



# HILL WEST *Primary*

FOUR OAKS

## Home Learning Pack

Year 4

Week Beginning 29.03.21



## 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 12:</b> If...? Then...? Else...?
<b>Key Text for Linked Learning:</b> Jemmy Button
<b>Linked Learning:</b> PDW, History
In English this week, children will continue reading the text Jemmy Button. Their knowledge of the text will inform their writing of diary entries, during which they will focus on a variety of sentence structures and recapping their knowledge of apostrophes. PDW this week will focus around learning about the consequences of discriminatory behaviour and how people can discriminate against others. This week, children will take our PIRA and PUMA assessments to inform future learning in Year 4.
<b>Maths:</b> This week in maths, children will be recapping their learning from throughout the term focussing on; finding fractions of amounts, shape, symmetry, coordinates and time.
<b>Science:</b> Children will recognise that environments can change and this can pose dangers to living things.
<b>History:</b> Children will complete their learning on World War 2 by learning about VE Day and the celebrations that took place.
<b>Geography:</b> Children will consolidate their learning from this term.
<b>Computing:</b> Children will continue to write and debug programs that control physical systems.
<b>Art:</b> Children will draw and paint a piece of work in the style of Pauline Boty and compare it to their previous work on David Hockney.
<b>Design Technology:</b> Children will complete their 'make do and mend' toy sewing project.
<b>PDW / R.E:</b> See linked learning.
<b>P.E:</b> In P.E this week, children will identify areas of weakness in a game situation and know how to improve them.
<b>MFL:</b> Children will ask someone when their birthday is in French.
<b>Vocabulary:</b> The children will be exposed to this vocabulary this week. They will learn the meaning of these words too. <b>rousing   forthright   mesmerized   intermittently   engulf</b>

# 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:

ac

ag

af

- 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> immobile	<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> radically	<u>Opposite:</u>	
<u>Definition:</u>		<u>Synonyms:</u>	
<u>Put it in a sentence:</u> Remember ABC 🍌 ●			

## This Week's Spellings

Practise all the words from the last two terms. Ensure you are confident spelling them.

This year we have studied the spelling in this order:

Autumn 1 – Y3 Half term 5

Autumn 2 – Y3 Half term 6

Spring 1 – Y4 Half term 1

Spring 2 – Y4 Half term 2

Summer 1 – Y4 Half term 3

Summer 2 – Y4 Half term 4

Make sure you are practising your spellings every week.

Y3 Half term 1	Y3 Half term 2	Y3 Half Term 3	Y3 Half Term 4	Y3 Half Term 5	Y3 Half Term 6
eight/ eighth	continue	probably	address	library	through
disappear	arrive	actual(ly)	busy	build	circle
straight	women/woman	accident(ally)	business	ordinary	different
reign	describe	occasion(ally)	heart	natural	minute
weight	height	opposite	fruit	guard	interest
earth	appear	group	strange	surprise	again
early	often	bicycle	complete	island	some
learn	breathe	February	extreme	answer	tried
heard	breath	pressure	forwards	guide	happened
when	with	which	know	would	course

Y4 Half term 1	Y4 Half term 2	Y4 Half Term 3	Y4 Half Term 4	Y4 Half Term 5	Y4 Half Term 6
caught	though	material	experience	separate	remember
naughty	although	promise	sentence	suppose	quarter
possession	thought	centre	medicine	therefore	various
consider	interest	century	exercise	knowledge	famous
particular	experiment	increase	special	position	purpose
regular	favourite	certain	difficult	mention	various
irregular	potatoes	recent	length	important	history
question	imagine	notice	strength	possible	possess(ion)
peculiar	their	something	believe	happened	enough
grammar	calendar	decide(d)	popular	sometimes	perhaps



Use some of the following ideas to practise words with:

