



Home Learning Pack

Year 4

Week Beginning 05.07.21



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 11: Can it be green where the lake runs dry?
Key Text for Linked Learning: Holes by Louis Sachar
Linked Learning: Geography
<p>In comparison to their study of an area of Britain served by a river, children will complete an in-depth study into an area of desert, in conjunction with their learning about 'Holes', set in a dried out lake. They will begin to understand how trade, lifestyles and wildlife is affected by a dry climate. They will interpret, evaluate and use secondary evidence, such as maps, photographs and personal accounts of life in the area, to compare a desert environment to the British area studied. In English, children will begin to study our class novel 'Holes' in greater detail. They will use quotations from the text to create and annotate a map of the setting, making inferences to fill in detail and description. Children will review their knowledge of word classes to identify prepositional and adverbial phrases in a text and apply these and 'show don't tell' methods of incorporating figurative language (simile and metaphor) to create their own detailed and engaging setting description of Camp Green Lake.</p> <p>On 7th July, children will participate in a school-wide reading day based on the picture book 'Flotsam' by David Wiesner. They will enjoy active inferencing tasks to create a picture of different characters in their minds, discuss how the author uses images to encourage the imagination and create 'Flotsam' inspired artwork, using the work 'Beach with Starfish' by John Piper to create a multimedia work.</p>
Maths: The children will use column addition to add 3-digit numbers: first expanded, then compact method. They will then estimate and use inverse operations to check answers to a calculation.
Science: See above.
History: Roman Roads: Children will learn how Roman roads were made and where they were built. They will place Roman towns and cities on a map of Britain
Geography: In comparison to their study of an area of Britain served by a river, children will complete an in-depth study into an area of desert, in conjunction with their learning about 'Holes', set in a dried out lake.
Computing: Children will understand the importance of keeping passwords safe; To identify the features of a strong password; To consolidate understanding of e-safety.
Music: Children will be learning and practicing the Haka: A ceremonial dance or challenge in Māori culture.
Art: See linked learning.
Design Technology: Children test their Roman onagers and modify them to test different designs.
PDW / R.E: See above.
P.E: In Tennis, children will learn to play a tennis serve.
MFL: Children will learn about what children in France wear to school.
Vocabulary: flotsam raspy parched excavated evict dawdle contaminate protruding indentation increments

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	INSET DAY													
TUES	Quiet reading Register	Class Novel	Handwriting & GPS	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	Geography CG	BREAK	History SG	Class Novel Pack up
WED	Quiet reading Register	Class Novel	Flotsam Vocabulary Task	Flotsam inference trays CG AD	BREAK	Flotsam Reading Task SG	Lunch (play)	Lunch (eat)	Class Novel	Assembly	Flotsam Art CG	BREAK	Rugby Coaching	Class Novel Pack up
THUR S	Quiet reading Register	Class Novel	Handwriting & Spelling	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	Computing	BREAK	MFL AD	Class Novel Pack up
FRI	Quiet reading Register	Class Novel	Handwriting & Spelling	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly/ Homework	Music SG	BREAK	PDW AD	Class Novel Pack up

