



# HILL WEST *Primary*

FOUR OAKS

## Home Learning Pack

Year 4

Week Beginning 22.03.21



## 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](http://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/>

<b>Key Question Week 11:</b> Savage or Citizen?
<b>Key Text for Linked Learning:</b> Jemmy Button
<b>Linked Learning:</b> English, PDW, History
Over the next two weeks, children will be looking at the true story of Jemmy Button- a ‘savage’ taken from his home in South America to be civilised in England. They will empathise with the different characters in the text through role-play, letters and diary entries. While also exploring how cultures and traditions have changed since the 1800’s. This will link to PDW, during which children will explore how the law protects human rights (which is the equality act). In computing this week, children will use Lego Wedo to design, write and debug programs that will involve controlling physical systems. Children’s R.E. learning this week will be based around the story of Easter.
<b>Maths:</b> In maths this week, children will practise division using chunking then move on to identifying lines of symmetry and angles in polygons.
<b>Science:</b> Children will carry out a local habitat survey naming the living things by their features.
<b>History:</b> Children will learn about the role of Charles Darwin and his voyage on the Beagle.
<b>Geography:</b> Children will use digital technology and simple equipment in fieldwork.
<b>Computing:</b> Children will write and debug programs that control physical systems.
<b>Art:</b> Children learn about Pauline Boty and some key events in her life. Explain what types of work she does and what colours/mediums she uses to produce her work.
<b>Design Technology:</b> Children will create a functional robot using Lego Wedo using simple electrical components.
<b>PDW / R.E:</b> See above.
<b>P.E:</b> This week, Year 4 will attack the ball at pace creating space for themselves
<b>MFL:</b> Children will learn to give their birthday in French.

# 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

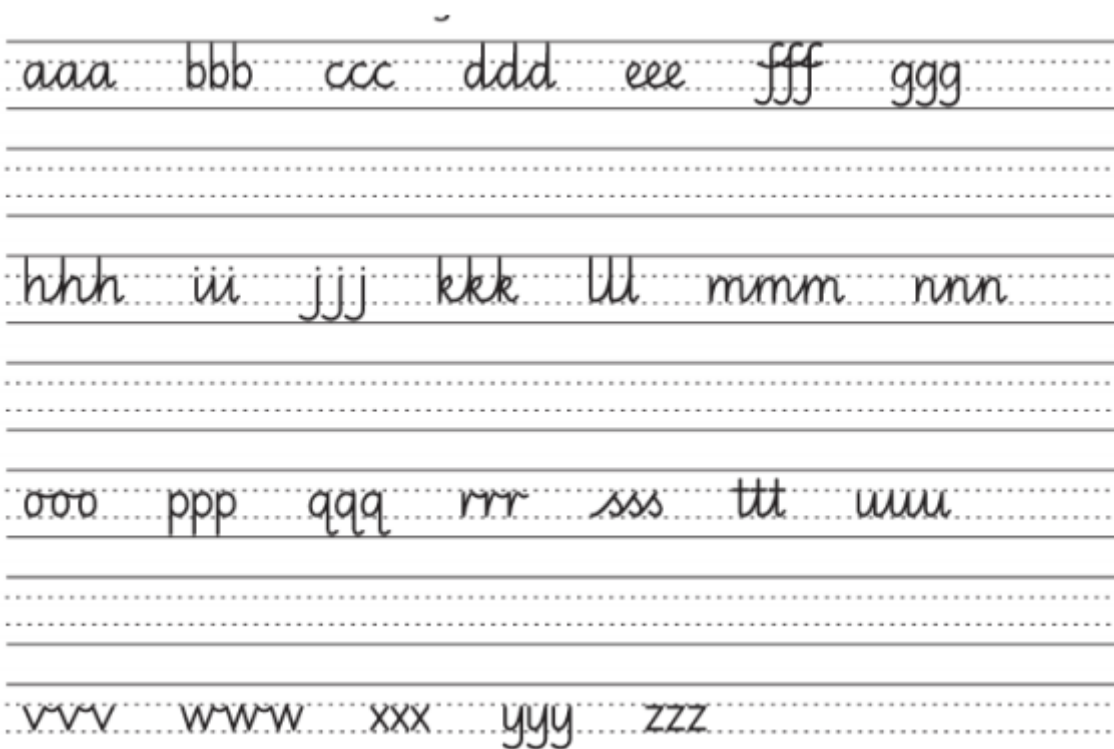
- Please practise the following joins for 5 minutes each day:

