

# HOME LEARNING Year 4

Hello Year 4! We hope you are all well and have had a restful and enjoyable break in the sunshine. We would love to have some updates on Class Dojo to see what everyone has been up to! Mrs Storey has been catching up on her reading and has now finished 10 books since lockdown started! Miss Thackray has been enjoying the sunshine and eating lots of ice cream - yum! Mr Hardy has been playing in the garden and has had several water fights as well as being pushed into the paddling pool on many occasions!!

Whilst we have been away from school, we've had a new addition to our year 4 team! Jack Rawlinson is joining 4H and although there are no plans to return to school just yet, I'm sure you'll join me in saying a big 'Hi' to Jack and we look forward to meeting you in person once the school re-opens!



With regards to this week's work, if you have any questions or problems with the work set then please contact one of the year 4 teachers via Class Dojo.

## ENGLISH

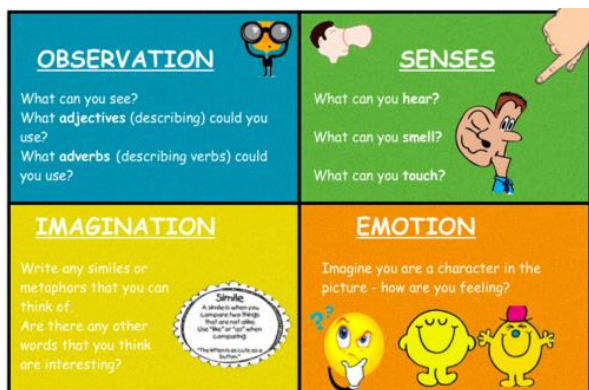
This week, we are going to write our own fictional stories based around the video 'Runaway'.

### Monday

Watch the video and record the thoughts and feelings of Chillie using an OSIE grid (remember - we used this a few weeks ago).

<https://www.youtube.com/watch?v=P7k2MkVYLDE>

or search for **CGI animated short Runaway** in youtube



### Tuesday

You are to choose an appliance from around the house to write your story about. It could be a fridge, like Chillie, or you may decide on another item.

Create a mind map (this could be words, pictures or both – see example) and make notes on the following:



- What name will you give to that item? Try to relate your name to the item and the function of that item e.g. Chillie was a great name for a fridge as it chills things.
- What will be the problem with the item? Chillie's handle broke so that he could not close the door – what would affect the use of your item?
- What other characters will there be in your story?

## Wednesday

Create a story mountain to plan out the plot to your story. Think about:

Introduction - How are you going to introduce the characters?

Build up - When and what are the first signs that there is going to be a problem?

Problem - What problem is going to happen?

Fix problem - How is the problem going to be resolved?

Ending – How will you end your story?

The diagram is a story mountain with five stages, each in a rounded rectangular box with horizontal lines for writing. The stages are connected by arrows showing a sequence from left to right and then down.

- Introduction**: Includes fields for "Who:" and "Where:".
- Build up**: A box with four horizontal lines.
- Problem!!**: A box with four horizontal lines.
- Fix problem**: A box with six horizontal lines.
- Ending**: A box with three horizontal lines.

## Thursday

Today, you are going to start writing the story. Think about how you are going to start your story. It needs to be interesting and gripping from the start! Different ideas of great openers include: using onomatopoeia (Bang! Fizz!); using a question (*Have you ever wondered what your fridge is thinking? Have you ever spoken to your fridge or your television?*); using direct speech (*"What would I do without you?" Gerry loved his Xbox.*) or using a well-chosen fronted adverbial (*On the day that would change Chillie's life forever, the sun smiled through the kitchen window, glaring off the gleaming work surface.*).

As you write your story, think about all the things we have looked at over the time that we were in school. I would expect to see:

- Accurate use of basic punctuation (capital letters, full stops, commas in lists etc.)
- Paragraphs written around a theme.
- A wide range of sentence openers (including using commas after fronted adverbials).
- Direct speech punctuated accurately but limit the use – find different ways to take the story forward instead of listing the conversations between characters.
- A range of sentence types: simple, compound and complex sentences with a range of clauses.
- Expanded noun phrases to develop your descriptions.