## 35 HANDS-ON SPELLING ACTIVITIES

to use with any word list

Make each word with Scrabble tiles.	Make each word using short lengths of yarn.	Paint the words onto paper.	Write the words outdoors with chalk.	Make the letters of each word with your body as you spell the word aloud.
Build the words with Lego bricks.	Stamp the words onto paper with letter stamps.	Stamp the words into playdough with non-inking letter stamps.	Paint each word with a Q-tip/cotton bud.	Make the words with letter stickers.
Spell the words aloud as you star jump - one jump for each letter.	Spell each word with letters made from chenille stems/pipe cleaners.	Type your words on a computer.	Thread the words with letter beads.	Write each word with a stick in damp sand.
Write each word with your finger in a shallow tray of sand or salt.	Write the words on a window with a whiteboard marker.	Clap once for each letter as you spell aloud each word.	Make each word with alphabet stones.	Write your words onto paper plates and make up a jumping game.
Write your words in a fun way of your choice.	Draw a hopscotch grid, add your words. Spell each word as you play.	Spell each word aloud as you jump on the spot - one letter per bounce.	Make up a clue about each of your words and quiz a family member.	Write each letter of your words onto a craft stick. Mix them up and unjumble.
Make each word with magnetic letters.	Play Hangman - choosing the words to guess from your spelling list.	Use a laser pointer or flashlight to 'write' each word on the wall.	Write each word and then make it into a picture that illustrates the word.	Spell each word aloud in a funny robot voice.
Play tic tac toe with spelling words instead of 'o' and 'x'.	Make each word from playdough or plasticene snakes.	Write your words onto two sets of cards. Play a memory game.	Write each word on your palm with the pointer finger of your writing hand.	Squeeze paint into a Ziploc bag. Seal. Write the words on the bag with your finger.



# Monday Comprehension

## The Crime Solvers

Kate Ruttle

- 1 When she felt the buzzer gently vibrating on her wrist, Lily put her hand up and asked to be excused from the lesson. Monsieur le Roux was displeased at the interruption but reluctantly gave his permission. Lily left the room swiftly and made her way to the nearest quiet place.
- 5 "What?" she whispered to her watch, trying not to inhale too deeply. The cleaning fluids on the shelves around her mingled with the musty aroma from the damp mops.
- 8 "It's Nick," said her watch. "Ahmed cracked the code in the message we found. It's definitely tonight. We think they're going to try to rob the jewellers. But we don't know who and we don't know how."
- 11 "I'm on my way," said Lily. Minutes later, she left the building via the basement so no-one would ask what she thought she was doing.
- 13 Back at headquarters, Lily looked at the message that Ahmed had decoded. "Alright," she said. "We may not know how or who, so let's think about what we do know."
- 16 "Well," Nick screwed up his face as he tried to remember everything he had found now. "Tonight is their annual party. When I say 'party', I expect it's lots of overweight old men in suits standing around and being polite to each other." He made a face. "But that means that the jeweller's doors will be open and no-matter how good the doormen are, when it gets busy, they can't always see who's squirming in around the edge of a crowd."
- 22 "Excellent," announced Lily. "If the robbers can get in that way, then so can we. And if we're caught, we'll say we were testing their security."
- 24 Ahmed gulped and nodded. He preferred to solve problems sitting at his computer. But if he was needed at the jeweller's he'd be there. He wouldn't let his team down.
- 27 "What else do we know?" asked Lily, turning to face him.
- 29 "They've had a suspicious visitor," he offered. "I sneaked a look at their CCTV recordings earlier. There was a customer wearing a long black coat roaming around the stockroom. That's odd in itself. But the visitor was particularly odd. He kept limping for a bit, then he'd walk normally, then he'd start limping again."
- 33 "Perhaps he only limps when his leg gets tired," suggested Lily.
- 34 "Yes, but that wouldn't explain why his limp swapped legs," replied Ahmed. "Anyway, not only did he have this strange limp, but he wore a hat with a very wide brim and whenever he was in sight of a camera, he looked down. His face was never caught on camera."

- 1 In the second paragraph, the word "inhale" is closest in meaning to which of the following?  
Tick one.

sniff ☐

breathe in ☐

sneeze ☐

feel sick ☐

- 2 Where was Lily at the beginning of the extract?

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- 3 In the paragraph beginning "Well," Nick screwed up his face.....", what impression do the words "When I say party" give?

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- 4 In the paragraph beginning "They've had a mysterious visitor ...", what does Ahmed's use of the word "sneaked" tell you?

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- 5 Number the events to show the order in which they happened.

Ahmed told Lily about the mysterious visitor. ☐

Ahmed cracked the code. ☐

Lily arrived at HQ. ☐

Nick contacted Lily. ☐

- 6 How did Ahmed feel about going to the jewellers?