th

ht

fl

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



# Vocabulary Deconstruction

<u>Etymology:</u>	<u>Prefix:</u>	<u>Root word:</u>	<u>Suffix:</u>
	<u>Word:</u> clambered	<u>Opposite:</u>	
<u>Definition:</u>		<u>Synonyms:</u>	
<u>Put it in a sentence:</u> Remember ABC 🧐 ●			

<u>Etymology:</u>	<u>Prefix:</u>	<u>Root word:</u>	<u>Suffix:</u>
	<u>Word:</u> overwhelmingly	<u>Opposite:</u>	
<u>Definition:</u>		<u>Synonyms:</u>	
<u>Put it in a sentence:</u> Remember ABC 🧐 ●			

# Spelling: -cian, -tion, -sion words

## Ssion, sion, tion, cian Word

S X X F B O X K E T Y M C Q L N Z M T J R E W J  
J Y O J N W C C T H P Y C Q Q V H A G C U Q F A  
N D Z K O N O I S S I M R E P N D L W O Z Y Y N  
O T O K I N O I S R U C X E K B E Q H N Y G E O  
I G I R S I R W S U P T S W K Y L U I S W X S I  
S N N D R L O P E O D R A J F I H A N T P J T S  
S A V T E R I W Q P E Q H C K N F G R R Y A D S  
I I E H V P O L L U T I O N V F Y V E U U O I E  
M C N D I W I Q T I V H E N E B V S T C I H F R  
Z I T L D D M O P T I O N C O O S D X T H I R P  
W T I H M O N X V C X E T N I I W R Q I B N N M  
B I O I A O D S K B Z I R G O V T E J O O R G I  
S L N G I I S D B M O A B N K G Y N U N N H Q G  
D O X T E D V B N N A J Z N N P X F E O F B W V  
G P A S Y M Z O E O Q G F O K E O T I T E I M S  
J N N X K R I R R I W S I D O Y E T V M T S E Y  
N Z G J K T D X O S Q S C C A C U J O J N A Q T  
O C H E I J N J Y N S S T J I L I T V P T O U C  
I I S B P O X X M E O F I R O A I C E K X N A N  
S K M H J R T H S M G J O S B O N R R L C U T U  
N A A S R U I S L I A L N Y N N Y M S Q T Q P E  
E A T D D D N B B D H Z F I H Q H S I I Q F F M  
T H N O W Y A G T D O C H O X Z L G O E U H D V  
X F W W S P T X O P T I C I A N M N N X K V N V

Tension	Nation	Option	Attention
Dimension	Expression	Construction	Affection
Pollution	Caution	Invention	Solution
Fiction	Emotion	Ambition	Diversion
Excursion	Version	Impression	Permission
Session	Mission	Politician	Optician
Magician			

Make up 5 silly sentences using words from yesterday's wordsearch.



Read the text. Can you find any 'tion', 'cian', 'sion' or 'ssion' words?

Highlight or underline the 'tion' words in one colour and the 'cian', 'sion' and 'ssion' words in others.

To his delight, Simon was now in possession of the old corn mill, after buying it at auction. He had made the decision to renovate it. He had been in opposition to the previous owner's plans to demolish the building and build flats on the site. He knew there had been an explosion in population in the area but the corn mill was a piece of history. After getting a promotion at work, he had enough money to save it. Matt had called in the trades and profession to help him with the work. The plumber had said he would need to replace all the pipes because of corrosion. An electrician and his apprentice were also on site. Simon liked to listen to the older man's explanations to his young protégé; the electrician said that frequent repetition would help the apprentice to learn his trade. A firm was coming to carry out the required examination of the boiler next week. Simon also wanted to make a contribution to the build himself. He was spending all his free time at the site. He enjoyed the continuous bustle and motion all around him. Soon, the greatest proportion of the work had been finished and they were not far off completion and the conclusion of this phase of the build.

