve the sentences?
- Now can you find some opposite words (antonyms) to change the meaning of the sentences?

Idris lived in a small, small world.

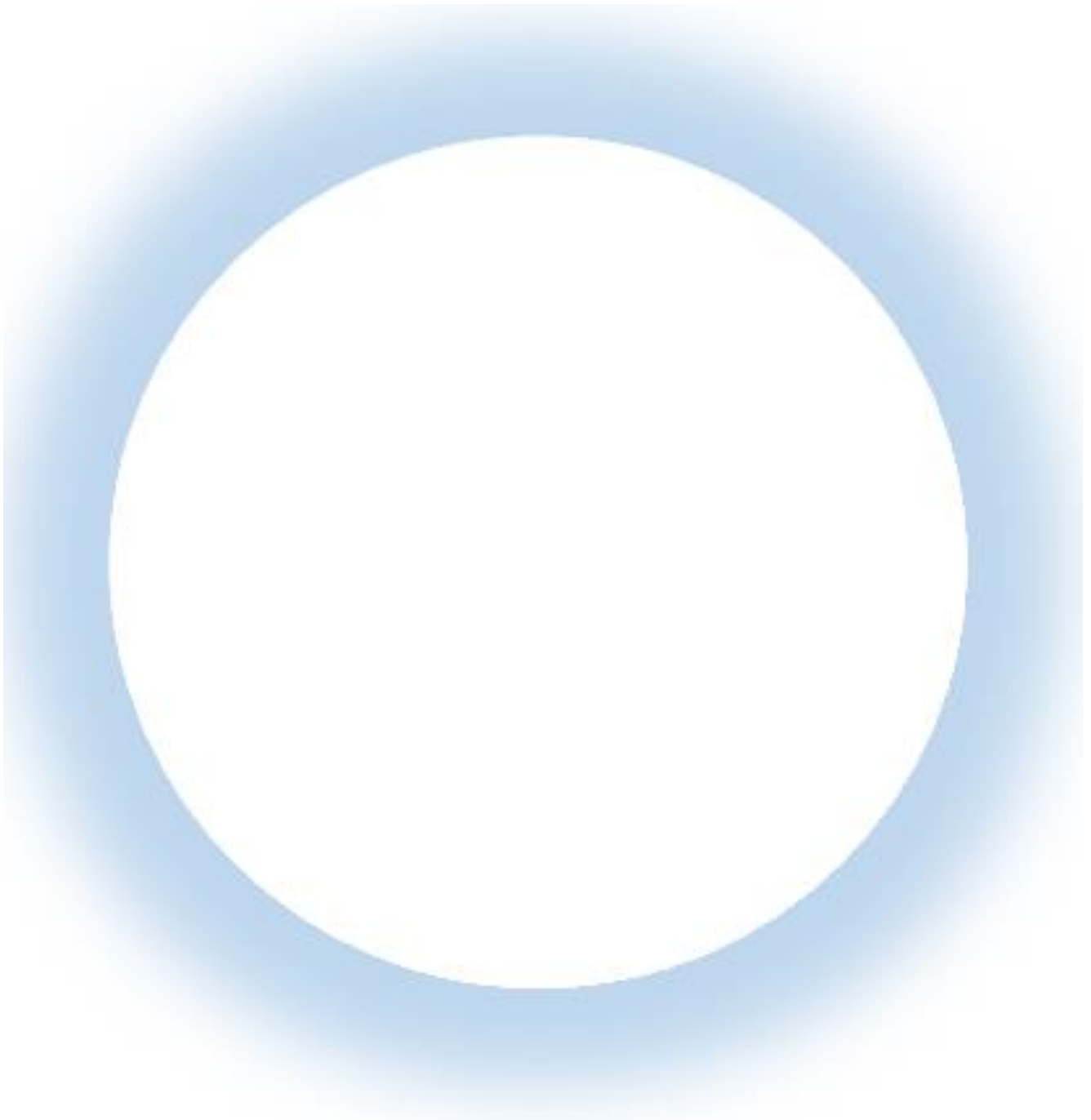
Until one day, a wisp flew in on the evening wind.