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- 7 Why did Ahmed think the customer in the long black coat was suspicious? Give two reasons, using evidence from the text to support your answer.

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- 8 What do you think Lily plans to do at the bank?

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- 9 Tick one box in each row to show whether each statement is true or false.

	True	False
Lily is a teacher.		
Nick had found out about the party at the jewellers.		
Lily was worried they might be caught.		
Ahmed is good at working computers.		

2a

☐

1 mark

2b

☐

1 mark

2a

☐

1 mark

2g

☐

1 mark

2c

☐

1 mark

# Tuesday SPaG

## Easter Fix the Sentence

Can you help Mr Whoops to fix these sentences?



jenny finks easter is the best Holiday becos she gets lotts of  
Chocolate eggs



daniel eight hot cros Bun for breckfest?



easter is a very emportent time four Christians



claude could'nt beleev his eyes wen he sore all of the enormous easter eggs



did you no that more choclit is ate at easter than at any other time  
of the yeer



On easter Sunday the Easter bunnie mite, visit yor howse?



## English Wednesday

*Can you spot the errors in my work?*

- Orudellico, who had never left South america before suddenly found himself on a ship surrounded by stranger's.
- the button which had a glistening Pearl sitting neatly in the middle of it was Orundellico's parents only reminder of her.

Re-read book up to page 14.

How might Jemmy be feeling, why?



What words or phrases can you use to describe Jemmy's time in England so far?

Imagine you are Jemmy Button. Write a soliloquy (speech or monologue) of Jemmy's thoughts. Mention the journey so far, his life in London and his thoughts about the future.



## English Thursday

Choose the correct spelling for each word.

Orudellico **knew/new/nu** he might never see his family again. Although he **didn't/didn't/did'nt** know what **would/wood/wuld** happen to him, he was determined he would find a way back. Even **threw/through/trough** the glow of the **city/sity/cite** at **niyt/night/nite**, he was sure he could see the **glims/glimse/glimpse** of a star calling him home.

Re-read book up to page 19.

Think about  
Jemmy's feelings,  
thoughts and  
emotions.

Compare this to  
the way he looks  
and acts.



Role on the wall is a technique that uses a displayed outline of the character to record **feelings (inside the outline)** and **outward appearances (outside the outline)** at various stopping points across the story.

Use a **different colour** at each of the stopping points allows you to track changes in the character's emotional journey. You can include known facts such as physical appearance, age, location, as well as ideas such as likes/dislikes, friends/enemies, attitudes, motivations, secrets and dreams.

## Jemmy Button - Role on the Wall

Points in the story to include:

- When the visitors offer to take him with them
- When he first arrives
- When he has been there a while and it almost feels like home



Using your role on the wall sheets, write a diary entry as Jemmy.

Why is he feeling conflicted?

What is his heart telling him to do opposed to his head?

What choices does he have to make?

How can he tell the visitors how he feels?

