



HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 4

Spring Term week 13



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=Mjk5MzQ6MTpJUjA5MjAxNi0yOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw%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/>

Handwriting

Handwriting

Please spend time each day practising the CAPITAL LETTERS

Remember:

- To hold your pencil/pen correctly.
- To sit on a chair and a desk with a straight back whilst practising your handwriting.

A

C

E

G

I

B

D

F

H

J

K

M

O

Q

S

U

W

Y

L

N

P

R

T

V

X

Z

Once you are confident with CAPITAL LETTERS please practise writing the following words, ensuring that all joins within the word are carefully followed.

India China

Japan

Sri Lanka

Vocabulary Deconstruction

Etymology:

Prefix:

Root word:

Suffix:

Word:

strutting

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC 🟢 ●

Etymology:

Prefix:

Root word:

Suffix:

Word:

molten

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC 🟢 ●

Spellings - Homophones

Find and Correct the Homophones in the following passage:

It was a great day for a game of footbawl. The whether was fine and the game had already started when Joe arrived. 'Whose in goal?' Joe asked his neighbour just as the centre forward mist the goal. At the end of the game the meddles were awarded to the winning teem. 'It's not fair!' the losing teem cried as they went home with nothing.

English - Starting to write our river
narrative

Geography

Paint the journey of a river



Once the painted sections are dry you can stick your fields and hills down. Begin at the top and work down towards the bottom.

You could create a cliff and beach where the land meets the sea. This cliff has been made with coloured paper and fabric strips stuck down onto a piece of card.

Now your landscape is ready for your river!
But that will need to wait until next session.

History

Session 2: Kings, Republic, Emperors		History/English
Range and Breadth: History: 8a The Romans: Britain and the wider world.		
PoS	History: KS2 Understanding of events/changes [Main]	
Objectives	Examine the 3 Roman ruling systems thro studying informant & discussion relating to advantages/disadvantages of each system. 1a Place events, people and changes into correct periods of time. 2a Learn about characteristic features of periods & societies studied. 2d Describe & make links between situations & changes within societies.	
PoS	English: KS2 ~ Speaking & Listening	
Objectives	3a Make contributions relevant to the topic and take turns in discussion. 3b Vary contributions to suit activity and purpose. 3c Qualify and justify what they think. 3d Deal politely with opposing points of view. 2e Listen and respond to others.	
Whole class: With chn on the carpet, explain that you are going to tell them some of the history of Rome. Use the timeline you drew in session 1 to show them that this history begins a long time ago and is therefore called ancient history. Because it is so long ago, there are many different versions and it is impossible to tell exactly what happened when. However, historians and archaeologists have researched it and can give us a rough idea. The fact that we do not know everything exactly is what makes history fun – it is about looking for clues, working things out and even guessing – a bit like being detectives. Using the information sheets provided (<i>session resources</i>) and from non-fiction books, talk the class through the three ruling systems that were in place during Roman rule: Kings, Republic and Emperors. Ensure you write important dates on the timeline as you go, and mark how long each system lasted. As a class discuss how the systems vary. What are the advantages and disadvantages of each one? Encourage chn to listen and to contribute their views.		
Easy/Medium/Hard Explain to the chn they will be split into 3 groups: Kings, Republic and Emperors Each group will find out about their system using books and the internet, etc. You may want to use information sheets (<i>session resources</i>). They should try and find 3 reasons why their system is the best and put this forward in a class discussion. TD where needed.		
Plenary	Each group chooses 3 volunteers to put forward an argument for their ruling system. The discussion should be had with chn listening carefully and speaking clearly in turn.	

Maths

Adding amounts of money

Sheet 1

$$£4.25 + £3.69$$

Complete the expanded addition and then the compact addition at the side.

	£4	20p	5p
+	£3	60p	9p
		10p	
	£7	90p	4p

The total is _____

	£4.25
+	£3.69

	£

$$£5.75 + £2.63$$

Complete the expanded addition and then the compact addition at the side.

	£5	70p	5p
+	£2	60p	3p
	£1		
	£8	30p	8p

The total is _____

	£5.75
+	£2.63

	£

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.

$$£7.25 + £2.49$$

$$£6.49 + £4.25$$

$$£8.85 + £1.30$$

$$£6.49 + £3.65$$

$$£5.35 + £4.59$$

$$£4.89 + £4.79$$

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.

$$£7.25 + £2.49$$

$$£6.49 + £4.25$$

$$£8.85 + £1.30$$

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$$£5.35 + £4.59$$

$$£4.89 + £4.79$$

PE

Lesson Three

Aims

To develop close catching and wicket-keeping as well as deep field catching

Skill

- Close catching. Pupils work in pairs and stand opposite each other 3-5m apart. One person throws the ball to the other, aiming for their waist height.
- The catcher must stand with feet shoulder width apart with the little fingers together and hands in front of the body. They must catch with the fleshy part of the hands and wrap the fingers around the ball and draw the ball into the body.
- See how many catches they can make in 30 seconds.
- Move apart and then see if they can make the same number of catches.