**Friday** – complete the story. Once you have finished, read it aloud to see if you can find any mistakes, missing words etc. Think about the editing stations we have used in class to check through your work: spellings, punctuation, imagery (similes, metaphors etc.), powerful synonyms and powerful verbs.

## **SPAG**

There are different SPaG activities for each group on Purple Mash, however if you cannot complete the activities then you can practice a set of these words. You may choose which group's words to follow.

**Group 1 – home, those, woke, hope, hole, June, rule, rude, use, tube**

**Group 2 – circle, certain, century, cycle, civilian, ceramic, cylinder, cinema, celebrate, circulate**

**Group 3 – girls', boys', babies', houses', sisters', trolleys', potatoes', pizzas', buses', arches'**

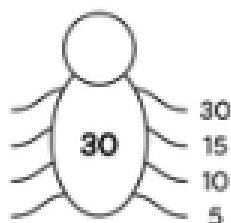
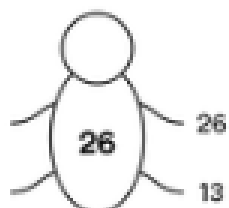
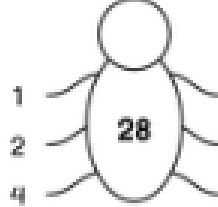
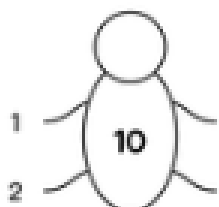
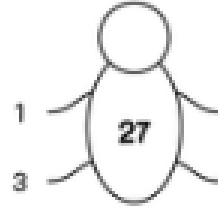
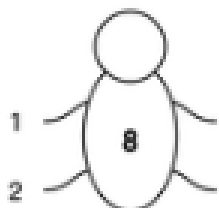
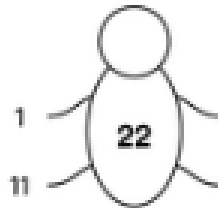
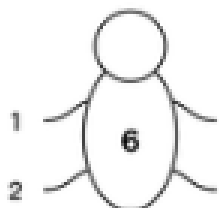
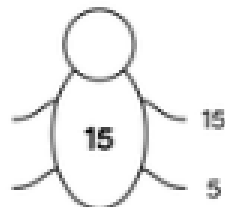
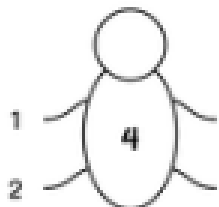
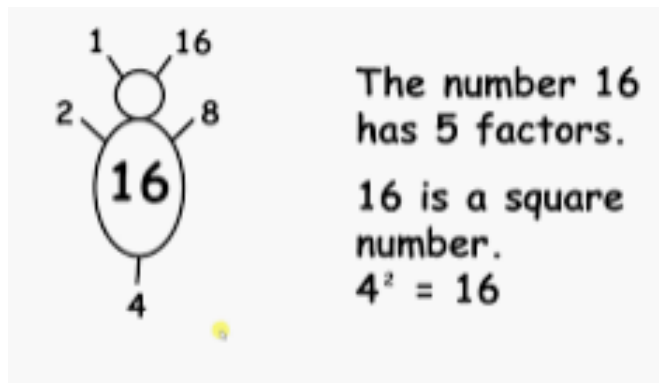
## MATHS

Activities have been set on Purple Mash for you to complete one each day. As well as these daily tasks, please continue to use TT Rock Stars and the Multiplications Tables Check

(<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>) every day. For anyone who cannot get access to Purple Mash to complete the tasks, some alternatives are below which can be printed.

### Monday

Watch <https://youtu.be/PxztZliACUU> or search 'draw factor bugs' on YouTube for a short tutorial reminder.



