

Year 4



Learning for the week beginning Monday 4th May (Summer 1, week 3)

Day	Subject	Lesson detail	Resource							
Monday	Guided Reading I	<p>Word of the week - <u>bolted</u></p> <p>Definition - Find a dictionary definition Root words - are there any smaller root words within the word? Synonyms - Words that have a similar meaning Antonyms - Opposites Sentence - Can you put the word into two different sentences Illustration - Can you draw an image to help remind you of the word</p> <p><i><u>Work to be completed orange exercise book</u></i></p>	<p>- Dictionary/ Thesaurus - Online dictionary/ thesaurus</p>							
	Guided Reading II	<p>Match words and definitions (answers at the end of this document)</p> <p>You can use PDF Volcano Factsheet to help you.</p> <p>Keep your definitions, they will be useful later in the week.</p> <table border="1" data-bbox="622 1114 1966 1449"> <tbody> <tr> <td>1 Active</td> <td>A Hot molten rock beneath the earth's crust that forms lava</td> </tr> <tr> <td>2 Dormant</td> <td>B. A pool of magma or molten rock beneath the surface of the earth</td> </tr> <tr> <td>3 Extinct</td> <td>C. The primary opening of the volcano through which the magma and other rocks and gases flow out</td> </tr> <tr> <td>4 Ash cloud</td> <td>D. The mouth of the volcano which surrounds the vent</td> </tr> </tbody> </table>	1 Active	A Hot molten rock beneath the earth's crust that forms lava	2 Dormant	B. A pool of magma or molten rock beneath the surface of the earth	3 Extinct	C. The primary opening of the volcano through which the magma and other rocks and gases flow out	4 Ash cloud	D. The mouth of the volcano which surrounds the vent
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4 Ash cloud	D. The mouth of the volcano which surrounds the vent									

5 Magma	E. A volcano which is temporarily inactive
6 Lava	F. The residue that remains after something is burned
7 Crater	G. The cloud of ash formed above the volcano from the force of the volcanic explosion
8 Main vent	H. Hot, molten rock which emerges from underground magma
9 Ash	I. The act of a volcano erupting
10 Eruption	J. A volcano that is erupting or one which may erupt
11 Chamber	K. A volcano that has not erupted for a significantly long period of time and is not expected to erupt again
12 Debris	L. The scattered remains of something that has been broken, discarded or destroyed

Work to be completed in orange exercise book

Maths

Money

- Calculate the approximate amount that your family spends on, say for example, crisps every year. Research family budgets from the past to see if there's much difference. Display your work how you see fit. Maybe in a poster or a graph?
- Find three items that cost approximately the same in a catalogue. Consider which gives the best value and why? Would everyone agree with you?
- Compare the prices at a local shop with those in a large supermarket. Discuss the reasons for the differences and the advantages and disadvantages of each. Is it cheaper to buy in bulk? Why?

Additional Worksheets with answers can be found on Twinkl - sign up with offer code UKTWINKLHELPS:
<https://www.twinkl.co.uk/resource/t2-m-1322-new-money-word-problems>

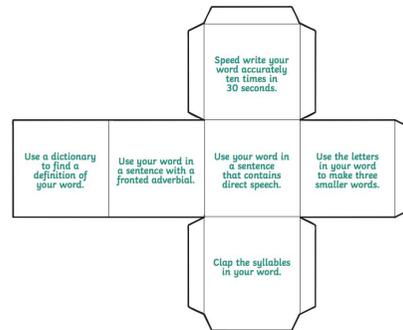
Video:
<https://www.youtube.com/watch?v=8IXBXF5mSI8>