Idris explored the soft scent of new knowings.

The man's eyes were long ago dulled

PDW - Wisp: A Story of Hope

- The Wisp gives the older people in the camp hope with happy memories from their former life...what happy memories do you have?
- At the moment there are lots of things that we can't do...what kind of things do you miss, little and big?
- So what's in your wisp? A happy memory or promise that gives you hope for the future?
- Draw a picture of a hope for the future into your Wisp, cut it out and remember what brilliant things we have to look forward to!



'Wisp' Art: Romero Britto

Patterns! Patterns! Patterns!

You will need to use a variety of patterns in your letters so before you begin gather some ideas on a spare bit of paper. You could have circles, hearts, flowers, stripes...


We are linking our art to the theme and so our word is:

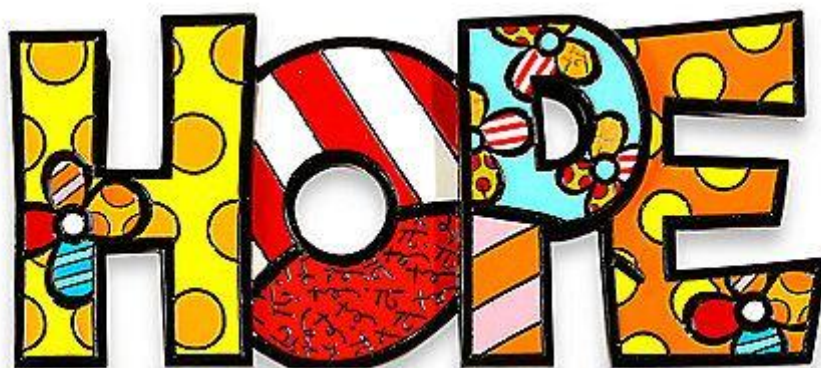
HOPE

To create your Romero Britto inspired masterpiece you will need:

A piece of paper, a black pen or crayon (preferably a permanent one like a sharpie) and some bright colouring materials – crayons/pens/paint.

If you are brave you can work straight onto the paper with your black pen, otherwise draw out your letters first.

1. Draw the word HOPE in big letters almost filling your page. Make your letters fat so there is plenty of space inside for the patterns. Your letters can overlap in places so that the word 'sticks' together as one shape.
2. Next, divide up your letters by drawing some lines across them to create different areas within the shape. If you are doing a background (you don't have to) draw some lines to create different areas in the paper around your letters.
3. Fill each area with a different pattern. Draw your patterns quite **large** so that you will be able to colour inside them.
4. Now add colour! If you have used a colour in one area, don't use it in the areas adjacent (next to) it. You can repeat colours and patterns, but consider the balance of the whole picture e.g. avoid having lots of one colour only on one side of the picture. **HAVE FUN!** 



Tuesday English - Reading Comprehension

September 30, 1940

London, England

Well, that was the worst night yet! The word being used here to describe the bombing is 'Blitz' which means lightning. I can understand why now! I was terrified to be honest. The sky was full of planes, bombs dropping all around. At first the Germans were targeting just industrial sites, like the docks and factories, but now they are deliberately bombing civilians. Even the hospital isn't safe! At about 4am, there was an almighty crash, like thunder, on the east wing. The windows of the ward shattered. My instinct as a nurse was to get there to help, to see if anyone was hurt. Thankfully, the hospital was still standing, but a row of houses next to it had suffered a direct hit. Not one house remained intact. There was nothing I could do until the firemen and air raid wardens had dug through the rubble, searching for survivors.



Vocabulary Questions

1. Can you work out what 'industrial' means?
2. Can you work out what 'civilians' means?
3. Can you work out what 'intact' means?
4. What word could the writer have used instead of 'shattered'?

Comprehension Questions

R - What does the word 'Blitz' mean?

R - Which building was safe during the bombing on September 30th?

E - Why did the writer want to see if anyone was hurt?

I - *'There was nothing I could do until the firemen and air raid wardens had dug through the rubble'*

How do you think the writer felt at this time?