Handwriting Monday - Friday

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

ick

uck

ack

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



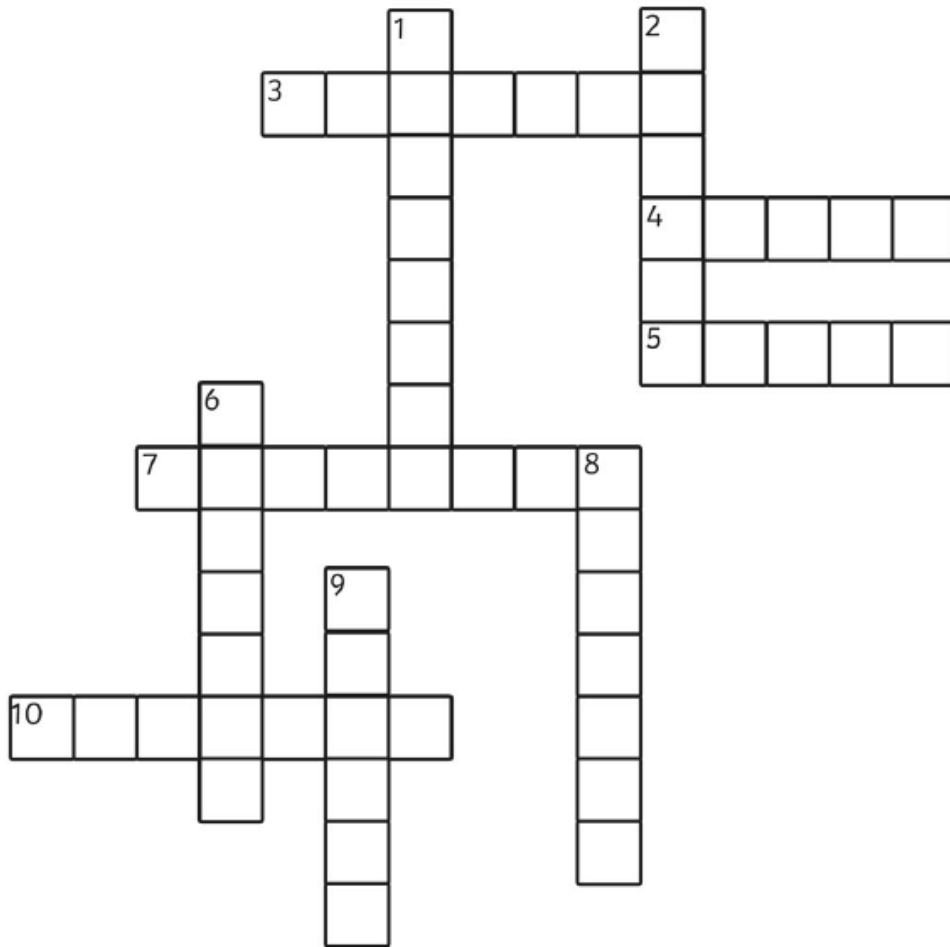
- Write down 5 words which include our joined letters this week.
- Now try to create a sentence which included all of our joins in different words.

Wednesday

Vocabulary Deconstruction

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

Spellings - All Y3 & 4 Words - Wednesday



Across

- 3. A vehicle with two wheels
- 4. To protect and watch over.
- 5. Perceived by the ear.
- 7. To put in a particular place.
- 10. A building where books may be read or borrowed.

Down

- 1. Unfortunate occurrence usually resulting in harm.
- 2. Extent in time, duration.
- 6. Toward the front.
- 8. Disobedient, mischievous.
- 9. Reach one's destination.

Spellings - All Y3 & 4 Words - Thursday

Which Jewel Is Missing?

Follow the path of correctly spelt words to discover which of these precious stones has gone missing from the Tower of London.

Spelling

The spelling correct spell

Start					
earn	increase	favourite	experience	although	calendar
increese	favorite	experiance	allthough	calendar	knowledge
mention	guard	guide	experimant	knowledge	experamer
extreme	gaurd	grammar	riegn	experiment	actually
sentence	gramar	reign	naughty	actually	nawghty
library	intrest	grammer	raign	norty	verious
interest	appear	diffacult	prommise	forwerd	naturel
apear	difficult	arive	suposse	stranje	suprise
dificult	arrive	disappear	island	suppose	strainge
iseland	disapear	iland	supose	strange	proberbly
oposite	breathe	perhaps	continue	probably	importen
beleive	pressure	seperate	ordinery	minite	Febuary
Emerald	Pearl	Ruby	Diamond	Sapphire	Amethys

1. What time
2. In a ressent survey, it was found that cats prefer fish to meat cat food.
3. Although it was bedtime, Lily wasn't tired.
4. The boy stood in the sentre of the circle.
5. We all live on planet Errth.
6. Ben tripped Halima up on purpuse.
7. My brother made a promiss not to annoy me again.
8. I accidentilly trod on my dog's tail.