# 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.

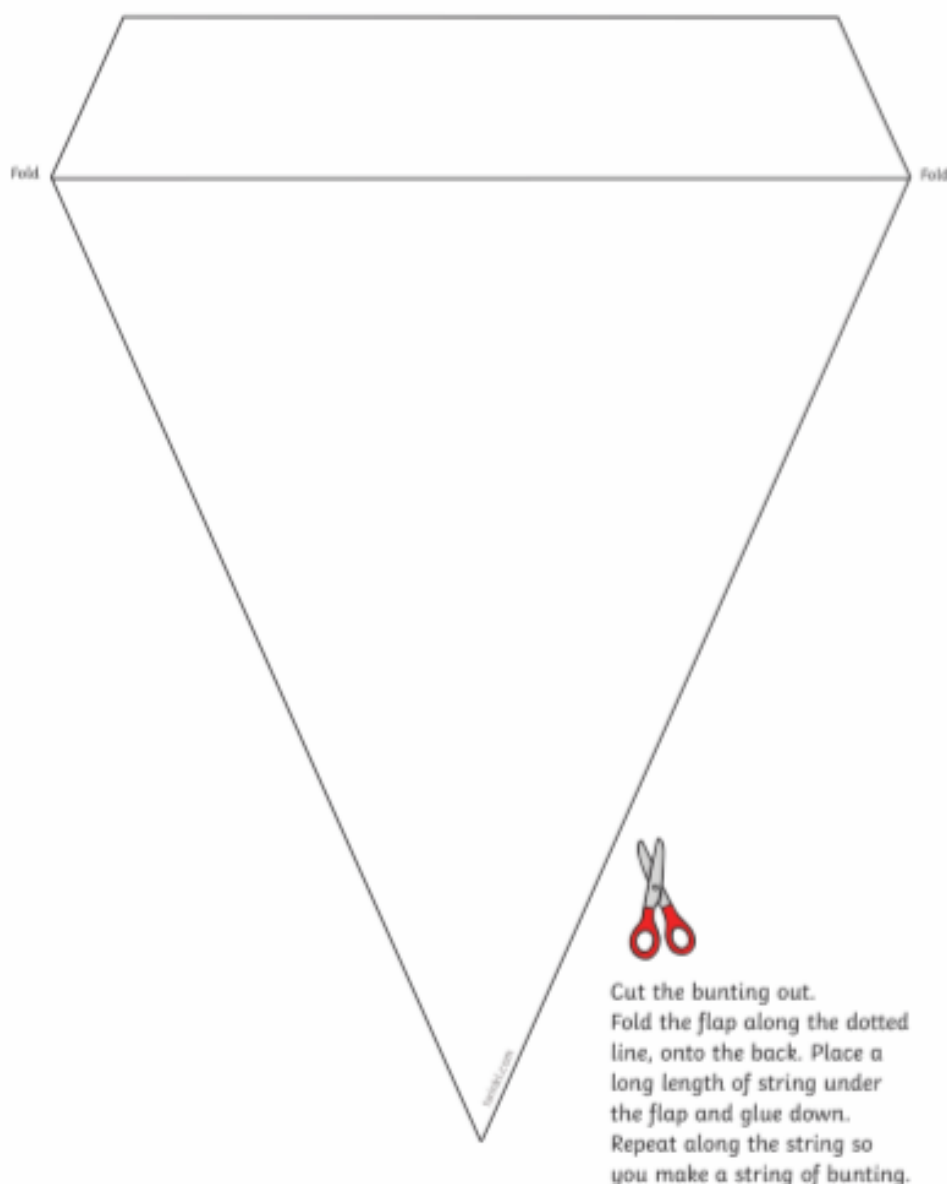
No one at my level had any idea of the contribution we were making to the war effort. We really didn't know the full story of the work going on there. It was only afterwards that I realised what I'd been part of.

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

## Using the word 'in' with seasons

- 1) juin est en été
- 2) septembre est en automne
- 3) décembre est en hiver
- 4) mars est au printemps



1. What do these 4 sentences mean?

2. There are a lot of different words for "in" in French. Read the sentences with your partner and try to spot 2 different words for in.

Challenge:

When do you think we use each of them?

In = 'en' for summer, autumn and winter.

In = 'au' for spring.

Even though all of the seasons are masculine words it is too hard to say au été / or au automne and so we use en instead. Like saying an apple instead of a apply.

## Improving our sentences – what might 'je pense que' mean?



Je pense que juin est **en** été

I think that June is in summer



Je pense que septembre est **en** automne



I think that September is in autumn

## Complete the sentences

1)



Je pense que \_\_\_\_\_ est en \_\_\_\_\_

2)



Je pense que \_\_\_\_\_ est en \_\_\_\_\_

3)



Je pense que \_\_\_\_\_ est en \_\_\_\_\_

4)



Je pense que \_\_\_\_\_ est au \_\_\_\_\_

5)



Je pense que \_\_\_\_\_ est en \_\_\_\_\_

Challenge:

Write the English translation next to sentence one and sentence four.