		<p>Challenge: Plan a residential school trip. Sort the class into different groups each having responsibility for costing one aspect such as accommodation, travel arrangements, catering and activities. Provide timetables, menus, maps, etc. Conduct surveys into the likes and dislikes of classmates, and come up with sample costings for several different types of trips.</p> <p>Fifteen minutes on Mathletics, focusing on Money</p> <p>Ten minutes on Times Table Rockstars</p> <p>Practise your times tables on Mathsframe https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</p> <p>Please contact your class teacher if you do not have your Mathletics or Times Table Rockstar password</p>	
	<p>English (Grammar)</p>	<p>Headings and subheadings</p> <p>Main Task: CGP Yr 4 GPS book: page 67</p> <p>What is a heading? The title of a piece (or section) of writing, usually used for Non-Fiction, which may then be broken down further using a Sub-Heading.</p> <p>What is a Sub-Heading? A Sub-Heading is a mini-headline given to a subsection or paragraph within a main piece of writing. They are smaller in size than the main headline but larger than the paragraph text of the article.</p> <p>Sub-headings are often seen in non-fiction writing such as an instruction text or an informational text and are used to</p>	<p>Main Task: CGP Yr 4 GPS book: Page 67</p> <p>Additional Worksheets with answers can be found on Twinkl - sign up with offer code UKTWINKLHELPS: https://www.twinkl.com/resource/t2-e-1897-headings-and-sub-headings-application-activity-sheet?sign_in=1</p> <p>Video: https://www.youtube.com/watch?v=jpVTo7bTnXU</p>

		<p>capture the reader’s attention to keep them reading down the page, following each sub-heading.</p> <p>The main purpose of sub-headings is that they are meant to stand-out and they do this because of the size and snappiness of them.</p> <p>If the reader is looking for a specific piece of information, the sub-headings act as a guide to serve the reader through the page until they have found what they are looking for.</p> <p>Bedrock - 15 minutes on Bedrock</p>	
	Humanities	<p>Week 3: History – Learning from objects Find a handful of coins from a purse, piggy bank or wallet.</p> <p>Younger children: Whose picture can you see on the coin? When was the coin made? Can you find a coin that was made in the year you were born? This coin is the same age as you! Draw and label it.</p> <p>Older children: Look carefully at the coins you have found and arrange them in chronological order (from oldest to newest) and answer these questions.</p> <p>How old is the oldest coin? How many coins are older than you? Do all the coins have the same picture of the queen on? Why or why not? What two languages are used on British coins? What patterns or pictures are shown on the ‘tail’ side of the coins? If an archaeologist was to dig up a handful of old coins what do you think he would learn about the past from them?</p> <p>Challenge: Find out what the inscription found on British coins means: Elizabeth II D.G. REG F.D</p>	
Tuesday	Maths	<p>Time (Part I) Please complete CGP Yr4 mathematics book - Pg50</p>	<p>CGP Yr4 mathematics book - Pg50 Additional Worksheets with answers can be found on Twinkl - sign up with offer code</p>

		<p>Please mark this using the answers at the back and make sure you understand any which have gone wrong.</p> <p>Fifteen minutes on Mathletics, focusing on time.</p> <p>Ten minutes on Times Table Rockstars</p> <p>Practise your times tables on Mathsframe https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</p>	<p>UKTWINKLHELPS: https://www.twinkl.o.uk/resource/t2-m-2505-year-4-read-write-and-compare-the-time-differentiated-activity-sheets</p> <p>Video: https://www.youtube.com/watch?v=HrxZWNu72Wl</p> <p>Song: https://www.youtube.com/watch?v=g6tjAy_7AL4</p>
	<p>Guided Reading</p>	<p>Features of a report</p> <p>Look at PDF Volcano Factsheet (or another example of a non-chronological report you may have at home, for example in a magazine)</p> <p>Which of the following features can you spot:</p> <ul style="list-style-type: none"> ● Topic title - covers the whole topic ● Brief introduction - indicates what the report is about ● Sub-headings ● Fact boxes ● Bullet points ● Factual language ● Formal language ● Glossary for technical language ● Diagrams <p><i><u>Work to be completed orange exercise book</u></i></p>	<p>PDF Volcano Factsheet</p>
	<p>Guided Reading II</p>	<p>Spelling practise</p> <p>Practise your words for next week - do you know what they all mean? Can you write them in a sentence?</p>	

Use your Spelling Practice Dice Template from last week to come up with other practice ideas.



Further practice:

Group A

able endings

<https://www.twinkl.co.uk/resource/t2-e-1407-adding-able-spelling-activity>

Group A*

day, do, don't, down, for, from

Add the appropriate word to the sentences below:

I like to borrow books _____ the library.

You should hold the handrail when you go _____ the stairs.

Picnics are most fun on a sunny _____.

It is helpful to _____ the dishes for your parents..

Some people _____ like dancing.

It is nice to give people a card _____ their birthday.