Tuesday GPS - Prepositional Phrases



Rubbish was scattered **over the floor**.

The book **with the red cover** had been read before.

Todd sat **among the mess**.

Ryan read the book **without a care in the world**.

The room **at the top of the house** was a mess.

The coat shirt **on the shelf** was mine.

Prepositional phrases

A prepositional phrase gives extra detail.

- It includes an **object** and any words which link it to the **preposition**.
- The object can be a noun or pronoun.
- It can also include an adjective. It does not include the verb.

Rubbish was scattered **over the floor**.



We played **at the end of the street**.

There was no present **in the box**.

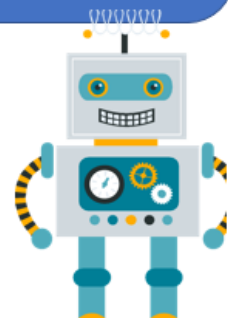
If I get bored **within the first few minutes** I will turn off a TV programme

I wrote a story **about an angry pirate**.

The picture **at the front of the book** was very detailed.

We found an ants' nest **in the corner of the room**.

Can you identify the prepositional phrases in these sentences?



Chapter 1

There is no lake at Camp Green Lake. There once was a very large lake here, the largest lake in Texas.

That was over a hundred years ago. Now it is just a dry, flat wasteland.

There used to be a town of Green Lake as well. The town shrivelled and dried up along with the lake, and the people who lived there.

During the summer the daytime temperature hovers around ninety-five degrees in the shade—if you can find any shade. There's not much shade in a big dry lake.

The only trees are two old oaks on the eastern edge of the "lake." A hammock is stretched between the two trees, and a log cabin stands behind that.

The campers are forbidden to lie in the hammock. It belongs to the Warden. The Warden owns the shade.

Out on the lake, rattlesnakes and scorpions find shade under rocks and in the holes dug by the campers.

Here's a good rule to remember about rattlesnakes and scorpions: If you don't bother them, they won't bother you.

Usually.

Being bitten by a scorpion or even a rattlesnake is not the worst thing that can happen to you. You won't die.

Usually.

Sometimes a camper will try to be bitten by a scorpion, or even a small rattlesnake.

Then he will get to spend a day or two recovering in his tent, instead of having to dig a hole out on the lake.

But you don't want to be bitten by a yellow-spotted lizard. That's the worst thing that can happen to you. You will die a slow and painful death.

Always.

If you get bitten by a yellow-spotted lizard, you might as well go into the shade of the oak trees and lie in the hammock.

There is nothing anyone can do to you anymore.

Chapter 2

The reader is probably asking: Why would anyone go to Camp Green Lake?

Most campers weren't given a choice. Camp Green Lake is a camp for bad boys.

If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy.

That was what some people thought.

Stanley Yelnats was given a choice. The judge said, "You may go to jail, or you may go to Camp Green Lake."

Stanley was from a poor family. He had never been to camp before.

Retrieval

1. Where is the story set?
2. What creatures can be found in Camp Green Lake?
3. What is the most dangerous animal out in Camp Green Lake?


Vocabulary

1. What is a warden?
2. Find a word on Page 6 that shows the bus was uncomfortable.
3. What word on Page 8 means huge?


Inference

1. What is strange about Camp Green Lake?
2. Why does no one live in the town of Green Lake anymore?
3. Read the first line of Chapter 2. Predict why someone might go to Camp Green Lake.

Tuesday - History




Roman Roads



Name: Date:

Use an atlas to locate the start and finish points of these Roman Roads. Mark and label the places on your map and then draw and label the road. Use a different colour for each road.