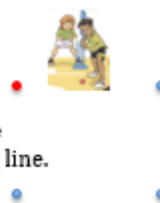
Development

- Increase the throwing distance and catch overarm throws.
- This time the thrower aims for the throw to reach their partner at shoulder or head height.
- This time the catcher has their thumbs together instead of their little fingers.
- They also need to track the ball to get their feet into the right position, then form a cup shape with their hands before wrapping their fingers around the ball and bringing it in towards the shoulder.
- To **extend** this activity, the thrower varies the delivery from high looping balls, short throws and long flatter ones. The catcher has to vary their catching technique accordingly.
- For high looping balls, the catcher must first get their feet into the correct position, with their palms turned upwards at eye level. When the ball touches the fleshy part on the hand, they must relax the elbows and draw the ball into the body.



Game

- **Caterpillar Cricket** - one team bats, the other team fields.
- The batting team all start at the red cone except for the batter.
- The ball is bowled and then batter hits the ball and then joins the front of the batting team, who then all run around the four cones and back to the scoring line.
- In the meantime, the fielders have to pass the ball around their members and back to the wicket keeper who hits the stumps with the ball.
- The batting team is awarded the number of runs for the number of players who pass the final cone before the stumps were hit.



Maths

Subtraction

Sheet 1

Choose at least two subtractions to work out using a mental strategy. You can make jottings.

Choose at least four subtractions to work out using column subtraction.

804 - 578

834 - 416

725 – 879

964 – 521

645 - 271

720 – 685

845 - 428

637 – 454

914 - 698

$724 - 518$

Challenge

Find two pairs of 3-digit numbers, one pair whose difference is easily found mentally and one pair whose difference is found using column subtraction.

Challenge



Investigation: *Child Sheet*

Mobile subtractions

1. Use a mobile phone number display – like the one shown.
2. Select three numbers – they **MUST** touch by a side or a corner.
3. Re-arrange the three numbers to make a new three-digit number.
4. Subtract the smaller from the larger number.
5. Add the digits of the answer.
6. Repeat this at least 10 times!

1	2	3
4	5	6
7	8	9
	0	

$$\begin{array}{r} 159 \ 519 \\ 500 \ 10 \ 9 \\ - 100 \ 50 \ 9 \\ \hline \end{array}$$

Does it make any difference if the three-digit number has a 0 in it? How about choosing the same digit twice, e.g. 353 or 989?

Does this work for two-digit numbers?
Or four-digit numbers?

English - Writing the final paragraph -
Out into the sea

English - Editing and Improving



DT - Building your bug hotel

Using your design from last week, collect the materials and equipment you will need to construct your bug hotel.
Find an appropriate place to build it and construct your design.