Tuesday

$4 + \square = 10$

$16 + \square = 19$

$7 + \square = 15$

$8 + \square = 18$

$\square - 6 = 12$

$\square + 6 = 20$

$\square + 8 = 14$

$\square - 9 = 15$

$5 + \square = 35$

$29 - \square = 12$

$8 + \square = 47$

$17 + \square = 17$

$\square + 10 = 13$

$16 + \square = 21$

$\square - 3 = 12$

$\square + 11 = 14$

$10 + \square = 16$

$4 + \square = 12$

Wednesday

$$\begin{array}{r} 1. \quad \begin{array}{|c|c|c|c|} \hline 3 & & 0 & \\ \hline \end{array} \\ + \begin{array}{|c|c|c|c|} \hline & 2 & & 2 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|c|} \hline 4 & 6 & 9 & 8 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 2. \quad \begin{array}{|c|c|c|c|} \hline 2 & & 1 & \\ \hline \end{array} \\ + \begin{array}{|c|c|c|c|} \hline & 1 & & 8 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|c|} \hline 6 & 8 & 6 & 4 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 3. \quad \begin{array}{|c|c|c|c|} \hline & 5 & & 9 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|c|} \hline 2 & & 3 & \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|c|} \hline 3 & 7 & 1 & 9 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 4. \quad \begin{array}{|c|c|c|c|} \hline & 7 & & 6 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|c|} \hline 1 & & 1 & \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|c|} \hline 7 & 4 & 3 & 6 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 5. \quad \begin{array}{|c|c|c|c|} \hline & 4 & 6 & 8 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|c|} \hline 1 & & 7 & \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|c|} \hline 3 & 8 & & 7 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 6. \quad \begin{array}{|c|c|c|c|} \hline 5 & & 6 & \\ \hline \end{array} \\ + \begin{array}{|c|c|c|c|} \hline & 9 & 5 & 0 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|c|} \hline 7 & 1 & & 9 \\ \hline \end{array} \end{array}$$

Thursday

Fill in the missing numbers to complete each fact family.

1)

5

1 4

\_\_\_ + 4 = 5

4 + 1 = \_\_\_

5 - \_\_\_ = 1

5 - 1 = \_\_\_

2)

14

5 9

5 + \_\_\_ = 14

\_\_\_ + 5 = 14

14 - 9 = \_\_\_

\_\_\_ - 5 = 9

3)

19

11 8

11 + 8 = \_\_\_

8 + \_\_\_ = 19

\_\_\_ - 11 = 8

19 - \_\_\_ = 11

Use multiplication and division to fill in the fact family living in each house.

a.

72

9 8

x, ÷

9 x 8 = 72

8 x 9 = 72

72 ÷ 9 = 8

72 ÷ 8 = 9

b.

28

7 4

x, ÷

\_\_\_ x \_\_\_ = \_\_\_

\_\_\_ x \_\_\_ = \_\_\_

\_\_\_ ÷ \_\_\_ = \_\_\_

\_\_\_ ÷ \_\_\_ = \_\_\_

c.

30

6 5

x, ÷

\_\_\_ x \_\_\_ = \_\_\_

\_\_\_ x \_\_\_ = \_\_\_

\_\_\_ ÷ \_\_\_ = \_\_\_

\_\_\_ ÷ \_\_\_ = \_\_\_

## Friday

Write 5 of your own fact families. Start with one number sentence, then write out the other facts which are part of the family. Repeat this 5 times with 5 different number sentences.

**For example:**

$$7 \times 12 = 84$$

$$12 \times 7 = 84$$

$$84 \div 7 = 12$$

$$84 \div 12 = 7$$

1)

2)

3)

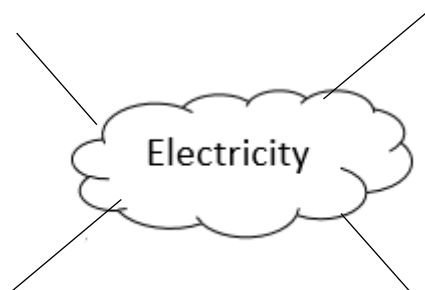
4)

5)



## SCIENCE

What do you know about electricity? Create a mind map to show what you already know about this topic.