Map:
The Fosse Way: Exeter to Lincoln
Stane Street: Chichester to London
Dere Street: York to Scotland
Ermine Street: London to York (via Lincoln)
Akeman Street: St Albans to Cirencester
Watling Street: Richborough to Wroxeter

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Tuesday - Geography

Watch the two videos about life in different parts of India and create and fill in a comparison table like the one below to show how life is similar and different in the desert and by the river.

<https://www.bbc.co.uk/programmes/p0115c7k>

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

Rajasthan Desert

Ganges River

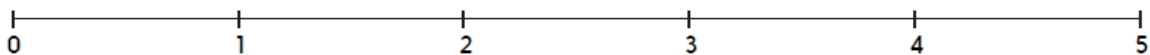
Tuesday - Maths

Rounding numbers with one decimal place

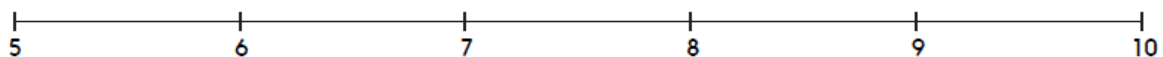
Sheet 1

Part A

Mark and label 3.6 on this line in a coloured pencil. Use the same coloured pencil to ring the nearest whole number. Repeat for 1.3, 2.8 and 4.3, using a different coloured pencil for each number.



Mark and label 6.4 on this line in a coloured pencil. Use the same coloured pencil to ring the nearest whole number. Repeat for 5.9, 7.5, 8.2 and 9.8 using a different coloured pencil for each number.



Part B

Write two numbers between 3 and 4.

One should round down to 3 and the other round up to 4.

Write two numbers between 10 and 11.

One should round down to 10 and the other round up to 11.

Part C

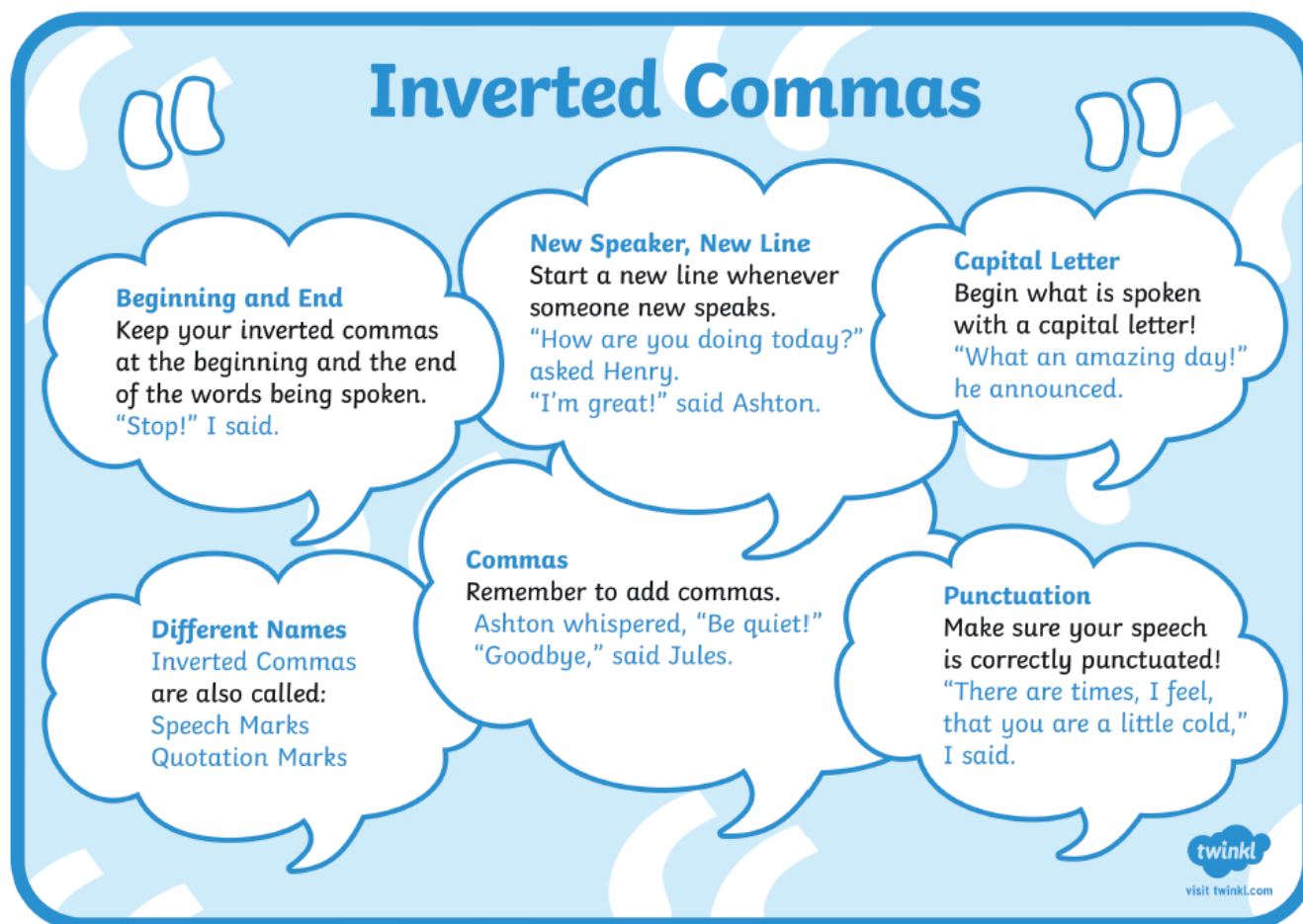
Write two numbers between 2.5 and 3.5.