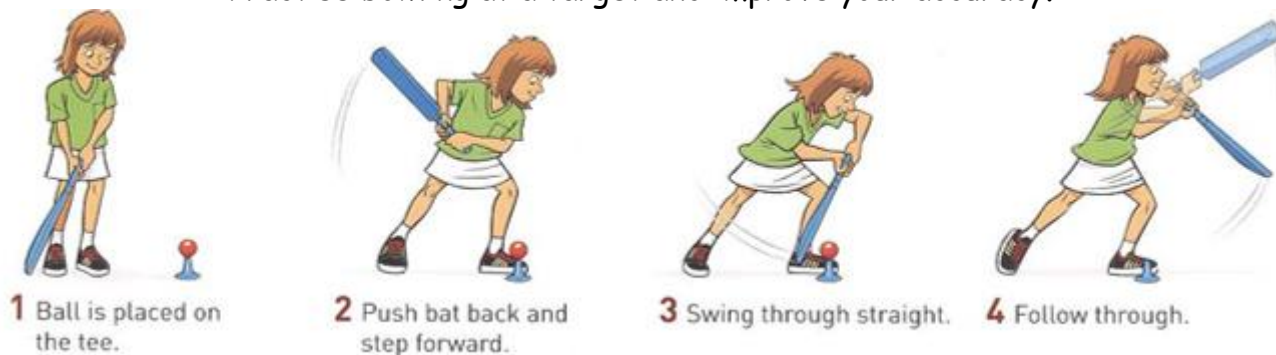
Why are there two different words for "in"? Explain your answer.



## Thursday - PE



Practise bowling at a target and improve your accuracy.



If you have a bat, practise holding the bat and batting the ball.

Research the rules of Cricket and create a How to Play Cricket leaflet.

### A Achieve your personal best

- How many catches can you do without dropping the ball?
- How high can you throw it and still catch?
- Try to beat **YOUR** score.
- Find someone at home to practice your catches with: How high? How far apart can you go? One-handed?

Can you time yourself running between an imaginary wicket? Mark out two points in your garden or outside. See if you can get quicker! For a starting point, measure out 16 yards to practice running between an imaginary wicket this size.

### A Achieve your personal best

- Find a target: Could be a wall, a bucket or whatever you have at home.
- How many times can you hit the target?
- Try to beat **YOUR** score or challenge yourself by moving further away each time.
- Find someone at home to practice your throws with: How accurate are you? How far apart can you go? Can you 'pitch' the ball so it bounces once then hits the target?

### B Fancy another challenge? Try these games at home

- You can practice your skills at home by trying these fun All Stars Cricket games with your friends and family! Simply go to [www.ecb.co.uk/play/all-stars](http://www.ecb.co.uk/play/all-stars) and look in the video section – **FREE** of charge!

## Thursday - Art

Use the print of the school field to create a David Hockney or Pauline Boty inspired painting.

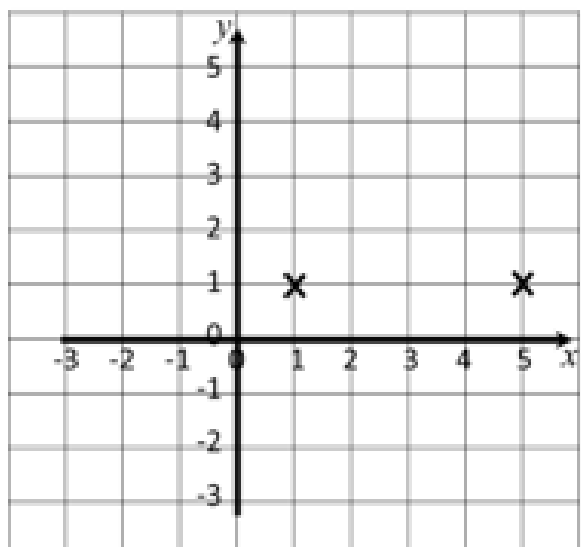




1. Make a **right angled triangle**

- Add a new point
- Draw the triangle
- Write the coordinates of the new point below

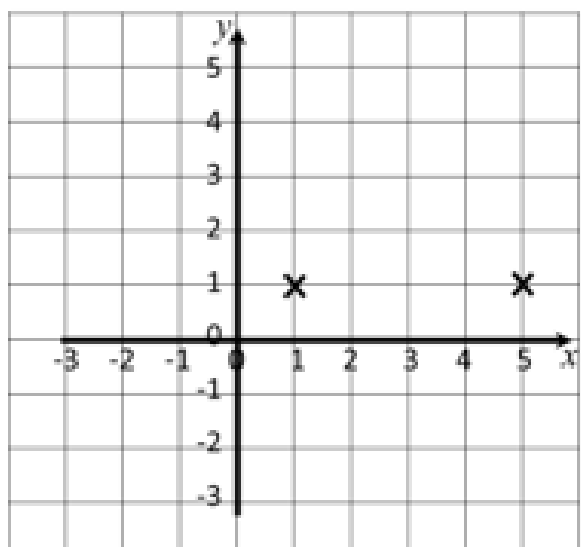
(      ,      )



