



Home Learning Pack

Year 4

Week Beginning 19.04.21



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 1: What song does the river sing?
Key Text for Linked Learning: 'Song of the River' by Joy Cowley
Linked Learning: Geography
The focus will be on Geography this week. Children will learn about how a river is formed. They will follow the journey of a river and use online mapping technology (including Google Maps) to create a topographical sketch map of a river and the features located along the way. Children will learn the key vocabulary and geographical formations associated with each of the three stages of the river. In English, children will be studying the text 'Song of the River'. They will begin by discussing the author's choice of language, commenting on the effect different words and phrases have on the reader. They will identify repeated words and phrases that create cohesion throughout the narrative, in order to inform the language and structural choices made purposefully by the author in order to create a narrative of their own. They will learn how to choose quotations from the text to support their ideas and conclusions. Children will then generate their own bank of descriptive words and phrases to describe each stage of the river's journey, in order to plan their own narrative from the perspective of the river as it flows.
Maths: This week, children will use place value to add/ subtract to/from four-digit numbers, place four-digit numbers between neighbouring multiples of 100, round four-digit numbers to the nearest 10 and 100, place four-digit numbers on landmarked lines (marked in 1000s), round four-digit numbers to the nearest 1000, count in steps of 25 and 1000 from numbers other than 0 and write numbers to 100 using Roman numerals. Also, children will review Multiplications ready for next week.
Science: Children will begin their topic on states of matter by investigating the differences between solids and liquids by examining and comparing the properties of sand and water.
History: The Founding of Rome: Children will learn the legend of the founding of Rome (including the role of Romulus and Remus and their motivations) – and create a dramatic presentation to portray the narrative and the main characters.
Geography: See linked learning
Computing: Children will explore, analyse and manipulate sports data spreadsheets, suggesting why the information is useful and presenting it in different ways.
Music: Children will listen to and describe features of the instruments of a traditional orchestra. They will then apply this knowledge to an in-depth aural analysis of Claude Debussy's 'La Mer'.
Art: Children will learn about Roman mosaics and practise creating picture using the technique.
Design Technology: Children will research how to create their own animal habitats for river animals over the next few weeks. Initially they will gather information about the needs and wants of these creatures to make their product suitable for the desired purpose whilst appealing to the end user.
PDW / R.E: Linked to our exploration of rivers and a developing appreciation of their beauty (PDW), the children will consider the link between relaxing sounds and its impact upon the mind and body, to develop their understanding that mental wellbeing is just as important as physical wellbeing, and how they can use relaxation techniques to support this.
P.E: This week in PE, children will begin their cricket coaching. They will begin to develop accuracy in underarm bowling.
MFL: This week, children will be extending their French knowledge by recognising word classes including nouns, verbs and adjectives. They will also become familiar with using French dictionaries and sorting words into alphabetical order.
Mini Quiz: Children will complete a quiz about their learning so far.
Vocabulary: glimmered looming humming tavern haggling forum tremor jacks weave knucklebones

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.

	8:45-9:00	9:00-9:15	9:15-9:30	9:30-10:20	10:20-10:35	10:35-11:45	11:50-12:20	12:20-12:50	12:35-12:45	12:45-13:00	13:00-13:45	13:45-14:00	14:00-15:00
MON	Quiet reading Register	Class Novel	Handwriting and Word Deconstruction	Reading Into Writing	BREAK	Music Lessons	Lunch (play)	Lunch (eat)	Class Novel	Assembly	Geography	BREAK	Cricket
TUES	Quiet reading Register	Class Novel	Hand-writing and SPaG	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	Science	BREAK	History
WED	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	Computing	BREAK	DT
THURS	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	MFL	BREAK	Music
FRI	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly/ Homework	Art	BREAK	PDW

Handwriting Monday - Friday

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

ning

ping

ting

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



Vocabulary Deconstruction

Etymology:

Prefix:

Root word:

Suffix:

Word:

haggling

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC 🍌 ●

Etymology:

Prefix:

Root word:

Suffix:

Word:

tremor

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC 🍌 ●

Spelling

science	abscess	ascend	descend
scene	scissors	scented	crescent

Learn the above focus words this week. Find out what they mean.

disciple

scent

science

muscle

scene

fascinate

isosceles

scissors

abscess

adolescent

ascend

descend

effervescent

fascination

miscellaneous

obscene

I have an on my tooth. *

From age 13-19 you are classed as an

To is to go up.