Which words from this week's spellings could fill these gaps?

1. I made the \_\_\_\_\_ to visit the \_\_\_\_\_ for an eye \_\_\_\_\_.
2. The shop reported an \_\_\_\_\_ in sales after they advertised the \_\_\_\_\_ on \_\_\_\_\_.
3. There was a \_\_\_\_\_ held by the \_\_\_\_\_ party, after the \_\_\_\_\_ results were announced.
4. Our teacher believes that \_\_\_\_\_ will help us with \_\_\_\_\_ skills, as we seek \_\_\_\_\_s of words.
5. They were not far off \_\_\_\_\_ and the \_\_\_\_\_ of the build, as the greatest \_\_\_\_\_ of the work was done.



# Monday English - Inferences

Choose the right word from each pair of brackets

- ▶ I'm going to give you a piece of (advise/advice).
- ▶ The room was so (quiet/quite) you could hear the sound of people breathing.
- ▶ Sal was never (allowed/aloud) to wear what she wanted to parties.
- ▶ They put all their money together and (bought/brought) a life-size model donkey.

Who is this person?

What are they doing, why?

Where do you think they live, why?

How do you think they are feeling? Explain why you think this.

What do they look like?



Discuss each question with your partner and write your responses around the picture.

*Once, long ago, on a  
faraway island, there  
was a boy.*

*Some nights he climbed  
to the tallest branch of  
the tallest tree to look  
at the stars. He listened  
to the lap of the waves  
and wondered what  
was on the other side of  
the ocean.*

tree  
d imagined  
e of

What might  
happen next  
to the boy?





# Tuesday English - Character Profile

Apostrophes have two jobs

**Omission** (or contraction)-to show that a letter is missing when a word is shortened (e.g. what's instead of what is).

**Possession** -they show that something belongs to something else (like the dog's dinner).

Edit these sentences, putting the apostrophes in the right place.

I think thats the best thing that ever happened.

You dont all have to shout at once.

Youre the fastest worker I ever saw.

I wouldnt go in there; Its probably haunted.

I cant reach the ledge from here.

Create a role on the wall for Jemmy Button. Remember that appearance and actions goes on the outside, personality and emotions go on the inside.

Think about:

Their appearance (what they look like)

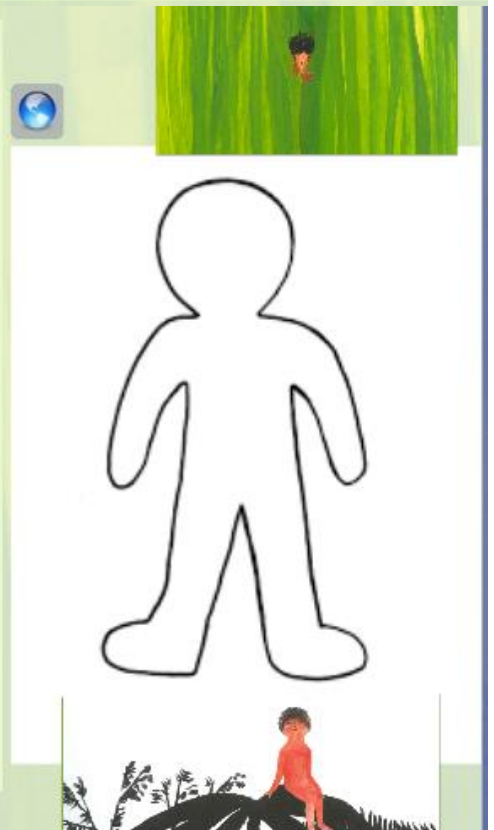
Their personality and attitude

Where they live

Their interests

How they could be linked to other characters

What their story could be



You are going to create your own question about the character.

Use question matrix.

Leave room for an answer (4 lines).

QUESTION MATRIX						
?	EVENT	SITUATION	CHOICE	PERSON	REASON	MEANS
PRESENT	What is?	Where/ when is?	Which is?	Who is?	Why is?	How is?
PAST	What did?	Where/ when did?	Which did?	Who did?	Why did?	How did?
POSSIBILITY	What can?	Where/ when can?	Which can?	Who can?	Why can?	How can?
PROBABILITY	What would?	Where/ when would?	Which would?	Who would?	Why would?	How would?
PREDICTION	What will?	Where/ when will?	Which will?	Who will?	Why will?	How will?
IMAGINATION	What might?	Where/ when might?	Which might?	Who might?	Why might?	How might?