2. Make an **isosceles triangle**

- Add a new point
- Draw the triangle
- Write the coordinates of the new point below

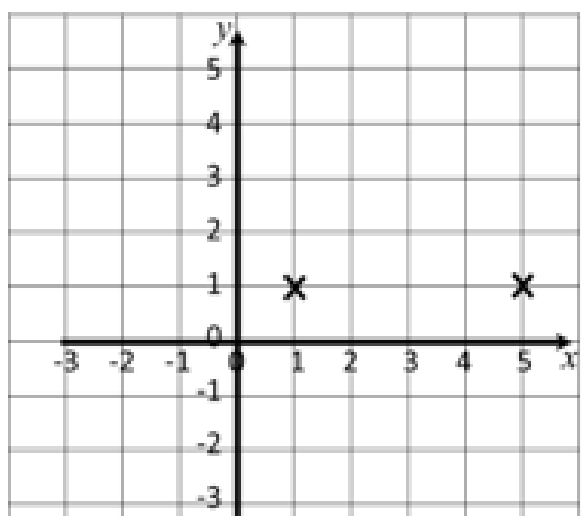
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3. Make a **scalene triangle**

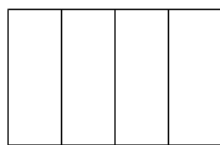
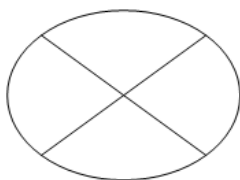
- Add a new point
- Draw the triangle
- Write the coordinates of the new point below

(      ,      )

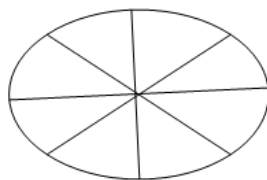


## Shading fractions of Shapes

Shade  $\frac{3}{4}$  of each of the following shapes.

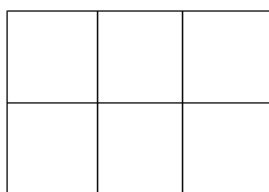


Shade  $\frac{5}{8}$  of each of the following shapes.

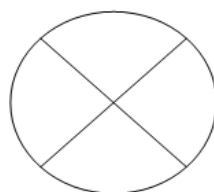


Shade the amount shown of each shape:

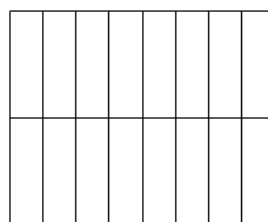
$\frac{2}{6}$



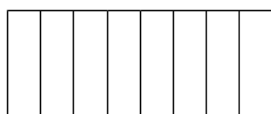
$\frac{1}{4}$



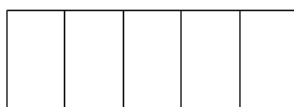
$\frac{1}{2}$



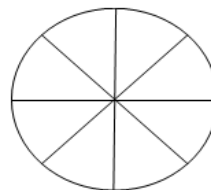
$\frac{7}{8}$



$\frac{3}{5}$



$\frac{3}{8}$



## Missing digits in Calculations

Calculate the missing digits in these calculations.

1.  $\begin{array}{r} \square 2 \\ \times 2 \\ \hline 64 \end{array}$

2.  $\begin{array}{r} 2 \square \\ \times 4 \\ \hline 116 \end{array}$

3.  $\begin{array}{r} \square 6 \\ \times 4 \\ \hline 224 \end{array}$

4.  $\begin{array}{r} \square 4 \\ \times 4 \\ \hline 176 \end{array}$

5.  $\begin{array}{r} 2 \square \\ \times 4 \\ \hline 100 \end{array}$

6.  $\begin{array}{r} \square 2 \\ \times 4 \\ \hline 168 \end{array}$

7.  $\begin{array}{r} 2 \square \\ \times 3 \\ \hline 69 \end{array}$

8.  $\begin{array}{r} 1 \square \\ \times 2 \\ \hline 24 \end{array}$

9.  $\begin{array}{r} \square 8 \\ \times 4 \\ \hline 192 \end{array}$

10.  $\begin{array}{r} \square 3 \\ \times 4 \\ \hline 52 \end{array}$