To is to go down.

The tablets fizzed around the water in the glass. *

The children displayed during the lesson on Space. *

I have a special box for bits and bobs. *

There was language written on the walls of the building. *

disciple

scent

science

muscle

scene

fascinate

isosceles

scissors

abscess

adolescent

ascend

descend

effervescent

fascination

miscellaneous

obscene

If you follow Jesus, you are His

The of roses hung in the air.

Astronomy is the of the stars.

He's pulled a in his leg.

The picture showed a peaceful country

I think this new game will your child.

literally means equal legged and triangles have two sides the same length. *

Good need to be kept sharp.


Monday English - Responding to a Story

Our new story is 'The Song of the River' by Joy Cowley.

Watch the story on YouTube: <https://www.youtube.com/watch?v=14wu-IAmPSE>

Now think about what you like and dislike about the story. What patterns can you find where things are repeated? What puzzles do you have that you'd like to find out?

<u>Likes</u>	<u>Dislikes</u>
<u>Patterns</u>	<u>Puzzles</u>
<u>VIP Words</u>	



Now make a list of river vocabulary from the story:

Tuesday English - The author's choice of language

When we are reading a story, we imagine the characters and settings in our heads.

Authors carefully pick the words they use to help you imagine the scene properly.

Tell your partner, what do you imagine when you read this sentence?

The stream trickled down the mossy mountain side.

What about this one?

The stream rushed down the mossy mountain side.

What did the author change between the two sentences?

Which word would you add in here to make the mountain seem dangerous?

The stream rushed down the _____ mountain side.

Can you change the word to make the mountain seem beautiful?

The stream rushed down the _____ mountain side.

Your Task: What does the author want you to imagine when you read the underlined word in each extract?

One spring morning, Cam was playing by his house.
He watched a trickle of water running through the pine trees.

"Are you going to the sea?" Cam asked.

The creek laughed down the mountainside
and chattered over stones.

It sang in the voice of a waterfall.

"Yes, yes. Come with me. I will take you to the sea."

The river drank in other rivers and became wider, deeper.
It went under bridges and alongside roads and railway tracks.
On the other side,

The near bank was fenced with factories
and wharves with ropes and cranes like
sky ladders and tall ships and small ships
and rusty barges and trusty tugboats.

There was so much noise that Cam could
no longer hear the song of the river.

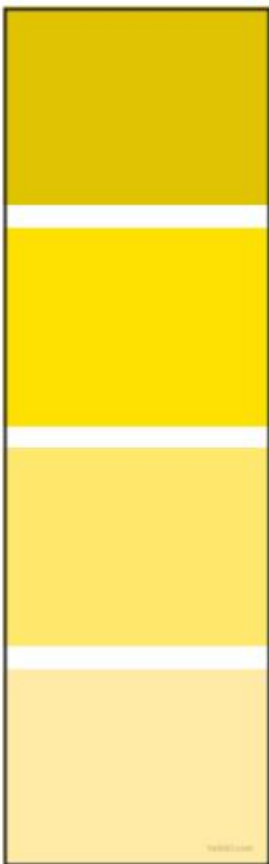
He sighed and sat down.

"You're too busy to go anywhere," he said.

Wednesday English - Shades of Meaning

Can you choose the most powerful word for each sentence?

1. John _____ the door loudly. (shut, slammed, banged)
2. The towels were _____. (hairy, scratchy, rough)
3. May's weather was _____. (scorching, hot, warm)
4. "What do you think you are doing?" _____ the referee. (whispered, snapped, yelled)
5. Joe was _____ when his puppy went missing. (sad, depressed, tearful, heartbroken).



