



HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 4

Week Beginning 10.05.21



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 4: What made the Romans so successful?

Key Text for Linked Learning: Escape from Pompeii by Christina Balit

Linked Learning: History, Art

This week, children will explore the rise of the Roman Empire, they will develop an understanding of the reasons for why the Romans invaded Britain and why they had such success controlling such a large empire. In Art, children will apply their history knowledge to create their own Roman shields using multimedia techniques and a range of materials, to be used in a battle role play. In English, children will continue their narrative based on 'Escape to Pompeii'. They will hot seat characters from the story in order to make inferences about their emotions and motives during the events of the story. Children will also revise use of inverted commas to punctuate direct speech and write their own dialogue based on the story. The children will apply these skills to finishing their own narrative for 'Escape to Pompeii'.

Maths: This week, children will: Find area of rectilinear shapes by counting squares, find perimeter of rectilinear shapes in centimetres by counting, calculate perimeter in centimetre and metre of rectangles, generalise how this is done, realise that shapes with the same area do not necessarily have the same perimeter, find that 'squarer' rectangles have smaller perimeters than longer, thinner rectangles with the same area and use co-ordinates in the first quadrant and join points to draw polygons.

Science: Children will develop their understanding of gases through simple practical tasks, ask and begin to answer questions about the evidence of gases around us and use simple practical enquires and scientific evidence to demonstrate to others the evidence for gases.

History: See linked learning.

Geography: Estuaries and Deltas: Children will understand about what happens when a river reaches the coast.

Computing: Children will enter data accurately and use the functions of a database.

Music: Children will identify the different instruments in the percussion family and understand how they produce, manipulate and amplify sound. They will apply this knowledge to name instruments used the Baroque music.

Art: See linked learning.

Design Technology: Children will recap their understanding of linkages and levers.

PDW / R.E: Reacting to the story Escape from Pompeii, children will describe ways to deal positively with experiences and situations of loss, separation and death.

P.E: In cricket, children will be developing overarm bowling technique and accuracy.

MFL: In French this week, children will recap the personality vocabulary gained last week and will learn about the concept of adjective agreement.

Vocabulary: nuisance pact reprimanding beloved satisfactory optimism intense scarcely decipherable distinctive

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	15:00-15:05
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	Class Novel Pack up
TUES	Quiet reading Register	Class Novel	Hand-writing and SPaG	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	PE SG	BREAK	History	Class Novel Pack up
WED	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings AD	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	Computing	BREAK	Science	Class Novel Pack up
THURS	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings AD	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	MFL	BREAK	Art	Class Novel Pack up
FRI	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings AD	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly/ Homework	Music	BREAK	PDW	Class Novel Pack up

Handwriting Monday - Friday

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

oc

od

oo

- 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> nuisance	<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> decipherable	<u>Opposite:</u>	
<u>Definition:</u>		<u>Synonyms:</u>	
<u>Put it in a sentence:</u> Remember ABC 🕒 ●			

Monday - English

Complete story mountain for your very own escape from Pompeii story. You wrote your setting description last week, so you have already started the beginning of your story.

You will be beginning to write your own Escape from Pompeii story

You will need to think about:

- The beginning (characters and setting)
 - The build-up (what happens)
 - The problem (the eruption)
- The resolution (how do you escape Pompeii/do you escape?)
- The ending (do you move away from Pompeii forever? Do you ever go back to Pompeii?)

1. The Beginning
Introduce the main characters and describe the setting. What will your opening sentence be?

2. The Build-Up
What things happen? What clues are there? What is said? How do you build up the excitement?

3. The Problem or Dilemma
Things might go wrong! Is there a mystery, or do terrible things happen? Are there any disagreements?

4. The Resolution
How are things going to be sorted out? Problems have to be solved, and people made happy again.

5. The Ending
Does the story end happily ever after? What have people learned? Have characters changed?

THE STORY MOUNTAIN PLANNER Name Date

Tuesday - English

Speech punctuation/Plan dialogue.