Designed & Adapted by Bob Hughes 2005



Share your questions

More challenging

# Wednesday English - Conscience Alley

Who are the people?

Where are they from?

What do they want or why are they here?

Explain how you know.



Discuss each question with your partner.

*They invited the boy to visit their land, far away across the sea.*

*"Come away with us and taste our language, see the lights of our civilised world".*



Page 5 - open PDF

Why are they crowding around the boy?

Make a prediction, what might happen next?

Why can we only see the boy's face?

What does the key words mean?



What have we  
found out?

What should the  
boy do?

How might this  
affect the story?

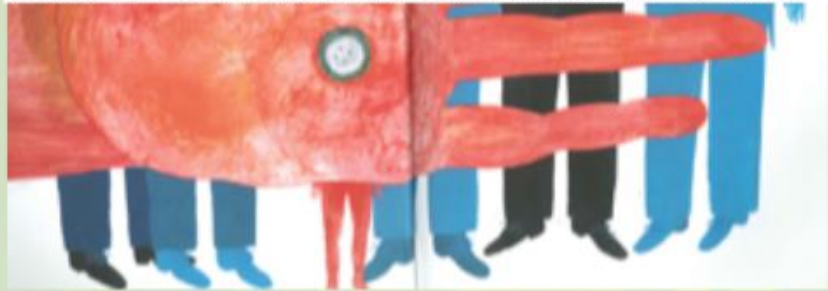
Is it fair?



One of the visitors opened his hand to reveal a button made of the ocean's most magnificent pearl. They gave it to the boy's family.

"We will call you Jemmy Button." The visitors said.

Even the wind seemed to whisper: "Jemmy Button, Jemmy Button."



### Your Task:

Make a table with reasons for and against Jemmy going with the people.  
Do you think he should go?

Thursday - English

Write in Role

## Apostrophes

Write out these sentences, shortening the highlighted words using apostrophes.

He will come with us. We will give them a  
pearl button.

That is all, they will have no idea how much  
it is worth.

They are savages; we are civilised citizens.

1. Write a letter to Jemmy Button advising him what to do next. Refer to what you have found about Jemmy and the visitors so far.
2. Now reply to the letter, as Jemmy Button, explaining what you have decided to do and why.

## Friday - English

Re-read the book up to page 7.

Why have the visitors come to Tierra del Fuego?

What might they think of Jemmy?

What might Jemmy think of the visitors?

Windrush Child by John Agard. Explores the experiences of a child leaving his home on the ship Windrush, travelling to England.

Watch the animation here and listen closely to the words.

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

Look at the images. Consider what different things Jemmy will have to leave behind, what will he miss, why?



Using the style of the Windrush poem, create one reflecting Jemmy's feelings as the ship sails across the vast ocean towards the unknown.



# Monday History - VE Day

Watch the videos to find out about how World War 2 ended:

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr>

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-nazi-germany-surrenders/zrhc382>

Read the real life descriptions of VE Day and make a list of emotions that the people would have been feeling.

**‘We were so poor but we made it a special day’**



*Vernice Parkinson, 81, lives in north Manchester*

I was just six and a half on VE Day and remember thinking how silly all the adults were behaving – I realise now they were tipsy! I had no memory of life before the war, so seeing people singing, dancing and being so happy was a new experience.

It was in a long row of cottages, all with outside brick toilets, and although people had very little on VE Day, everyone went to so much effort to make it special. There were long trestle tables, neighbours shared their food, tea and sugar and there was a huge bonfire in the communal area at the back of the row.

A lot of my friends' fathers had been away fighting, and I remember one mother spent the day crying because her husband was in a Japanese prisoner of war camp. For many it was such a happy day, but for others the war wasn't over yet.

## **‘I missed VE Day!’**



*Mervyn Kersh, 95, lives in Barnet, north London*

The day the war ended I was on a sealed train with lots of other soldiers, travelling from Germany to the UK, where I was to prepare to be part of the invasion of Japan, just as I had been on the beaches of Normandy.