Can you order the words from least to most powerful to describe the mountain peaks?

towering

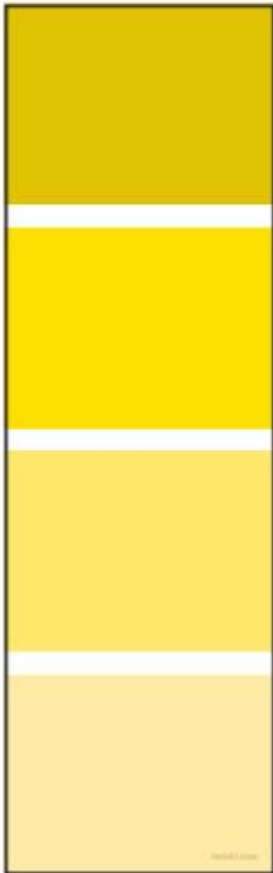
standing

looming

soaring



What about the noise of the city?



booming

noisy

deafening

ear-splitting



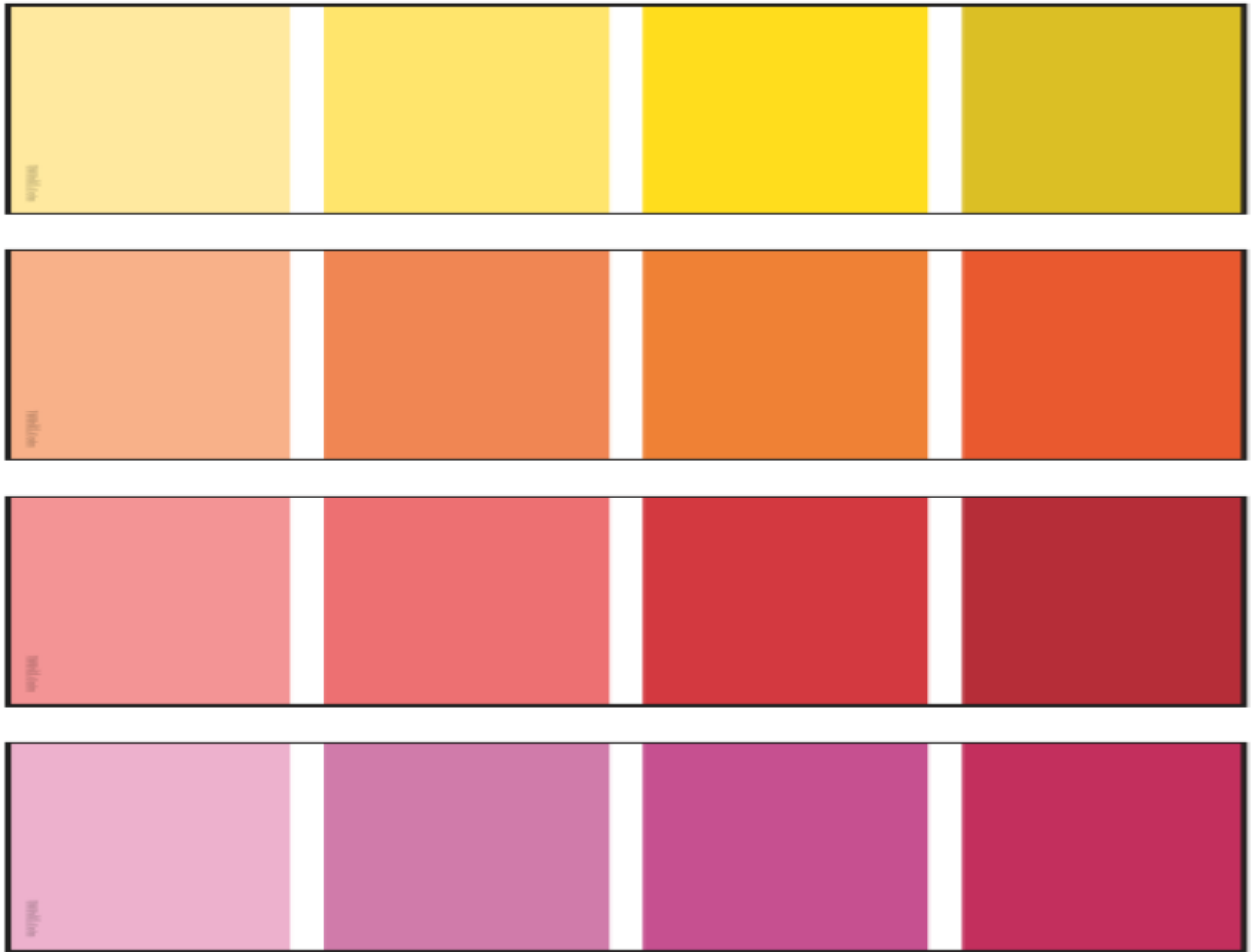
Your Task: Shades of meaning

Use your shades of meaning cards to order the groups of synonyms that we could use in our river narratives.

1. shining, sparkling, glittering, dazzling
2. big, enormous, great, gigantic
3. gushing, cascading, flowing, dribbling
4. laughing, cackling, giggling, chuckling

Extension Challenge!

Choose at least 3 of the words to put into sentences about the river.



Thursday English - Onomatopoeia

Watch the youtube video:

Onomatopoeiac words - words inspired by sound

<https://www.youtube.com/watch?v=Bp6osskxX3k>

What sounds might be inspired by water noises? Rivers? Oceans?

What onomatopoeiac words can you find in this extract from *George's Marvellous Medicine*?

‘Fiery broth and witch’s brew
Foamy froth and riches blue
Fume and spume and spoondrift spray
Fizzle swizzle shout hooray
Watch it sloshing, swashing, splashing
Hear it hissing, squishing, spissing
Grandma better start to pray.’

Write sentences using onomatopoeiac verbs or words to describe the movement of the river at each stage of its journey?



Friday English - Fronted Adverbials

Match appropriate fronted adverbials with the sentences below.

Where	When	how
Above the clouds,	Soon,	Without a sound,
Outside,	Yesterday,	As quick as a flash,
Back at the house,	Immediately,	Without warning,
Nearby,	In the morning,	Happily,
In the distance,	Just then,	Courageously,
Far away,	Later,	Unexpectedly,

the eagle soared.

a dog was barking ferociously.

children were playing happily.

Dad was cutting the grass.

dark clouds began to form.

the cackle of the evil witch echoed.

it would sadly be time to go home.

we went to the seaside.

the pain of the fall made his grazed knees throb.

Ben had a large bowl of cereal.

there was a loud knock at the door.

the girl decided it was time to go home.

the burglar silently entered the house.