What synonyms can you think of for "said"

Practise:

Write each sentence in your book, identifying what is speech and ensuring that the four key rules are met such as it being punctuated accurately.

- 1) don't do that shouted the man.
- 2) Mary said I'm going to the shops later
- 3) what are you doing later asked Matt.
- 4) Joan said I'm heading to the shops
- 5) i can't wait to go to the cinema said Joe.
- 6) what time is it asked Peter.
- 7) I don't believe it shouted John.
- 8) what time are you heading to work asked Joanne. In about thirty minutes replied Steven.
- 9) my favourite colour is red said the little boy.
- 10)leave it over there said the man. Ok replied the delivery man. No not there, over there said the man pointing over to the corner.
- 11)are we there yet moaned the children.
- 12)The fans shouted come on City

Tuesday Geography














When you display your finished collage remember to include your labels of river words and their definitions.

You could also display some of your illustrated glossaries.

SPaG Tuesday - Apostrophes

Look at the images and write the phrase saying who the item belongs to.
The first one has been done for you.

 ring	belonging to	 the Emperor	=	the Emperor's ring
 coins	belonging to	 Tilda	=	
 discovery	belonging to	 the children	=	
 bucket	belonging to	 Charlie	=	
 fortress	belonging to	 the Romans	=	

 shoe	belonging to	 brother	who belongs to	 Tilda	=	
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Tuesday - History

Roman Invasion on Britain

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt>

Why Did the Romans Invade Britain?



1

Britain had lots of goods which the Romans wanted

- Lead
- Wood
- Tin
- Wool
- Slaves
- Gold
- Silver
- Corn



2

Corn

As the Roman Empire grew bigger, there were more and more people to feed;

More Romans started living in towns, leaving fewer people in the country to grow crops... Rome needed to import more food and Britain was a very fertile land...



3

Raw Materials: Wool

Britain had a good supply of sheep and wool was needed for making Roman togas



7

Raw Materials: Leather

The Roman army used a lot of leather in uniforms and in soldiers' tents. Leather was also used to make buckets.



8

Valuable Metals: Silver

- The Romans made their money out of silver – more coins were needed as the Empire grew.
- Britain already had silver mines that the Romans knew about.
- Silver was a luxury item for rich Romans – so there was a big demand for it.



9

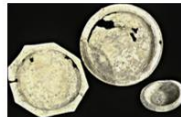
Gold

- Gold was used for jewellery and was in great demand by the Romans;
- Gold was very important in trade as a means of exchange and for gold coins;
- There was a scarcity of gold across the Empire, but Britain had some...



Tin

Britain also had tin mines and tin and pewter were used for cups and plates; Tin could be mixed with other metals to make strong, hard metals.



8

The Romans used a lot of lead!

- Lead was really useful for the Romans and Britain had a good supply of it.
- Lead was used to make water pipes and plumbing systems
- Lead was also used to make coffins!



9

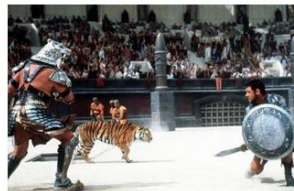
Slaves

- Romans planned to use captured Britons as slaves.
- Roman society ran on the basis of slave labour and there was big demand for slaves right across the empire;
- Slaves were used to work in every type of industry, from nurse maids, to field hands, miners and as galley slaves to row Roman ships.



10

Slaves could also be made to fight as Gladiators, to entertain the Romans.



11

2. Power!


- The Romans didn't just want goods from Britain, they also wanted to invade to show how powerful they were.
- By conquering more and more countries and making their Empire bigger, it made Rome more powerful.
- The Romans also believed it was their duty to do this and make the world "civilised" like them.



12


The Roman Belief...

"Remember you are Roman. It will be your job to rule over other countries, so that the world becomes peaceful and everyone obeys Roman law." Written by Virgil 20BC




3. Ambition

- Invading other countries and adding to the Empire was a way to become more powerful and popular;
- The first invasions took place because Julius Caesar was ambitious and wanted power and glory;
- Claudius had just become Emperor, in the 1st Century BC, and wanted to prove himself as a good leader of Rome, when his invasion took place.