Visualisation - Draw out the scene as you imagine it to appear.

Wednesday English - Blitz Diary Planning

We are going to write a Blitz diary this week, pretending we are a child living through the Blitz in London.

- Watch the video and read the example diary entry.
- Make notes under the headings of 'home', 'school' and 'air raids' of what a child would experience during the Blitz.
- <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-living-through-the-air-raids/zjnyrj6>

8 October, 1941

Dear Diary,

I cannot tell you how glad I am to be sat here writing to you! Today, my life flashed before me and I can honestly say I thought today would be my last!

As soon as I woke up this morning, I had a strange feeling that something wasn't right. I rushed downstairs to mum, who was busy preparing the breakfast things, to tell her that I didn't feel right. Only I knew she would respond by asking me if I had a temperature and that's exactly what she did. I tried to tell her that I had a feeling I wouldn't see her again; all she did was snap at me and told me not to be silly. It's okay. I know she doesn't mean it! She is just frightened for us all. We all are, I guess!

Anyway, I quickly ate breakfast and left for school. Then before I reached the end of the street, the high pitch screeching filled the air. It was the dreaded sirens, which meant we had to hurry to the nearest air raid shelter. A lady that worked as an air raid patrol ushered me to the nearest shelter. She said I didn't have time to go home. I was trying to tell her that I needed to go back for mum, but she didn't seem to care. Why would she? There are too many of us to care about.

I hate the air raid shelters. You would think that I'd be used to it by now, but I'm not. Every time I sit in there, in cramped conditions and freezing cold darkness, I feel worse. Sometimes I think I'd feel better on the outside; at least I'd know what was going on. I think not knowing is worse sometimes. We were in there for over an hour.

Outside, I could hear the crashing of collapsing buildings where the bombs had hit. There was no point in trying to block out the sound, as I am all too familiar with the sound of bombs dropping. After an hour, the sound of the sirens became steady, which gave us the all clear signal. Well we thought it was the all clear signal.

We all rushed out of the shelter and carried on with our days. Then just as I turned past the post office, from out of nowhere, the German bombers started shooting bullets in all directions. The wardens began yelling, 'Everyone in, everyone in!'

There was a mad frenzy; everyone panicked and ran for safety. I couldn't move. I just froze while tears streamed down my cheeks. All I could think about was mum and my baby sister. Would I ever see them again? My feet would not move; I was paralysed with fear. Luckily, a man swooped me up in his arms and took me to the nearest shelter. I lost my school books and my favourite teddy along the way, but there was no time to go back for

them. We all sat in the shelter for over two hours. Can you believe the bombs were dropping for all of that time?

I hate this war and I hate Hitler. I hate the Germans. They won't stop until we are all dead and there is nothing left of Britain. Although I feel like giving up, I mustn't. You see, the kind man that rescued me today, told me never to give up and never to lose hope, because when you do that they've won. We cannot let them win.

I'm beginning to think mum is right. Maybe I do need to go and stay in the countryside for a bit. Mum is calling so I've got to go.

Susie

Thursday English - Blitz Diary

You will start writing your Blitz diary today and finish it on Friday.
Remember the features of a diary from when we wrote our earthquake diaries:

Colloquial Language

You should try to use chatty/informal language.

Follow a "Diary Style"

Start each entry with a date and "Dear Diary".



Chronological order

Your diary should be in time order, using adverbials.

HOW TO WRITE A:

DIARY

First person

Remember to use personal pronouns (in particular: I/We)

Self-reflection

Try to include your thoughts, feelings, opinions and hopes (inside speech marks).

Past Tense

A diary is about what has already happened.

Detailed descriptions

Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.



For support on your structure, use the structure strip on the next page - one box per paragraph.

Dear Diary introduction—what was your day like?
Waking up with a funny feeling
Going to school— what did you see, hear, smell on the way?
Being at school and hearing the air raid siren—how did you feel? What did you do?
Being in the air raid shelter—what did you hear outside?
Coming home and seeing mum again— how did she react?
What are your feelings and opinions about the war?