We had no idea what had happened until the train stopped in Bruges on 9 May 1945. We'd had no contact with the outside world for 30 hours – even the windows on the train had been boarded up to protect us from German fire.

To hear about the VE Day celebrations the day before, I felt so glad the war had ended – and a bit cross I'd missed the party, although a fuss was made of us by the local people who were still rejoicing.

I travelled on to London and heard all about the street parties, which sounded absolutely wonderful. Later on in my life, my wife Betty, who passed away last year, would tell me about how she had been at Piccadilly Circus on VE Day and of the happy Londoners and American soldiers all celebrating together.

I was evacuated from London when I was 14 and sent to Exeter, before joining the Army in 1943. I fought in France, Belgium, Luxembourg, Holland and Germany, but the Japanese must have heard I was coming and surrendered before I was sent out there! I left the Army in 1946 but have never forgotten that time in my life, and the friends I lost.

## **I was part of the war effort at Bletchley Park... and went straight to London to celebrate'**



*Betty Webb MBE, 97, lives near Birmingham*

I was working at Bletchley Park, in the Japanese department, on the day I found out that the war in Europe had ended. I immediately went and caught a train from Milton Keynes to London, where I met a good friend who was part Jewish and had escaped from Germany during the war. We joined the crowds by the Thames and I remember that it was so packed that my feet barely touched the ground as I was swept forward by the throngs of revellers. There was so much laughter, singing, drinking and high jinks – it really was the most incredible atmosphere of joy and celebration.

I had arrived at Bletchley Park in 1941, having joined the Army when I was 18. Everything was so secretive; we had no idea what was going on in the next room. And it was absolutely forbidden to talk about our work outside our room. Women outnumbered men by around three to one, which made romance difficult!

I registered, decoded and translated enemy signals – in three different languages – before they were sent on to the Prime Minister or directly to the commanders in the field.

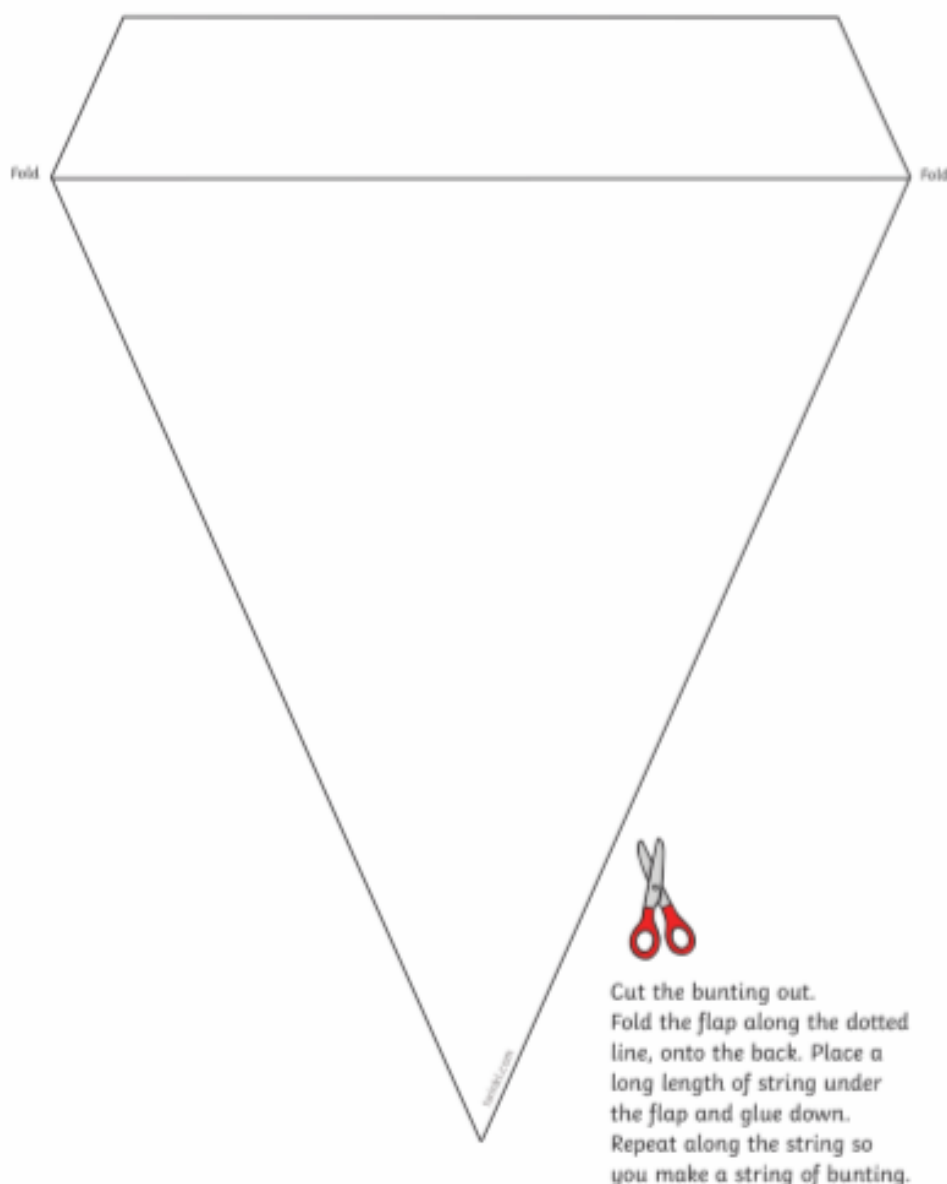
No one at my level had any idea of the contribution we were making to the war effort. We really didn't know the full story of the work going on there. It was only afterwards that I realised what I'd been part of.