Group B:

Words with the 's' sound spelt with 'sc'

PDF Word Search Soft C made with SC

Group C

Words ending with 'tion (not ation)

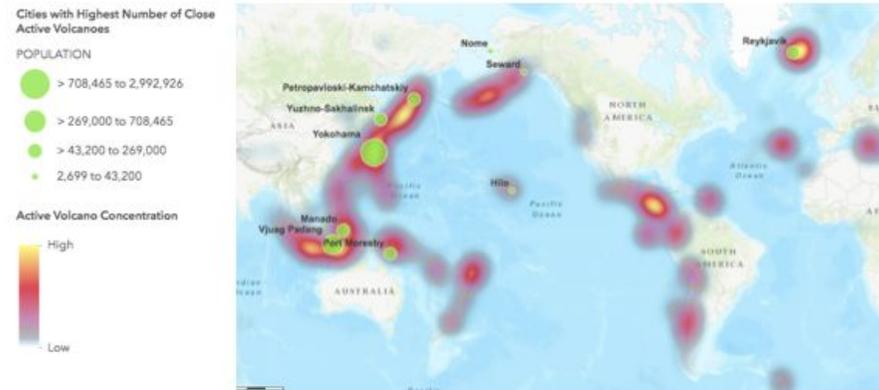
		<p>For each of your words:</p> <ul style="list-style-type: none"> - What is its word root? - Can you make other words from your spelling word by adding different suffixes or prefixes? - Can you make other words from this word root by adding different suffixes or prefixes? 	
	English	<p>Research a report</p> <p>This week you will be writing a non-chronological report about volcanoes.</p> <p>Using PDF Volcano Factsheet (and your own research if desired), gather the information you will need to write the report.</p> <p><i><u>Work to be completed orange exercise book</u></i></p>	<p>PDF Volcano Factsheet Volcano vocabulary from yesterday</p>
Wednesday	Maths	<p>Time (Part 2)</p> <p>Please complete CGP Yr4 mathematics book - Pg51</p> <p>Please mark this using the answers at the back and make sure you understand any which have gone wrong.</p> <p>Fifteen minutes on Mathletics, focusing on time</p> <p>Ten minutes on Times Table Rockstars</p> <p>Practise your times tables on Mathsframe https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</p>	<p>CGP Yr4 mathematics book - Pg51</p> <p>Additional Worksheets with answers can be found on Twinkl - sign up with offer code UKTWINKLHELPS: https://content.twinkl.co.uk/resource/I9/I2/t2-m-4220-timed-events-problems-differentiated-activity-sheets_ver_12.pdf?token=exp=1588241953~acl=%2Fresource%2F19%2F12%2Ft2-m-4220-timed-events-problems-differentiated-activity-sheets_ver_12.pdf%2A~hmac=cd22b00d8e1b177d2317f5f95c4a6b9991e6cb9a7bfcf6636b9b0eb3527b2d41</p> <p>Video: https://www.youtube.com/watch?v=zXFZUMjehDU</p> <p>Song: https://www.youtube.com/watch?v=h6RNkO7IU8Y</p>
	Spelling Test	<p>Please test the pupil on their spellings group - All spellings found on the school website. Group A+, A, B and C</p>	<p>http://ctsprimary.org.uk/index.php/learning/spelling_lists/year_4_spelling_lists/</p>

Please contact your class teacher if you do not remember what group you are in

Guided Reading

Positive or negative effects of volcanic eruptions?

Today, 800 million people live within reach of an active volcano. Why might they do that?



(1) Find the positive impacts of volcanic eruptions below. **(answers at the end of this document)**
Does this help to answer why people might live near volcanoes?

- Some volcanic gases can poison rivers and lakes and cause animals (including humans) to suffocate.
- Volcanic ash and lava are rich in minerals so break down to provide valuable nutrients for the soil. This creates very fertile soil which is good for growing fruit and vegetables.
- Many lives can be lost as the result of volcanic eruptions.
- Volcanoes are important tourist attractions which generate jobs and bring in money.
- If the ash and from a volcanic eruption mixes with rainwater or snow this can trigger fast flowing mudflows called lahars which can destroy farmland, woodland and man-made structures including roads and bridges.
- Volcanic areas are sources of geothermal energy (heat from the Earth), a type of renewable energy which can be used to heat buildings or be converted into electricity.
- Volcanic rocks such as basalt can be used for building materials.
- Volcanic ash can cause disruption to weather and air travel e.g. the Icelandic Eyjafjallajökull eruption in 2010.
- Pyroclastic flows (avalanches of hot rock and gas) cannot be outrun and can kill people instantly. This is what happened in the Italian towns of Pompeii and Herculaneum when Mount Vesuvius erupted in AD79.