Computing Databases

National Curriculum	Computing: Use Excel to analyse, evaluate and present data and information; Be responsible, competent, confident and creative users of ICT; Evaluate and apply IT, including new or unfamiliar technologies, analytically to solve problems.	
Teaching Objectives	To explore, analyse and manipulate sports data spreadsheets, suggesting why the information is useful and presenting it in different ways.	
National Curriculum	Maths: Complete, read and interpret information in tables; construct pie charts and line graphs; use simple formulae.	
Teaching Objectives	To use and create simple formulae for spreadsheets; manipulate a sports data spreadsheet to create graphic representations.	
Resources	<p>Excel sample spreadsheet. Information sheet on Creating and analysing spreadsheets, covering: Creating Excel formulae, Football formulae & Suggested formulae; Challenge cards, Mix & match cards; Sample graphs and questions for graphs.</p>	
Weblinks	<p>http://www.premierleague.com/en-gb/matchday/league-table.html - Premier League official website; http://www.skysports.com/football/competitions/womens-super-league/table - Sky Sports Women's Super League table; http://www.excel-easy.com/data-analysis/pivot-tables.html#two-dimensional-pivot-table - About Pivot tables.</p>	
Whole class:	<p>Before this session copy current data from the football weblinks one & two into an Excel spreadsheet, ready for manipulation. Alternatively use the Excel sample spreadsheet (session resource), but be aware of their data limits. Have multiple copies of the spreadsheet having removed the data from the columns you want chn to add formulae to. Start the session by explaining to the chn that you have had a call from the Premier League and Women's Super League which want you to explore their results tables as part of a data review. They are keen to make sure that the info contained in the tables is useful; that accurate formulae are used to calculate data, and that the info is available in a variety of formats. Look at the tables on the football weblinks one & two and explain to chn that you have moved the data to an Excel spreadsheet so that they can explore it further and add in formulae. Have the spreadsheet up on the IWB and check understanding of a spreadsheet layout. Then get chn in talk partners to identify as many 'types' of info as possible, (e.g. goals, team names). As a class decide what info is useful and why - how can it be used? (To rank, to reflect on performance, etc.). Check understanding of how cells are identified by letter and number then identify cells that can be calculated from other info in the spreadsheet (i.e. needs a formula) - get chn to suggest the mathematical calculations. Next refer to the information sheet covering Creating and analysing spreadsheets (session resource). First show chn how an Excel formula is created and why it updates. As a class create and input one of the suggested formulae, then get chn to try doing the other two in pairs with their own copy of the spreadsheet. Next show chn how to manipulate the info by sorting and filtering, then give them the challenge cards to 'explore' the spreadsheet (support pupils who are less familiar with Excel). Once chn are familiar with the spreadsheet, formulae and how to filter/sort, ask them how else they can present the info. Then look at various chart options and give teams of chn the Mix & match pairs to discuss.</p>	
Hard	<p>Show chn sample graphs and get them to create 3 different graphic representations of the data, selecting the best form of chart for each. Depending on experience and ability these chn may wish to create pivot charts first and create their graphs from this. (See weblink for details). Get chn to make the pie and line chart from the mix and match cards, then to select a third. Encourage the use of titles/legend and design options for the graphics.</p>	<p>Medium/Easy</p> <p>Show chn sample graphs and help them to create the pie chart and line graph from the mix and match cards. Show chn step by step how to create a chart or graph and help them to use the features to change the look and to add in titles and other details. Encourage chn to explore the functions themselves, as this will help them to learn while a confident adult (T or TA) takes on the role of trouble-shooter.</p>
Plenary	<p>Examine the graphic representations and identify effective examples (and pop some on the Hamilton Blog for other teachers to see your amazing work!). Ask chn to identify any issues they faced and make a class list of Excel features the chn would like to develop their skills in (formulae, charts/graphs, filtering/sorting). Try and pair up chn who either want to develop a skill together or who can share skills sets to improve. Get chn to sort sample questions (and then write their own on post-its) for 2 or 3 of the graphs.</p>	
Outcomes	<p>Children will:</p> <ul style="list-style-type: none"> Explore football data spreadsheets and suggest why the information is useful Learn how to create formulas for spreadsheets manipulate a football spreadsheet to create simple graphic representations 	

French

Which letters are missing from each of these French expressions?

1. B.....jour.



2. J'ai n.....f.....s.



3. M..... anniversaire c'est le premier j.....vier.



4. J'aime leocolat.



5.e n'aime pas la pizza.



What do each of the expressions mean?



The gaps are missing from these sentences. Can you work out where they ought to go? Copy each sentence into your book putting the gaps in the right places.