After VE Day, I was posted to Washington, to the Pentagon, to carry on my work there until the war ended in August 1945.

## Task 2: Bunting Word Art Design

Fill your bunting with words of different colours and sizes to express all the feelings of VE day for British people.

Add pattern and decoration because we will use this bunting to decorate for a VE Day party next week!



## Tuesday PDW - Discrimination

Draw the person that you imagine when I say...

Nurse

Beautician

Footballer

Electrician

### What did you imagine for each one?

**Stereotyping** is when people think that everyone who belongs to a specific group is the same. Some examples of stereotyping:

- All professional footballers are men.
- All make-up artists are women.
- All models are young.
- Girls don't like to play in the mud.
- All teenagers who wear hoodies are troublemakers.

## Poster

Think of a slogan against stereotyping

Draw a picture of somebody breaking a stereotype

Give 3 ways to avoid stereotyping



## Wednesday French: Seasons

[https://www.youtube.com/watch?v=s\\_d3RIcxC3E](https://www.youtube.com/watch?v=s_d3RIcxC3E)

Which months are in each season?

Discuss with your partner

- Which months are in Spring?
- Which months are in Summer?
- Which months are in Autumn?
- Which months are in Winter?

Le printemps	L'été	L'automne	L'hiver

octobre

juillet

février

décembre

août

avril

mars

juin

septembre

mai

novembre

janvier



## Thursday Art - Pauline Boty

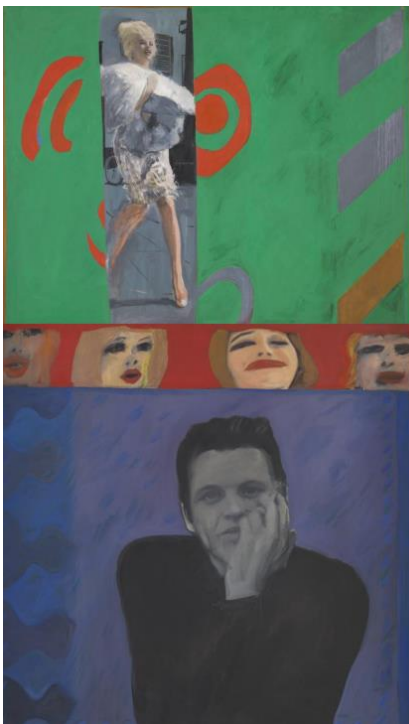
Watch the video.

<https://www.tate.org.uk/kids/explore/what-is/pop-art>

What do we learn about pop art?

What do we learn about Pauline Boty?