		<p>(2) Look at the map above. Where on this map is Japan? Would it be easy for someone in Japan to avoid living near a volcano?</p> <p>Challenge: Ask your parents if they remember the Icelandic Eyjafjallajökull eruption in 2010. Were they impacted or do they know anyone who was? Can you find where Iceland is on the map above?</p> <p>If you are interested in Eyjafjallajökull, there is more information on this video: https://www.nationalgeographic.com.au/videos/the-iceland-volcano/the-eyjafjallajokull-volcano-3621.aspx</p> <p><i>Work to be completed orange exercise book</i></p>
English		<p>Plan your report</p> <p>Looking at the volcano research you have done, make a plan for your report.</p> <p>What will be your title? What subheadings will you divide your content into? What diagrams might you use? What words need to go into your glossary?</p> <p>You might want to draw a rough guide for yourself, so you know how to lay it out when you write the report tomorrow.</p> <p><i>Work to be completed orange exercise book</i></p>
DT		<p><u>Week 3 - Pointillism</u></p> <p>Pointillism is when you make a picture using lots of small dots or ‘points’</p> <p>You will need: cotton buds and paint or a paintbrush and paint or felt tip colouring pens.</p> <p>Younger children</p>



1. You can either draw a rainbow (or any other object or animal you like) or you may already have a template you can use.
2. Divide up the rainbow as each part will need to be a different colour.
3. Use cotton buds or a small paintbrush to make small dots in one section of the rainbow with your chosen colour. Felt tip pencils work just as well so you can use those instead to make small dots/circles.
4. Once you have done one section, clean your paintbrush or use the other end of your cotton bud and select a new colour paint and fill the next section of your rainbow with coloured dots.
5. Continue to fill each section with coloured dots until you have finished.

Older children



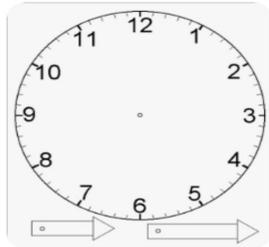
1. Choose an animal(s) and draw an outline softly with a pencil. You can either draw lines inside the animal to make different sections or leave it blank and fill it with just one colour of dots.
2. Use either cotton buds and paint, a small paint brush and paint or felt tip pens
3. Start making small dots of one colour inside the animal or section of the animal.
4. Choose a different colour for each section of the animal if you have divided it up.
5. Choose a different colour to go around the outline of the animal.
6. Now you can do the background - you might like to do it all in one colour or make different rows of colour or even swirls and waves.

For more information and inspiration look at: <https://art-educ4kids.weebly.com/aboriginal-art-and-patterning.html>

Thursday

Maths

Time (Part 3)



Draw around a plate or a can and two arrows one longer than the other. Test the members of your household on their knowledge of time. You could use a paper plate if you have one instead.

- Record your day. What time do you get up? What time do you have breakfast? How long does it take to get to school? How long is each lesson? How long is your morning break and what time does the next lesson start? Continue until the end of the day. Record your findings in a table or present your data in a graph.
- What's your favourite activity, how long does it take? Do you have to allow time to get there? Move the clock hands around the clock to help you.

Challenge: Can you record your findings in Roman Numerals?

Times tables

Please test yourself on the MTC times table test:

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

Record your score and see if you can do even better next week

Fifteen minutes on **Mathletics**, focusing on time

Additional Worksheets with answers can be found on Hamilton Trust -

https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/practice_meas-d_ata_4261.pdf

Video:

<https://www.youtube.com/watch?v=8RjzoylVzV8>

Song:

<https://www.youtube.com/watch?v=h6RNkQ7IU8Y>

		Ten minutes on Times Table Rockstars	
Guided Reading	<p>Features of reports - subheadings</p> <p>Look at the four non-chronological reports in PDF Report subheadings</p> <ul style="list-style-type: none"> • What subheadings can you see? • What subheading is common across all four reports? • Why do you think this subheading has been used in all of them? What job does it do? • Would the information in these reports be as easy to read without subheadings? <p><i>Work to be completed in orange exercise book</i></p>	PDF Report subheadings	
English	<p>Write and check your report</p> <p>Using your plan and your research, write your report about volcanoes.</p> <p>Try to include:</p> <ul style="list-style-type: none"> • Topic title - covers the whole topic • Brief introduction - indicates what the report is about • Sub-headings • Fact boxes • Bullet points • Factual language • Formal language • Glossary for technical language • Diagrams <p><i>Work to be completed in orange exercise book</i></p> <p>Bedrock - 15 minutes on Bedrock</p>		
Religious	<u>Week 3: The Ascension</u>		