One should round up to 3 and the other down to 3.

Write two numbers between 7.5 and 8.5.

One should round up to 8 and the other down to 8.

Wednesday English

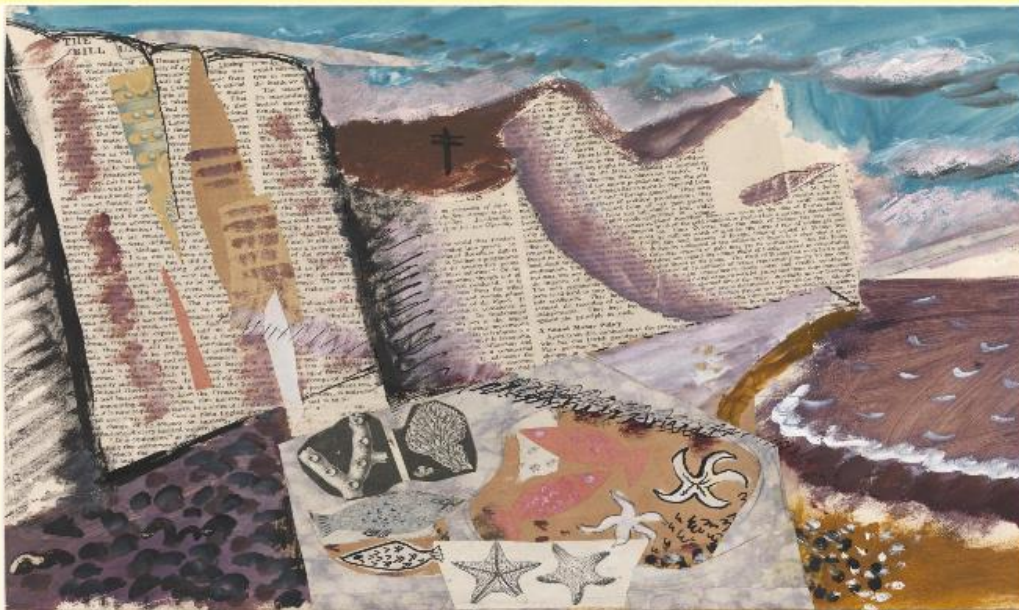


Imagine the conversation between the characters in 'Flotsam' then, following the conventions of direct speech. write what they say; you will need to make up names for the characters.