Checking your writing

- Capital letters and full stops.
- Missing words in sentences.
- Staying in the correct tense.
- Lots of descriptive detail.
- Giving your opinions about what happened.

Tuesday Maths - Grid Method

Day 1: Use partitioning to multiply 3-digit numbers by 1-digit numbers.

How could we solve
 3×134 ?



We can use the same method as we use for multiplying 2-digit numbers, but need an extra column for the 100s!

Partition 134; write the numbers on the grid...

What is 100×3 ?

30×3 ?

4×3 ?

\times	100	30	4	
3	300	90	12	402

Finally add
 $300 + 90 + 12$.

Multiplying three-digit numbers

Sheet 1

Use the grid method to solve these multiplications.

$$3 \times 224$$

$$3 \times 347$$

$$513 \times 4$$

$$4 \times 488$$

$$623 \times 5$$

$$5 \times 549$$

$$6 \times 215$$

$$363 \times 8$$

$$8 \times 428$$

$$9 \times 314$$

- Here are some multiplications:

$$5 \times 226 = 1236$$

$$4 \times 523 = 2092$$

$$524 \times 3 = 872$$

$$5 \times 254 \times 5 = 10\ 170$$

- One of the calculations is correct and three are wrong.
- Which ones might be wrong and why? Make a prediction
- Now work out the answers of all four to check.

Extra Challenge!

Use what you have found to write a new set of multiplications, with one deliberate mistake. Challenge a friend to find the mistake.

Wednesday Maths - Ladder Method

Day 2: Use partitioning to multiply 3-digit numbers by 1-digit numbers.

On your whiteboards find 423×6 using the grid method.

\times	400	20	3	
6	2400	120	18	2538

$$\begin{array}{r} 423 \\ \times 6 \\ \hline 2400 \\ 120 \\ 18 \\ \hline 2538 \end{array}$$

We can also set out 3-digit multiplication this way – it is called the **ladder method**.

Can you see where each number in the ladder method comes from?

The three multiplications are just the same and the numbers are then neatly set out for the addition!

$$7 \times 612$$

$$3 \times 386$$

$$526 \times 4$$

$$492 \times 5$$

$$618 \times 4$$

$$6 \times 419$$

$$3 \times 448$$

$$6 \times 392$$

$$173 \times 8$$

$$217 \times 9$$

Challenge

Find the missing number in this calculation:

$$63\boxed{} \times 6 = \boxed{}822$$

Thursday Maths - Multiplication Practice

Choose to use either the grid method or the ladder method to answer these multiplication problems:

1. Jane gave 5 of her friends 321 marbles at her birthday party. How many marbles did she have altogether?
2. John ate 165 skittles every day for 4 days. How many skittles did he eat altogether? How many would he eat if he ate them for 5 days?
3. Mary and Ben went for a walk in the English countryside for one week. They were able to walk 521m every day. How many metres did they walk altogether?
4. A recipe asks for six measures of 325g of sugar. How much sugar does the recipe require?
5. Each day the new museum in the town of Kingsford is allowed 436 tourists. How many tourists are allowed in 3 days?

Investigation!

- To find the digital root, you add all the digits of the number together.
- Multiply 3-digit numbers of your own choice by a 1-digit number, using either the ladder method or the grid method.
- Before you start, find the digital root of the 3-digit number. Then multiply that by your chosen 1-digit number and find the digital root of that answer.
- Next multiply your original 3-digit number by your 1-digit number and find the digital root of the answer. What did you find...?
- Does it work for other numbers, too?

Friday Maths - Multiplication Reasoning

Use grid method to complete each of these:

$$424 \times 6 =$$

$$3 \times 848 =$$

What do you notice? Why does this happen?





Use grid AND ladder to solve 354×6 .

Say which method you prefer and why.