4. Revenge!

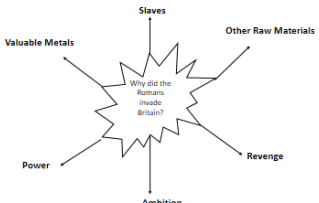
The Britons had been helping the Gauls (French) fight against the Romans. The Romans wanted to punish the Britons for this and make sure that they could no longer do this.



13

14

15



1) Complete a detailed spider diagram on why the Romans invaded Britain. Make sure you explain the following issues:

Explain why the Romans wanted corn, wool and leather.

Explain why the Romans wanted gold, silver, lead and tin

Explain why the Romans wanted slaves

Why did the Romans want revenge on the Britons?

2) Which in your opinion was the most important cause of the invasion?

Explain your answer

3) Why did the Romans think it was their duty to attack other countries and create an empire?

PE- Tuesday

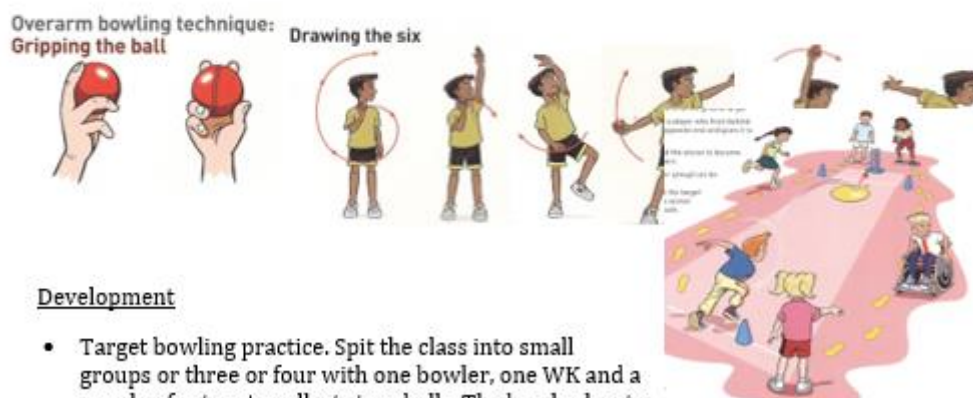
LESSON FOUR

Aims

To develop overarm bowling technique and accuracy

Skill

- Pupils will work in threes or fours to coach each other through the action of the overarm bowl using individual version of the skills/coaching cards shown below:



Development

- Target bowling practice. Split the class into small groups of three or four with one bowler, one WK and a couple of extras to collect stray balls. The bowler has to attempt to bowl the ball towards the wicket aiming for it to land in the target. They score one point for either hitting the target or the wickets, three points for both.

Game

- Change Ends.** Fielding and batting teams work alongside each other in teams of four. The Bowler bowls towards stumps, WK catches and passes to retriever, who rolls back to the bowler.
- At the same time, the batting team has to see how many runs they can get.
- Each bowler will bowl for four balls and then swap.
- Once the first of the four balls has been bowled, the front batter will run and then once they have made it to the opposite crease and back, the next runner will go.
- The bowling team score two points for each bowl that hits the wickets.
- After 16 balls, the teams swap.



Maths Tuesday and Wednesday

Count on and back in steps of 25 and 1000

Sheet 1



Fill in the missing numbers.

1. , 1347, , , , , 6347,
2. , , 7361, , , 4361, ,
3. 26, 51, , , 126, , , , 226
4. 20, 45, , , 120, , 170, , 220
5. , , , , , , , , 474
6. 475, , 425, , 375, 350, , ,
7. 231, 206, , 156, , 106, , , 31
8. , , , , , , , , 5,

Challenge

, , , 2 , 27 , 52

Roman numerals to 100

Sheet 1

Write the numbers before and after each number written using Roman numerals. Use the table to help you.