the mouse scurried out of the door.

thunder roared in the night sky.

the clown told hilarious jokes.

the firefighter rescued the old lady.

tears began to roll down her face.

1. Using yellow, highlight any fronted adverbials used in the text.
2. Using green, highlight any powerful verbs used in the text.
3. Using blue, highlight a short sentence from the text.

Snowy mountain



Surrounding me was deep, fresh snow and tall, green trees with snow weighing down their branches. Hurriedly, I lowered my heavy toboggan to the ground. As I sat on it, the toboggan sank slightly into the soft snow. With a huge push from my legs I set the toboggan off on its descent down the two kilometre slope. As first, I moved softly and gently but soon a series of bumps sped up the toboggan and I held on tightly as I was thrown into the air on the biggest bumps. Faster and faster, I descended down the slope until I came to a corner. Digging my right foot deeply into the snow, I turned the corner just in time as a large amount of icy cold snow hit my face. Feeling more confident after the first corner I lifted my feet up and allowed the toboggan to speed up along the peaceful path through the forest trees. As the trees cleared I saw the white mountains surrounding the valley that I was racing into. Corner after corner and bump after bump I continued picking up speed until suddenly I saw a small child ahead of me slowly tobogganing in the centre of the path. I began to push my feet deep into the snow but realized that there wasn't time to slow the toboggan. I was going to hit them! At that instant I had an idea. Using one foot I swerved to the edge of the path and managed to pass them on the left. I was heading to the deep snow where I knew that the toboggan would stop, possibly throwing me off, so I sprayed myself with more snow as I dug the other foot in deeply and returned to the centre of the path in front of the other toboggan. Filled with excitement, I continued down the path until the end where I leapt off the toboggan, pulled it up the hill and clambered back into the cable car ready for another go.