Electricity powers many of the things we use every day - televisions, phones, computers, lights and microwaves. Electricity occurs naturally, such as in lightning, or even in your body to send messages from your brain to your organs!

Over time, scientists worked out how to use electricity to make things work. They also discovered ways to generate, or make, electricity. This meant that electricity was more readily available and things could be powered more easily. This sort of electricity is known as current electricity.

Current electricity is a flow of electrical charge through a material. Often it flows through wires to travel from a power source to an appliance.

There are two types of electrical current that we use to power appliances: **Mains electricity**: which is an **alternating current (AC)** and **Batteries**: which generate a **direct current (DC)**.

Electricity is a flow of charge through a material. We use it to power appliances.

### **What would life be like without electricity?**

Look around you. Discuss ways things would be different.

- What would your home be like?
- How would you learn?
- How would people stay in touch?

## ART

This week we are going to draw self-portraits. I have included a link to a video that shows you how to use the correct proportions when drawing the features of your face.

<https://www.youtube.com/watch?v=wfosxuah1uk>

or search ***How To Draw a Quick, Simple, and Easy Self-Portrait*** on youtube

As always, make sure you use light pencil marks while you are doing your initial sketches so if you do go wrong they can be easily erased. It may be handy to have a small mirror to hand to regularly check the shape and form of your features.

We would love to see some of the final pieces so please send us a private message via Dojo if you can.

## PE

Athletics - Heptathlon

I'm going to roughly let you follow what we'll be doing in school – if you don't have the necessary space/equipment then please feel free to adapt the plan or find another way to become active for about 30 minutes. You might want to go for a bike ride with your family later on in the day or a walk if you can't follow the plans from school etc.

Please have a read through the task to see what parts you might need equipment for or may need to change.

Remember to take regular breaks and make sure you have plenty to drink too!

### Warm-up (5-10 mins)

On the spot, find a range of whole body movements to raise your heart rate i.e. star jumps, climbing a ladder, walking on the spot.

Gentle walk/jog around the area you have available to you and make sure to include leg stretches like lunges every so often.

### Task 1

A four minute run (ideally around a track you can count the laps around).

Estimate how many laps you think you'll be able to run around your circuit/space.

Choose a correct pace that you think you'll be able to run at for four minutes and count the number of laps you complete in this time. If you have to walk then that's great too but make sure to always keep moving.

Make sure you record your number of laps.

### Task 2

The long jump.

This has four parts: the approach, the take-off, flight and landing.

A long jump has a 1 foot take-off and a 2 foot landing.

First, work out which leg you'll take-off from.

Then, mark a take-off line.

Try out different approaches to the take-off line: try jumps using 1 step, 3 steps and finally 5 steps.

What difference do you think the longer approaches will make?

Make sure you find a way to measure and record your jumps.

### Task 3

Sprint start positions.

You'll need to be able to sprint for 20m so you might want to go to a local park with your family to try this one.

A good sprint start requires: good grip with the ground, a strong base, fast reactions and a powerful push.

Investigate three different start positions using the same 20m:

- Upright with your feet together
- Leaning forwards with your feet apart
- Crouched start with your hands on the ground

Which position gives you the fastest start?

Where might errors have come into this e.g. timekeeping inaccuracies?

Extension task:

The world record shot put distances are as follows:

Male – 23.12m

Female – 22.63m

The upper site school hall is approximately 20m long so that gives you an idea of the distances...basically, the length of the hall.