1. X
2. V
3. XX
4. XV
5. LI
6. XXXV
7. XCII
8. LV
9. XL
10. XCIX

1	I
2	II
3	III
4	IV
5	V
6	VI
7	VII
8	VIII
9	IX

10	X
20	XX
30	XXX
40	XL
50	L
60	LX
70	LXX
80	LXXX
90	XC
100	C

Wednesday -Spellings - Possessive apostrophes

Select the correct answer for each of the following sentences.

- 1 The breakfasts belonging to the men
 - a The men's breakfasts
 - b The mens breakfast's
 - c The men's breakfast's
 - d The mens' breakfasts
- 2 The cards belonging to the children
 - a The children's cards
 - b The childrens card's
 - c The children's card's
 - d The childrens' cards
- 3 The music belonging to Thomas
 - a Thomas music
 - b Thoma's music
 - c Thomas' music
 - d Thomas's music
- 4 The book belonging to James
 - a James's book
 - b Jame's book
 - c James' book
 - d James' book'
- 5 The rucksack belonging to the girls
 - a The girl's rucksack
 - b The girls' rucksack
 - c The girls rucksack's
 - d The girls' rucksack's
- 6 The rucksack belonging to the girl
 - a The girls rucksack
 - b The girl's rucksack
 - c The girls' rucksack
 - d The girl's rucksack'
- 7 The rays belonging to the sun (=it)
 - a Its rays
 - b l'ts rays
 - c It's rays
 - d Its' rays
- 8 The sadness belonging to Shanya should not ...
 - a Shanya's sadness should'nt
 - b Shanya's sadness shouldn't
 - c Shanyas' sadness should'nt
 - d Shanyas' sadness shouldn't
- 9 The anger of Father would not ...
 - a Father's anger would'nt
 - b Fathers anger wouldn't
 - c Father's anger wouldn't
 - d Fathers' anger wouldn't
- 10 The paws belonging to the dogs did not ...
 - a The dog's paws did'nt
 - b The dogs' paws did'nt
 - c The dogs paws didn't
 - d The dogs' paws didn't

Wednesday - English

Write the build up to your story. Look at the story mountain you completed on Monday. Use your ideas to write a few paragraphs about what happens at the start of your story.

Wednesday Science

Activity 2- SOLIDS, LIQUIDS AND GASES

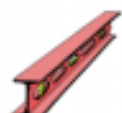
Now that you have seen how solids, liquids and gases behave, fill the gaps in the paragraph. You will need the words in the boxes below.

Liquids, solids and gases are all made up of t____ p____. In a solid p____ are held very t____ together to form a **regular** p____ and they can just v____. In liquids they are c____ together, but they can s____ past each other and they have n____ **regular** p____. In gases, instead, p____ are free to m____ in all d____ at a very high speed.

move	close	tiny	no	slide	directions	pattern
particles	vibrate	particles	tightly	pattern	particles	

Now, draw the particles in the boxes below (using the same colour for each box) to show how particles in a solid, liquid and gas are set.

Solid



Liquid



Gases



Wednesday - Maths

Converting cm and m

Sheet 1

Convert the measurements to complete the tables:

Table 1

cm	m and cm	m
100 cm	1 m 0 cm	1 m
50 cm	0 m 50 cm	0.5 m
	2 m 0 cm	2 m
15 cm		0.15 m
	0 m 25 cm	0.25 m
320 cm	3 m 20 cm	

Table 2

cm	m and cm	m
	0 m 10 cm	0.1 m
575 cm		5.75 m
60 cm	0 m 60 cm	
	2 m 4 cm	
88 cm		
		4.1 m

Table 3

cm	m and cm	m
603 cm		
	0 m 19 cm	
		9.26 m
		0.34 m
	0 m 7 cm	
721 cm		

Measuring in mm and cm

Sheet 1

Measure these lines. Write the measurements underneath in mm and then in cm and mm, e.g. 45mm = 4cm 5mm.



Thursday - English

Imagine you were in Pompeii when Mount Vesuvius erupted, think about the 5 senses.

- What might you have smelt?
- What might you have heard?
- What might you have felt?
- What might you have seen?
- What might you have tasted?