In our writing, fronted adverbials will help us to guide our river down the mountain from source to sea. Add fronted adverbials to this poem or rearrange lines to help it flow better.

I was born high in the hills.

I jump over stones.

My water chuckles and laughs.

I listen to the winds playing in the heather.

I grow into a bubbling brook.

I wander through fields, yellow with buttercups.

I make music.

I sing songs in the sunshine.

I become a shining stream.

I wind my way among stones.

My water is silver with darting fish.

I dance with long shadows in the evening.

I hurry over the rocks and under bridges.

I am grown-up at last.

My waters are wide and deep.

I tumble into the open arms of the sea.

Tuesday - Maths

Day 1: Add three 3-digit numbers using compact addition; Use rounding to approximate.

$$426 + 257 + 582$$

$$275 + 446 + 385$$

Estimate the answer to each addition.

Let's use **compact addition** to find the exact answer to $426 + 257 + 582$.

$$\begin{array}{r} 426 \\ 257 \\ + 582 \\ \hline 1265 \end{array}$$

How does the answer compare with your **estimate**?

Now work out the exact answer to

$$275 + 446 + 385$$

Compare the answer with your **estimate**.

Use compact column addition to work out each total.
Use rounding to the nearest 10 to approximate each answer first.

1. $235 + 419 + 317$

2. $463 + 182 + 323$

3. $478 + 396 + 314$

4. $546 + 279 + 384$

5. $821 + 431 + 218$

6. $739 + 218 + 426$

7. $863 + 471 + 352$

8. $876 + 485 + 567$

Challenge

Write three 3-digit numbers with a total of exactly 1000. No zeros allowed!

Wednesday - Maths

Day 2: Use compact addition to add amounts of money.

$$\begin{array}{r} £3.55 \\ + £2.76 \\ \hline 11 \\ \hline £6.31 \end{array}$$

Explain to someone how this was done, talking through each stage.

Can you see how the 5p and 6p were added to make 11p, a 1 written under the pennies and the one 10p written under the 10p column waiting to be added to the other 10ps?

Then 50p, 70p and 10p were added to make £1.30, the 3 written under the 10ps and the £1 under the pounds to be added to the £3 and £2.

Day 2: Use compact addition to add amounts of money.

Look at the price labels on the books. You've been given £10 to spend for your birthday; you like all of these books, which two can you buy? Any other pair?

£4.79

£5.49

£5.25

£4.65

£4.29

Work to find *all* possibilities.

Hint!
Rounding will help you to estimate if the totals will be less than £10.

Estimate the total to the nearest pound and then use compact column addition to find the total for each addition.

$$£4.25 + £3.69$$

$$£5.75 + £2.63$$

$$£6.69 + £1.35$$

$$£5.75 + £3.89$$

$$£4.68 + £3.55$$

$$£9.25 + £3.32$$

$$£8.29 + £7.35$$

$$£6.79 + £5.25$$

Draw two sets and label them 'More than £10' and 'Less than £10'.
Estimate the totals and write these additions in the correct set.
Then choose two from each set to solve.

$$£7.25 + £2.49$$

$$£6.49 + £4.25$$

$$£8.85 + £1.30$$

$$£6.49 + £3.65$$

$$£5.35 + £4.59$$

$$£4.89 + £4.79$$

Thursday - Maths

Day 1: Place 4-digit numbers on landmarked lines (sections with 10s marked) and round to the nearest 10.

4600

????

4700

Imagine a number line
going from 4600 to 4700.

What might the mystery
number be?

Is it more than 4630?

Less than 4670?

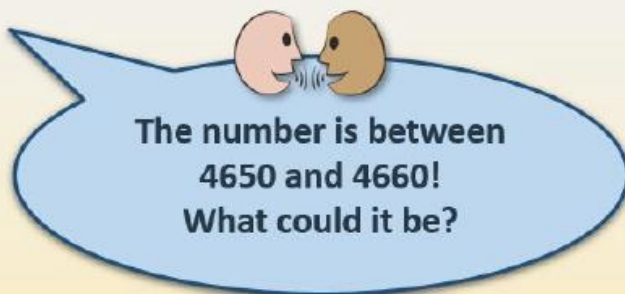
Which two multiples of
10 is the number
between?