Wednesday - Art

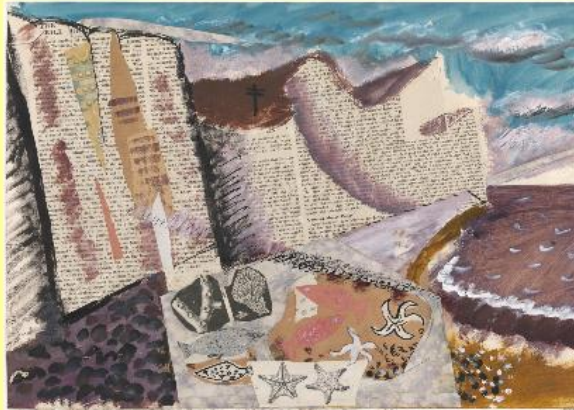
'Beach with Starfish' by John Piper



- What has he used to create the scene?
- What do you like about it?
- Any surprises or puzzles?

We are going to create our own 'Beach with Starfish' pictures using John Piper's collage technique.

1. Paint a background of sky, sea and sand.
2. Sprinkle some real sand over your sand section to add texture. A little goes a long way!
3. Rip and stick newspaper pieces to create the cliffs.
4. Cut and stick your choice of the beach flotsam pictures around the sand area.



Thursday English

Describe this setting

Write a paragraph to describe the following two images. Use the prepositions in the box to help you.

What other words and phrases can you use to describe it accurately? There are some ideas to help you under each picture.

over under beyond behind amongst next to through by against	adjacent to opposite across from amidst the random buildings... within the confines of the camp... high above the desert... across the barren landscape blew ... underneath the scorching hot sky...
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Adjectives e.g. isolated

Expanded noun phrases e.g. gnarled, dead tree with twisted branches

Prepositions e.g. above the barren ground

Figurative language e.g. a miserable tree



Adjectives e.g. desolate

Expanded noun phrases e.g. dilapidated campsite with no life

Prepositions e.g. squatted next to the hill

Figurative language e.g. as quiet as a graveyard

Thursday - Maths

Multiplying and dividing by 10 and 100

Sheet 1

1. $5 \div 10 = \square$

2. $5 \div 100 = \square$

3. $0.6 \times 10 = \square$

4. $0.6 \div 10 = \square$

5. $0.07 \times 100 = \square$

6. $0.07 \times 10 = \square$

7. $9 \div \square = 0.09$

8. $4 \div \square = 0.4$

9. $0.01 \times \square = 1$

10. $0.03 \times \square = 0.3$

11. $\square \times 10 = 8$

12. $\square \div 100 = 0.02$

13. $\square \times 100 = 6$

14. $\square \times 10 = 0.2$

Challenge

Write down a 2-digit number. Divide it by 10. Write the answer.

Repeat these steps at least 8 times. Do you always get a decimal answer?

Thursday - French

Le weekend (At the weekend)	je porte (I wear)	un (a)	pantalon (pair of trousers) jogging (pair of jogging bottoms) maillot de foot (foot shirt) t-shirt (t-shirt)	vert = green noir = black brun = brown gris = grey rouge = red rose = pink jaune = yellow
À l'école (At school)				
En été (In the summer)		une (a)	jupe (skirt) robe (dress) casquette (hat)	verte = green noire = black brune = brown grise = grey rouge = red rose = pink jaune = yellow
En hiver (In the winter)				
Normalement (Normally)		des (some)	lunettes de soleil (sunglasses) baskets (trainers)	brunes = brown noires = black

Practice 1: Choose the correct adjective to complete the sentence and then translate the sentence into English.

1. Normalement, le weekend je porte une casquette vert / verte / vertes.
2. En hiver, je porte un pull gris / grise / grises et un jogging gris / grise / grises.
3. En été, je porte des baskets brun / brune / brunes et des lunettes de soleil noir / noire / noires.
4. À l'école, je porte une jupe noir / noire / noires et un t-shirt rouge / rouges.
5. De temps en temps, je porte un bikini rose / roses.