Thursday - Spellings

Rewrite these sentences with possessive apostrophes.

The ball belonging to the boy

The book belonging to the students

The ball belonging to the boys

The book belonging to the student

Friday - English

Look at the story mountain you wrote on Monday. Use this to write the climax of your story.

e.g.,

- What is everyone in Pompeii doing now that Mount Vesuvius has erupted?
- What are you doing?
- Who are you with?

Friday - Spellings

1. Re-write these sentences using apostrophes to show possession.

a. The bag belongs to the girl.

The girl's bag.

b. The wheels belong to the car.

c. The wings belong to the bird.

d. The crayons belong to the teacher.

e. The wings of the rocket.

f. The doors of the house.

2. Re-write these sentences without using a possessive apostrophe.

a. They are the builder's tools.

The tools belong to the builder.

b. They are the butterfly's wings.

c. It is the baker's bread.

d. It is the witch's broomstick.

e. The monkey stole the gorilla's banana.

f. The knight wandered into the dragon's cave.

Friday - Science - Gases

Watch this video about different gases:

<https://www.bbc.co.uk/bitesize/clips/ztc4w>

Now try these experiments at home to find out all about gases:

Is this plastic bottle empty?

Resources: A plastic bottle with a lid on.

Take a plastic bottle with the lid tightly on and try and squash it flat. Why can't you flatten it? The plastic bottle is empty of liquid but full of gases! The air inside is stopping you from squashing it.

Take the lid off the bottle. Try squashing the bottle now. Why can you flatten it? Explain it to a friend.



Do gases weigh anything?

Resources: balloon (1 for each child), weighing scales

Weigh an empty balloon and then inflate it and weigh it again. *What do you notice?* Why is the inflated balloon heavier? The air forced into balloon (under pressure) is matter and therefore makes the inflated balloon heavier. Can you explain this to a friend?



How does the smell travel?

Resources: a range of aromatherapy oil, tissues

Work with a partner. One person places one drop of a scented oil onto a tissue. While the partner closes their eyes, the other must hide the tissue somewhere within the classroom. Using their sense of smell, the partner must hunt for the tissue. Can they notice when the smell gets stronger?



Think about the movement of gas particles and use scientific language to explain how the smell travels.

Finding evidence of air around us

Air is everywhere and fills even the smallest spaces between or within solids.

Pour water over some common objects, what do you notice? Use your magnifying glass to get a really good look...

When I pour water over _____

I notice that...



This shows that _____

When I pour water over _____

I notice that...



This shows that _____

Friday - Computing

What's the formula?

Work through lesson 3 of the Oak National Academy.

Follow this link:

https://classroom.thenational.academy/lessons/whats-the-formula-chk3jc?step=1&activity=intro_quiz

Thursday - French

Translate the following:

1) Hello. My name is Peter

B. J m'a P.

2) Hello. My name is Bruno. I am 9 years old.

B. J m'a B. J' n a

3) Hello. My name is Céline. I am 12 years old. My birthday is on the 1st October.

B. J m'a C. J' d a. M a c' e l e p o.

4) Hello. My name is Yousif. I am 7 years old. I like fruit.

B. J m'a Y. J' s a. J' les f.

5) Hello. My name is Marina. I am 11 years old. I like chips but I don't like football.

B. J m'a M. J' o a. J' les f m j n'a p le f.

Build up your sentences. See how much you can remember without looking each time.

1. Hello.

Bonjour.

2. Hello. My name is

Bonjour. Je m'appelle

3. Hello. My name is and I am years old.

Bonjour. Je m'appelle J'ai huit / neuf ans.

4. Hello. My name is and I am years old. My birthday is on the
.....

Bonjour. Je m'appelle J'ai huit / neuf ans. Mon anniversaire c'est le
.....

Challenge: Can you also write a sentence about what you like and dislike?

Friday - Art

Make your Roman Shield

Last week you designed the pattern on your Roman shield. Using cardboard, foil and any other appropriate materials, create your shield this week so that you have a 3D version of your shield.