**Pauline Boty** (6 March 1938 - 1 July 1966) was a British painter. Boty was a founder of the British Pop Art movement and the only female painter in the British wing of the movement. Boty's paintings and collages often demonstrated joy but expressed criticism of the "man's world" in which she lived. Her rebellious art, combined with her free-spirited lifestyle, has made Boty a herald of 1970s feminism.



David Hockney and Boty are both Pop Artists. What similarities do their works share?

What similarities do all Boty's paintings have?



Create your own painting in the style of Pauline Boty. Start with a self portrait in the middle of the page and paint flowers or shapes in bold colours around it.

Draw your self portrait following this instructional video.

<https://www.youtube.com/watch?v=97iPAmER7a4>

Friday - Science

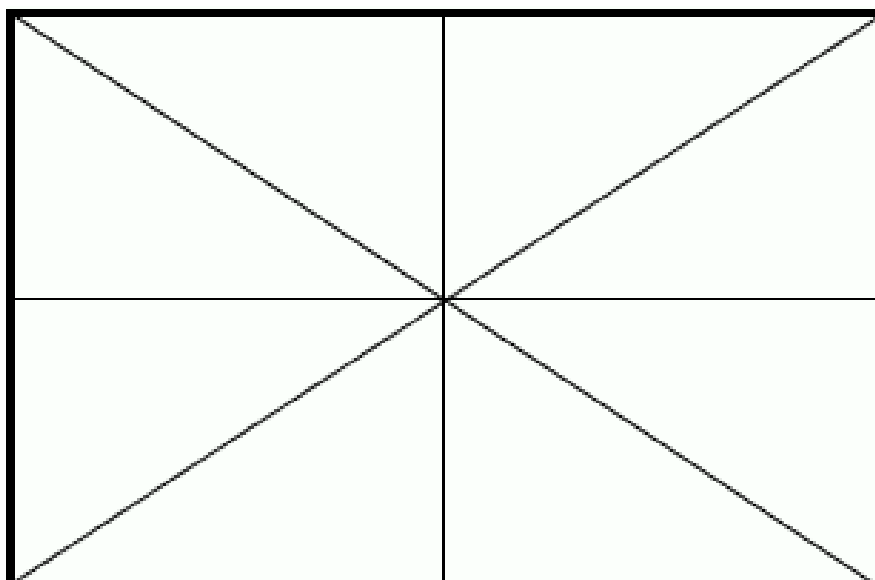
Looking closely

Draw a scientific drawing of a bee using the following Youtube instructional video.

<https://www.youtube.com/watch?v=PMzxIV59mSE>



Fold an A4 piece of paper like this and upscale the picture of the woodlouse.

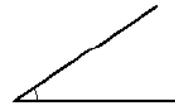
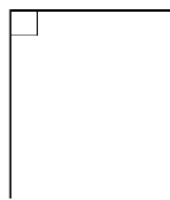
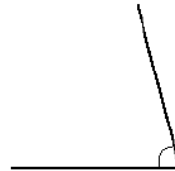
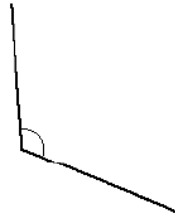
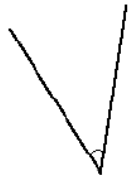
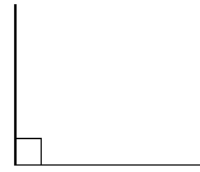
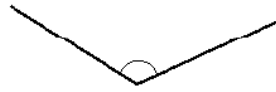




## Naming angles

### Sheet 1

Label each of these angles either acute, right or obtuse.



### Challenge

Draw two more angles of each type, in different orientations.

## Triangles and angles

### Sheet 1

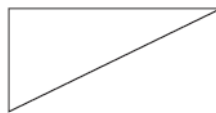
Colour acute angles red. Colour obtuse angles blue. Mark right angles with a square. Write the name of each type of triangle.

1.



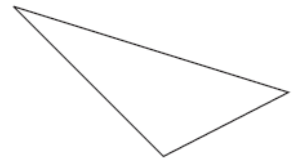
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2.