Day 1: Place 4-digit numbers on landmarked lines (sections with 10s marked) and round to the nearest 10.

4650

????

4660



4654

- Write four numbers in each column of the table.

Rounds to 6540	Rounds to 6550

Mark your numbers on this line to check.



- Write four numbers between 3750 and 3760. Two should round down to 3750 and two should round up to 3760.
- Use the digits 3, 4, 5 and 6 to make three numbers which round up to the nearest 10 and three numbers which round down to the nearest 10.

Challenge

Sally is trying to out-maths her little brother, saying 'You have £4.50 pocket money. That's £0.00 rounded to the nearest £10, so if you have £0, you might as well give me the £4.50.'

Can you help her little brother, who notices that Sally has £14.90 in her piggy bank...?

Friday - Maths

Day 2: Place 4-digit numbers on landmarked lines (sections with 100s marked) and round to the nearest 100.

5000

????

6000

Imagine a number line going from 5000 to 6000.

What might the mystery number be?

Is it more than 5400?

Less than 5800?

Which two multiples of 100 is the number between?

Day 2: Place 4-digit numbers on landmarked lines (sections with 100s marked) and round to the nearest 100.

5500

????

5600

The number is between 5500 and 5600! What could it be?

5579

Your Task

Create a comic strip or write a story to tell the story of Romulus and Remus and the founding of Rome.

Wednesday DT - Research bug habitats

We are going to create habitats for insects that live by the river.

Task 1: Look at the photos of existing bug hotels.

What are they made of?

How are they effective?

What would you change?

What do you like about these bug hotels?

What would you improve?

EVALUATE



Task 2: What does an insect need?

Make a list of things you think an insect will need in its habitat.

Task 3: Design Criteria

Decide what size, shape and materials you need for your insect habitat. How strong and waterproof does it need to be? Make a bullet point list of your design criteria.

Wednesday Computing - Excel

Work through the info pages and load the below data into a spreadsheet.

<https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1>

File

Home

Insert

Page Layout

Formulas

Data

Review

View

Help

Design

Tell me what

Paste

Clipboard

Arial

11

A

A

B

I

U

A

Thursday - French

Use the sentences below to learn the song - Comment ca va? By Juli Powers.
Search for it on Youtube or use this link

<https://www.youtube.com/watch?v=nhEHGcWa1dk>

1.


Ah oui? Quels problèmes?

2.


Et ma soeur me dérange beaucoup!

3.


Et mon petit frère est complètement fou!

4.


Je suis fatigué

5.