1. Bonjour.Jem'appelle**Océane**.



2. Bonjour.Jem'appelle**Bruno**.J'aidixans.



3. Bonjour.Jem'appelle**Frank**.J'aivingtansmonanniversaire,c'estledeuxseptembre.

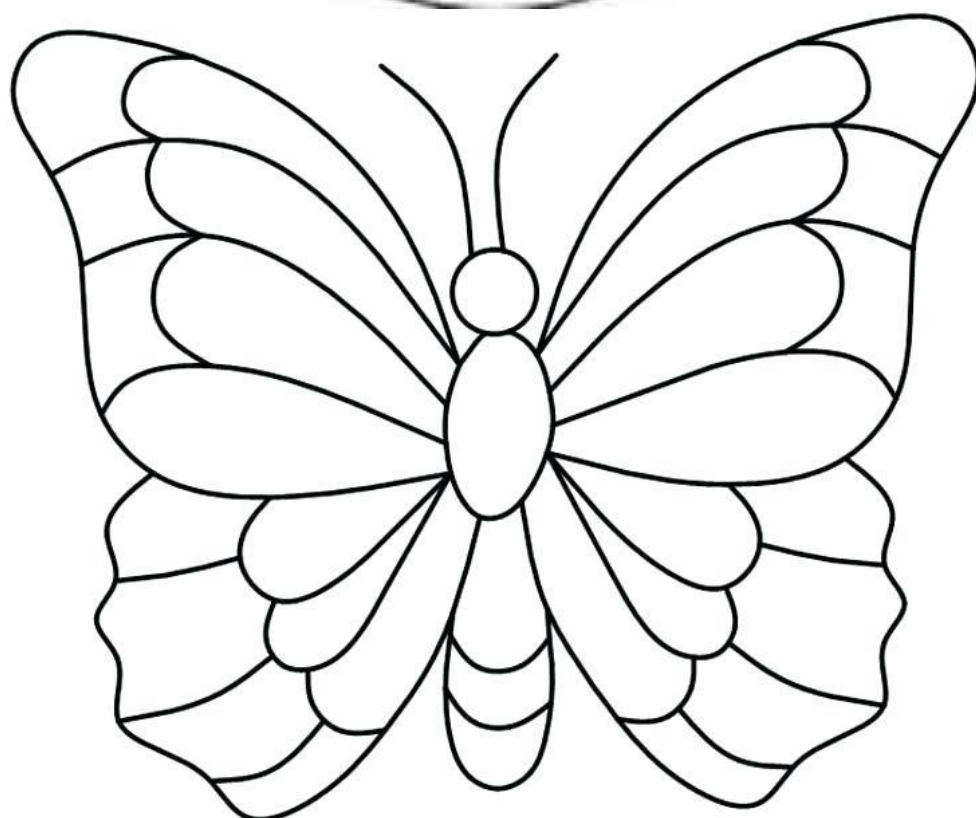
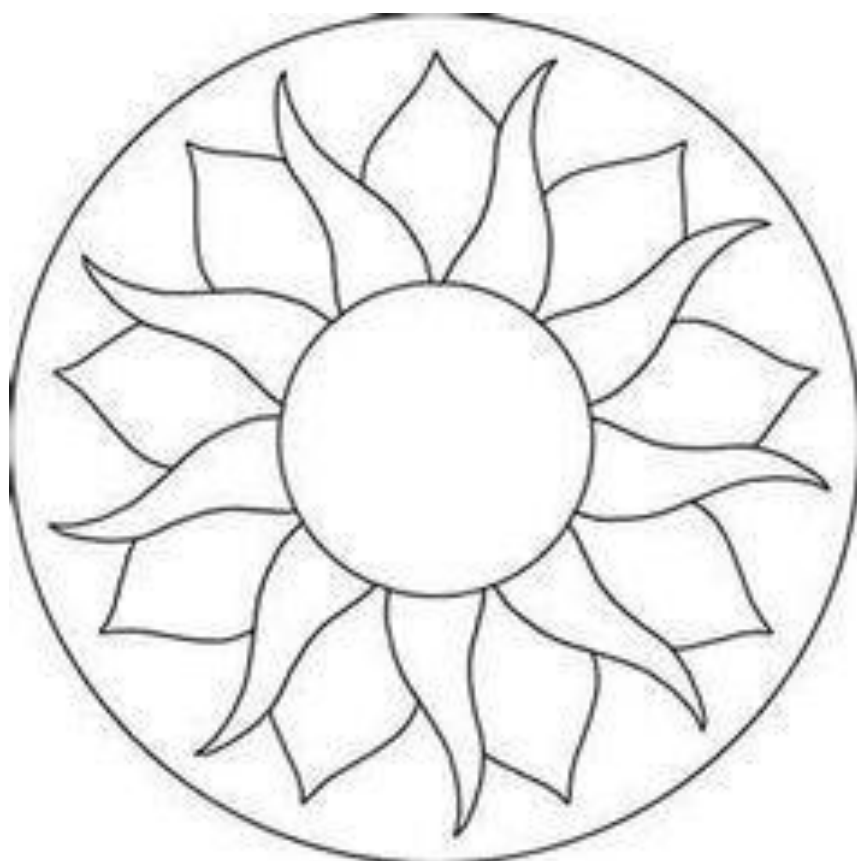


4. Bonjour.Jem'appelle**Hélène**.J'aitrenteansetj'aimelesport.

Can anyone also work out what these sentences mean?

Thursday - Art

Create a Roman mosaic using lentils or small materials you might be able to find around the house. Choose from the the designs below and follow the instructions.



Select the lentils or dried beans you would like to form the mosaic.

You can stick to one kind or both, and it is a good idea to vary the colors if possible. For example, lentils come in a range of colors, including browns, blacks, yellows and oranges. Beans come in different shades and patterns too. Keep the size differences in mind. Placing too large a bean or lentil next to a much smaller one may not be the look you're after in the mosaic design. Think about how you want the general design to be in terms of sizes before selecting the lentils and/or beans.



Apply the lentils/beans to the mosaic background.

Follow the design and the color scheme you've chosen. Apply the liquid glue to a small area, then place the lentils/beans over the glue. After few seconds, press gently on the lentils to help them to adhere firmly to the background.