I wonder how close you can get to those distances using a shot put technique – have a look on the link below for this:

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

If you haven't got a ball, think about other items that would be safe to throw. This could be 2 pairs of socks folded in to a ball shape or a few sheets of newspaper soaked in water to add weight (this one needs to be done outside!!!). Be creative, be sensible but challenge yourself!

### Cool Down

A gentle 5 min walk on the spot or around a space.

## R.E.

A pilgrimage is a special type of journey.

It is a journey, usually a long one for many people, to a special place that is important for religious reasons.

These special places are considered sacred (connected with God or a god).

They are different to places of worship (such as churches or temples) as they are considered to be important by everyone in the religion.

Some, or all, people belonging to the religion would want to make the journey to that special place at some point in their lives.

Pilgrimage is important to all Muslims. The Hajj is the fifth pillar of Islam.

**Use the information below to create a mind map of events which happen during Hajj.**

Muslims travel from across the world to Mecca. Most arrive by aeroplane from foreign countries.

Pilgrims wear the 'ihram'. White cloth is worn, so all people are equal, whether rich or poor.

The pilgrims visit the Ka'bah in Mecca and walk around it seven times, **anticlockwise**.

Muslims believe that the Ka'bah was built by the prophet Abraham and his son, Ishmail, **4000** years ago.

It is the first house built on earth to worship Allah and has been made larger over the years.

Safa and Marwah are two small hills, now located in the Masjid al-Haram in Mecca, Saudi Arabia, between which Muslims travel back and forth seven times during the Hajj pilgrimage.

This action helps the pilgrims to remember an important person in Muslim history. When Hagar and her son, Ishmail, were left in the desert without water, the story says that Ishmail dug his heels into the sand and a spring of water gushed forth.

A well still remains here and pilgrims drink from it.

The pilgrims go to the plains of Mount Arafat to pray and spend a night in the plain of Muzdalifa. Pilgrims spend the night praying and sleeping on the ground with open sky, and gather pebbles for the next day's ritual of the stoning of the Devil.

Mount Arafat was the scene of the Prophet Muhammad's final sermon. Pilgrims spend the day here in prayer.

Spending the night in the open at Muzdalifah with all the other pilgrims.

Another important rite of Hajj is shaving heads (known as Halak). All male pilgrims shave their head or trim their hair on the day of Eid, and women pilgrims cut the tips of their hair. This day is known as Eid-ul-Adha.

Finally, the pilgrims return to Mecca to the Ka'bah and circle it seven times again.

Once the pilgrims have completed all the rituals, they are given a new title. A man is now a 'Hajji' and a woman a 'Hajja'.

After a successful pilgrimage, pilgrims can prefix their names with the title 'Al-Hajji', and are held with respect in Muslim society.

Hajj brings together and unites the Muslims from different parts of the world, irrespective of their race, colour, and culture.

Hajj

Most people earn money for doing their job. Different jobs pay different amounts of money. Look at some of the different coins and notes we use and say what each is worth. Create a wish list of things you would like to save up for and buy. What notes and coins would you need to pay for each item exactly? Would you get change from £100? How much?

Sometimes we describe some of the things that need doing as jobs e.g. tidying, washing up, being a playground buddy at school. Create a list of jobs you could complete at home and at school. Ask someone at home or school if you can do the jobs. Tick them off once they are done!

Jot down what you enjoy, what are you good at, what you don't enjoy, jobs you think you might like to do, jobs you think you would not like to do. There is plenty of time to decide what you might like to do when you grow up but thinking about these things might help you.



Think about how jobs and roles have changed over time. Can you research what jobs people did 50 years ago, 100 years ago? How are they the same/different?

Give yourself 1 minute to list as many jobs as you can think of. Now ask someone else in your home to do it but they can't use any of the ones you've already listed!

Some people wear a uniform to work. Discuss some of the reasons a uniform is worn e.g. the uniform protects them, we recognise who they are, it shows they belong to that job/group. Design a uniform for a job of your choice.

Imagine your job is a fitness instructor! Design a fitness class and challenge your family to take part in it!