Write the missing numbers:

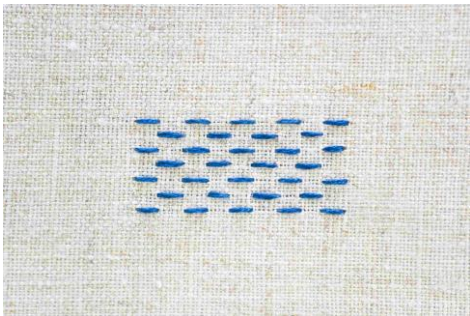
x	300		
4		160	24

What is the final product?

<p>6a. Jack says,</p> <div><p>My number 3,534 is 7 times larger than 504.</p></div> <p>Is Jack correct? Prove it.</p> <div>R</div>	<p>6b. Inaaya says,</p> <div><p>My number 3,430 is 8 times larger than 430.</p></div> <p>Is Inaaya correct? Prove it.</p> <div>R</div>
--	--

Tuesday History - Rationing & Make do and Mend

- Watch the video to find out all about rationing during World War 2: <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-rationing-in-the-uk/zbgby9q>
- Use internet research to find out what 'make do and mend' means and what kind of things people would do.
- To make do and mend, people often sewed up broken or torn garments or used sewing to make them into new things. We are going to learn two stitches that we can use to 'make do and mend' our old things.
- If you have needle and thread at home, have a go at these stitches, otherwise why not make a poster about rationing?



Running Stitch

https://www.google.com/search?q=video+how+to+do+running+stitch&rlz=1C1CHBD_en-GBGB936GB936&oq=video+how+to+do+running+stitch&aqs=chrome..69i57j0i22i30j0i390.6631j0j4&sourceid=chrome&ie=UTF-8#kpvalbx=_DE-YOmnFYTlxgPd84GgBQ9



Back Stitch

<https://www.youtube.com/watch?v=JGa4PoQB408>

Tuesday Geography - How does land use change over time?

- Here is a really cool website with a map of Sutton Coldfield. You can move around different areas with your mouse:
https://www.archiuk.com/cgi-bin/build_nls_historic_map.pl?search_location=,%20Sutton%20Coldfield,%20West%20Midlands&latitude=52.552712&longitude=-1.824450&password=freesearch@freesearch.com
- Look at the map carefully and use the slider to move the time between 1913 and 2021. How does the map change?
- Using the map, make a chart to compare how the land use has changed between 1913 and now...

1913	2021
No schools	Hill West and Arthur Terry School

Wednesday French - World War 1

Vocabulary



How do we pronounce each of these words?

Les soldats

une casque

Le **champ** de
bataille

une **masque** à gaz

un fusil

la boue

Use your knowledge of phonemes and graphemes to work out how to say each of these words

Match the English and French words, can you find any cognates or near cognates (words that are the same or almost the same in French and English)?

la boue	un fusil	mud	a gun
une masque à gaz	le champ de bataille	a <u>gas</u> <u>mask</u>	the battlefield
une casque	les soldats	a helmet	<u>soldiers</u>

Wednesday DT - Making your Anderson Shelter

It's time to make our Anderson Shelters with the recycled materials you have collected from your house!

Remember it needs to be:

- Strong
- Protective
- Withstand nearby blows
- Able to fit a small lego man inside!

Here are some examples of ones that have already been made:



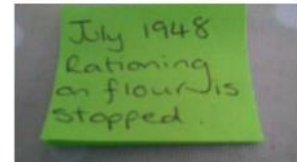
Thursday Computing - Presenting Research

- Use the rationing research sheet to find out all about rationing during World War 2.
- Present the information you have found using the technology of your choice, for example PowerPoint or even iMovie to create a video presentation.

Why did the British Government decide to introduce rationing?



Create a timeline of when items were rationed and when the rationing was lifted. Write it on post-it notes with the date and what was rationed.



Rationing

The Second World War began in 1939 and ended in 1945. During this time (and for some after) many resources, including food and clothing were rationed. Use books and the internet to research rationing and to answer the questions.

Discuss with a partner some more ideas about how people at home could have helped with the war effort. Jot them down below.

Do you think rationing was a good idea? Why?



Friday Science - Classification Keys

Here is an example of a classification key. It is how scientists can classify animals they find and observe into species.