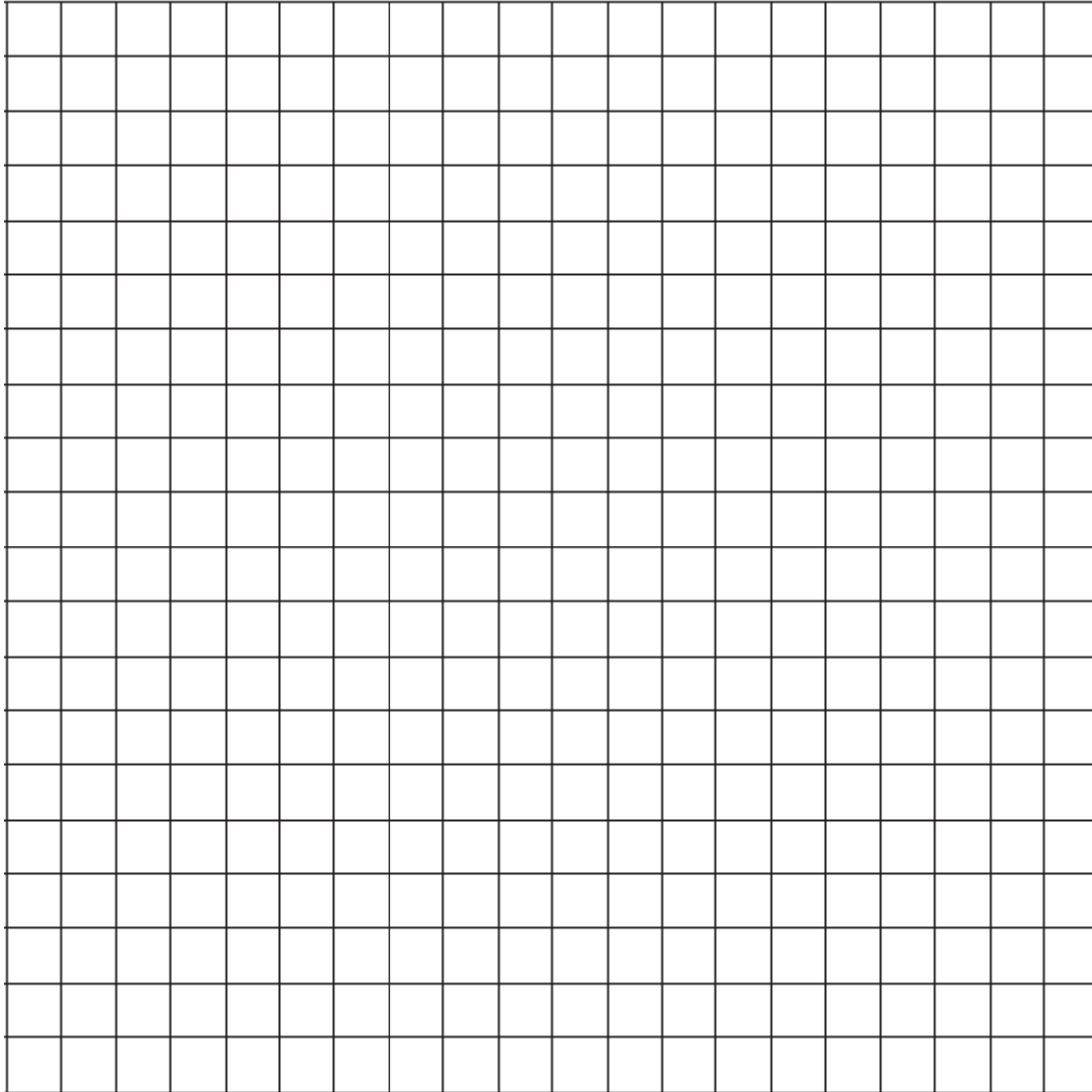

Je suis très fâché

6.


LA FIN!

Friday - Art

Research Roman mosaics and design your own on the grid below.



Friday - PDW

Listen to a guided meditation on Youtube. This Rainbow one is lovely

https://www.youtube.com/watch?v=7j_Na4Baoaw .

Now try the mindfulness challenges below. How many can you complete.

Mindfulness Challenge Cards

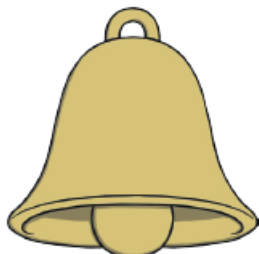


Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.



Ring a bell or make a lasting noise with another instrument or method.

Listen very carefully to the fading sound until you are sure you can no longer hear it.



Ask someone to drop a feather and watch it very closely as it floats to the ground.

Listen carefully to a piece of music and draw a line on a piece of paper which matches the feeling created by the music.



Lie with your back on the floor and place a soft toy on your tummy.

Breathe in and out slowly and deeply and try to concentrate on the way your toy rises and falls with your breathing.



Find something with a strong and pleasant scent e.g. lavender or orange peel and place it close to your nose.

Try to concentrate just on the smell for a whole minute.



Take a walk and concentrate on the act of walking. What movements does each leg perform in each stride?

Which part of your foot hits the ground first?

What does the ground feel like underneath your shoe/foot?



Try hot writing – choose a short period of time such as one minute and try to keep your pen or pencil moving for the entire time.