Practice 2: Translate the adjective into French thinking carefully about the spelling and then translate the sentence into English.

1. Normalement, le weekend je porte une casquette (green)
2. En hiver, je porte un pull (grey) et un jogging (grey)
3. En été, je porte des baskets (brown) et des lunettes de soleil (black)
4. À l'école, je porte une jupe (black) et un t-shirt (red)
5. De temps en temps, je porte un bikini (pink)

Practice 3: Translate the sentence into French thinking really carefully about the position and spelling of the adjective.

1. Normally at the weekend, I wear a green cap.
2. In the winter, I wear a grey jumper and a grey pair of jogging bottoms.
3. In the summer, I wear brown trainers and black sunglasses.
4. At school, I wear a black skirt and a red t-shirt.
5. From time to time, I wear a pink bikini.

Thursday - Computing

Watch the Oak Academy lesson 4 on Spreadsheets - Calculate and duplicate. Complete the three connected activities. During this lesson you will recognise that data can be calculated using different operations: multiplication, subtraction, division and addition. You will use these operations to create formulas in a spreadsheet and will then begin to understand the importance of creating formulas that include a range of cells and the advantage of duplicating in order to apply formulas to multiple cells.

<https://classroom.thenational.academy/lessons/calculate-and-duplicate-cthkgc>

L4 Shopping spreadsheet - Excel

	A	B	C	D	E	F	G
	Item	Weight in grams	Price	Stock (start of week)	Stock (end of week)	Total stock sold	Income subtotal
1	Apricots	500	£2.50	20	10		
2	Bacon	300	£1.69	80	75		
3	Baked potatoes	800	£2.69	80	10		
4	Beans	415	£0.85	100	40		
5	Black pudding	250	£0.92	10	8		
6	Bread	800	£0.84	200	198		
7	Broccoli	750	£0.67	40	38		
8	Burgers	454	£2.28	50	42		
9	Cat food	750	£3.25	100	85		
10	Cheese	350	£2.59	50	45		
11	Cheese and onion rolls	360	£1.30	10	10		
12	Cheese slices	250	£1.75	20	20		
13	Cheesecake	550	£3.50	20	18		
14	Chicken pie	550	£3.00	20	13		
15	Chicken portions	525	£4.00	50	49		
16	Chilli cooking sauce	450	£1.76	100	50		
17	Chilli powder	44	£0.59	50	20		
18	Choco pops cereal	720	£3.00	50	38		
19	Chocolate bar	110	£1.00	200	154		
20	Chocolate biscuits	207	£1.00	100	59		

Friday - English

Read back through Chapter 1 and the following extracts from Holes which describe Camp Green Lake.

A "setting" is where something is or where something happens. Holes opens with a description of the setting of most of this story.

Draw this setting. Be sure to include each thing on this list, and as many details from the chapter as you can find (be creative about showing what it is like there)

- ✓ log cabin
- ✓ hammock
- ✓ "lake" ("lake" is in quotation marks because something is called a lake, but it's not really a lake)
- ✓ scorpions
- ✓ rattlesnake
- ✓ lizard
- ✓ holes
- ✓ mountains
- ✓ tents
- ✓ trees

"He was lucky to have survived," Stanley's mother was quick to point out. The bus was slowing down. The guard grunted as he stretched his arms. "Welcome to Camp Green Lake," said the driver.

Stanley looked out the dirty window. He couldn't see a lake.

And hardly anything was green.

4

Stanley felt somewhat dazed as the guard unlocked his handcuffs and led him off the bus. He'd been on the bus for over eight hours.

"Be careful," the bus driver said as Stanley walked down the steps.

Stanley wasn't sure if the bus driver meant for him to be careful going down the steps, or if he was telling him to be careful at Camp Green Lake. "Thanks for the ride," he said. His mouth was dry and his throat hurt. He stepped onto the hard, dry dirt. There was a band of sweat around his wrist where the handcuff had been.