Branching database – dichotomous key

Minibeasts



spider



woodlouse



snail



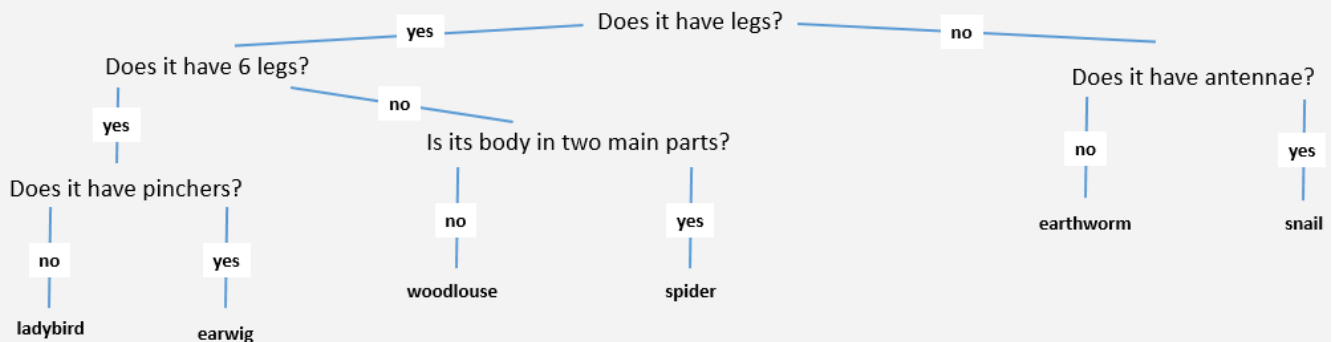
ladybird



earthworm



earwig



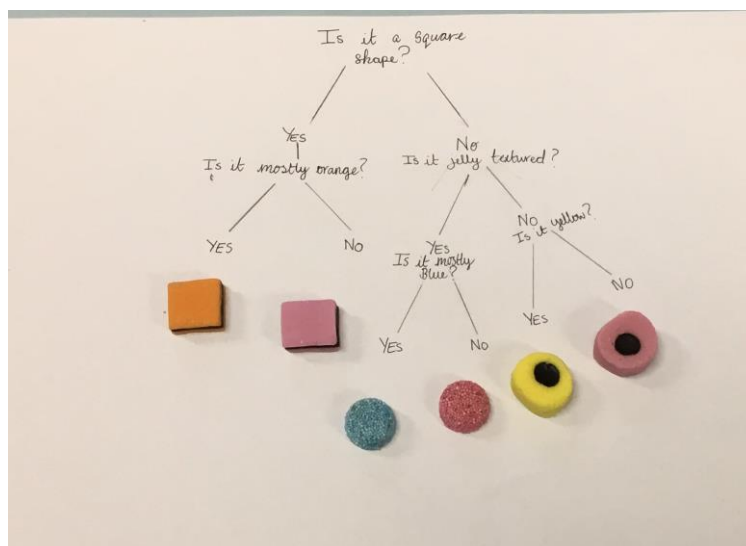
Here is a website with some more information:

<https://www.bbc.co.uk/bitesize/topics/zxjj6sg/articles/z9cbcwx>

Your Task

Create your own classification key using things you have at home. For example: toy animals or teddies, different shaped buttons, a packet of sweets of different sizes and colours (Licorice Allsorts work really well!)

Here is one made from sweets!



Thursday & Friday PE

This week we are working on football skills. If you have a ball at home, access the link below to complete the home and garden skills challenges:

<https://www.bbc.co.uk/cbbc/watch/kickabout-home-skills-football-to-do-in-home-and-garden>

Alternative Activities

Remember to get your heart rate up for at least two hours over the week!

- Complete the next lesson of PE with Mr Dineen on YouTube
- Choose your favourite songs and follow along with a dance on Just Dance: <https://www.youtube.com/channel/UC5-3tkqR92QINQyCrVocb1Q?app=desktop>
- Complete a 'Cosmic Kids Yoga' of your choice on YouTube.