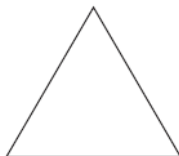
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3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



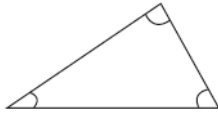
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## Triangles and angles

### Sheet 2

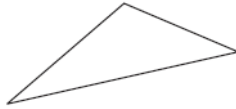
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Write the name of each type of triangle.

1.



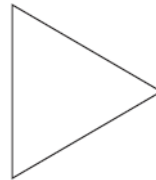
\_\_\_\_\_

2.



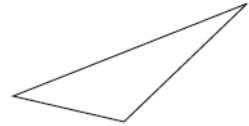
\_\_\_\_\_

3.



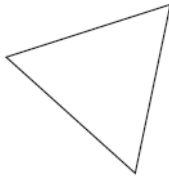
\_\_\_\_\_

4.



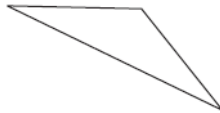
\_\_\_\_\_

5.



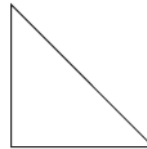
\_\_\_\_\_

6.



\_\_\_\_\_

7.



\_\_\_\_\_

8.



\_\_\_\_\_

## Angles in quadrilaterals

### Sheet 1

Colour acute angles red. Colour obtuse angles blue. Mark right angles with a square.  
Write the name of each type of quadrilateral.

Fill in the information for each quadrilateral.

1.

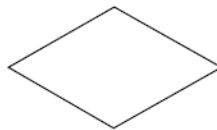


Number of acute angles: \_\_\_\_\_

Number of obtuse angles: \_\_\_\_\_

Number of right angles: \_\_\_\_\_

2.



Number of acute angles: \_\_\_\_\_

Number of obtuse angles: \_\_\_\_\_

Number of right angles: \_\_\_\_\_

3.



Number of acute angles: \_\_\_\_\_

Number of obtuse angles: \_\_\_\_\_

Number of right angles: \_\_\_\_\_

4.



Number of acute angles: \_\_\_\_\_

Number of obtuse angles: \_\_\_\_\_

Number of right angles: \_\_\_\_\_

5.

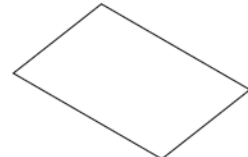


Number of acute angles: \_\_\_\_\_

Number of obtuse angles: \_\_\_\_\_

Number of right angles: \_\_\_\_\_

6.



Number of acute angles: \_\_\_\_\_

Number of obtuse angles: \_\_\_\_\_

Number of right angles: \_\_\_\_\_

## Angles in quadrilaterals

### Sheet 2

Colour acute angles red. Colour obtuse angles blue. Mark right angles with a square. Write the name of each type of quadrilateral and fill in the information.

1.



Number of acute angles: \_\_\_\_\_

Number of obtuse angles: \_\_\_\_\_

Number of right angles: \_\_\_\_\_

2.

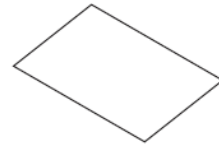


Number of acute angles: \_\_\_\_\_

Number of obtuse angles: \_\_\_\_\_

Number of right angles: \_\_\_\_\_

3.

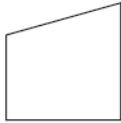


Number of acute angles: \_\_\_\_\_

Number of obtuse angles: \_\_\_\_\_

Number of right angles: \_\_\_\_\_

4.

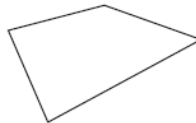


Number of acute angles: \_\_\_\_\_

Number of obtuse angles: \_\_\_\_\_

Number of right angles: \_\_\_\_\_

5.

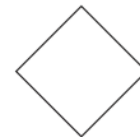


Number of acute angles: \_\_\_\_\_

Number of obtuse angles: \_\_\_\_\_

Number of right angles: \_\_\_\_\_

6.



Number of acute angles: \_\_\_\_\_

Number of obtuse angles: \_\_\_\_\_

Number of right angles: \_\_\_\_\_

#### Challenge

Can you draw a quadrilateral with one right angle, two obtuse angles and one acute angle?