The land was barren and desolate. He could see a few rundown buildings and some tents. Farther away there was a cabin beneath two tall trees. Those two trees were the only plant life he could see. There weren't even weeds.

The guard led Stanley to a small building. A sign on front said, YOU ARE ENTERING CAMP GREEN LAKE JUVENILE CORRECTIONAL FACILITY. Next to it was another sign which declared that it was a violation of the Texas Penal Code to bring guns, explosives, weapons, drugs, or alcohol onto the premises.

There were six large gray tents, and each one had a black letter on it: A, B, C, D, E, or F. The first five tents were for the campers. The counselors slept in F.

The lake was so full of holes and mounds that it reminded Stanley of pictures he'd seen of the moon. "If you find anything interesting or unusual," Mr. Pendanski had told him, "you should report it either to me or Mr. Sir when we come around with the water truck. If the Warden likes what you found, you'll get the rest of the day off."

The horizon lit up with a huge web of lightning. In that split second Stanley thought he saw an unusual rock formation on top of one of the mountain peaks. The peak looked to him exactly like a giant fist, with the thumb sticking straight up.

The water truck came a little after sunrise. Stanley finished his last drop of water and stepped up out of his hole. At this time of day, Stanley sometimes could see some distant hills or mountains on the other side of the lake. They were only visible for a short while and would soon disappear behind the haze of heat and dirt.


A storm was way off to the west, beyond the mountains. Stanley could count more than thirty seconds between the flash of lightning and the clap of thunder. That was how far away the storm was. Sound travels a great distance across a barren wasteland.

Usually, Stanley couldn't see the mountains at this time of day. The only time they were visible was just at sunup, before the air became hazy. Now, however, the sky was very dark off to the west, and every time the lightning flashed, the dark shape of the mountains would briefly appear.

After a while he thought he could make out the shape of the mountains through the haze. At first he wasn't sure if this was another kind of mirage, but the farther he walked, the clearer they came into a view. Almost straight ahead of him, he could see what looked like a fist, with its thumb sticking up.


The lake was so full of holes and mounds that it reminded Stanley of pictures he'd seen of the moon. "If you find anything interesting or unusual," Mr. Pendanski had told him, "you should report it either to me or Mr. Sir when we come around with the water truck. If the Warden likes what you found, you'll get the rest of the day off."

Friday - Maths

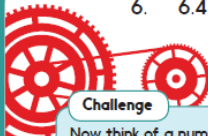


Multiplying by 10 and 100

Sheet 1




1. $3.4 \times 10 =$ <input type="text"/>	7. $1.67 \times 100 =$ <input type="text"/>
2. $7.8 \times 10 =$ <input type="text"/>	8. $0.28 \times 10 =$ <input type="text"/>
3. $0.34 \times 10 =$ <input type="text"/>	9. <input type="text"/> $\times 10 = 27$
4. $0.34 \times 100 =$ <input type="text"/>	10. <input type="text"/> $\times 100 = 52$
5. $6.45 \times 10 =$ <input type="text"/>	11. <input type="text"/> $\times 10 = 8.3$
6. $6.45 \times 100 =$ <input type="text"/>	12. <input type="text"/> $\times 100 = 478$



Challenge

Now think of a number, multiply it by 10 or 100.
Tell your partner what you did and the answer, but not the starting number.
Can they work it out? Swap and repeat.



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practice_dec-frac_4799_day3

Friday - Music

Abba - Mamma Mia - practise singing the song

<https://www.youtube.com/watch?v=ooBBgaqB1FO>

Friday - PDW

Google the short film 'For the Birds' and watch it.

Does the film have a message?



What mean behaviour do the little birds exhibit?

Why were the little birds mean?

What was outcome of their mean behaviour?

Draw a cartoon strip of the film but add words in - what would the big bird and little birds be saying?