	Education	<p>Read the story of the Ascension from the Bible - (Acts 1: 6-12) or listen to the story: https://www.youtube.com/watch?v=UcFw8pLBSIo</p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> • Draw a picture of Jesus ascending into Heaven and add speech bubbles around him - What might the Disciples say to Jesus? • Write down a set of questions the disciples might have had after Jesus ascended into heaven. Can you try to answer any of the questions? • The disciples must have been very worried and scared because Jesus (their friend and teacher) had left them. Can you write a letter to one of the disciples to explain why they should not be worried or scared? <p>Reflection - Can you think of a time when you have felt worried or scared? What made you feel better? What advice would you give to someone else feeling worried or scared?</p>	
Friday (Bank Holiday)	PSHE - optional	<p><u>Week 3: To understand why sleep is important</u></p> <p>A good night's sleep is essential to feeling good, being able to learn and staying healthy. A lack of sleep might make you feel poorly or cause you to be a little grumpy or tearful. Did you know that having a bedtime routine makes it easier to go to sleep?</p> <p>Younger children: Spend some time making sure your room is tidy; this helps to prepare your room for sleep. It also really helps the adults in your home! Create a list of things you think are helpful and unhelpful when you are trying to go to sleep.</p> <p>Older children: Create a checklist for things you need to do before you go to bed to ensure you get a good night's sleep. Maybe you want to research some tips for having a good night's sleep and try them to see if they help. Create a sleep chart for this week that logs your bedtime routine; the hours of sleep you had and how you felt when you woke up. Either use the one attached or create your own. Consider what helped you sleep and what had the most impact.</p> <p>Challenge: Can you write your own rap or song about a way to keep yourself safe?</p>	
Homework	<p>Comprehension - Read the poem "A Great Storm in Scotland" and answer the comprehension questions.</p>	Schofield & Sims Comprehension book - Pg 34/35	
Exercise ideas	<p>9 am daily - PE with Joe (The Body Coach) https://www.youtube.com/channel/UCAxWIXT0iEJo0TYIRfn6rYQ</p> <p>10 am daily - fun fitness / dance classes from Innovation Dance on Pitshanger Lane designed for families to do with their</p>		

	<p>children, https://www.youtube.com/channel/UCRYUrI7cplu-OjI-lkcijlw/featured</p> <p>https://family.gonoodle.com/</p> <p>https://www.bbc.co.uk/teach/supermovers</p>
<p>Other ideas</p>	<p><u>Reading:</u> Oxford Owl ebooks https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/# Getepic ebooks (free for 30 days) https://www.getepic.com/</p> <p><u>Writing</u> Authorfy Daily ten minute writing challenge: https://authorfy.com/10minutechallenges/</p> <p><u>Watching</u> https://www.greatbigstory.com/brave/community What Christian values do you see demonstrated?</p> <p><u>Creative activities</u> https://jarrettlerner.com/activities/</p>
<p>Monday Guided Reading answers</p>	<ol style="list-style-type: none"> a. 5 magma: Hot molten rock beneath the earth's crust that forms lava b. 11 chamber: A pool of magma or molten rock beneath the surface of the earth c. 8 main vent: The primary opening of the volcano through which the magma and other rocks and gases flow out d. 7 crater: The mouth of the volcano which surrounds the vent e. 2 dormant: A volcano which is temporarily inactive f. 9 ash: The residue that remains after something is burned g. 4 ash cloud: The cloud of ash formed above the volcano from the force of the volcanic explosion h. 7 lava: Hot, molten rock which emerges from underground magma i. 10 eruption: The act of a volcano erupting j. 1 active: A volcano that is erupting or one which may erupt k. 3 extinct: A volcano that has not erupted for a significantly long period of time and is not expected to erupt again l. 12 debris: The scattered remains of something that has been broken, discarded or destroyed

Wednesday Guided Reading Answers

POSITIVE

- Volcanic ash and lava are rich in minerals so break down to provide valuable nutrients for the soil. This creates very fertile soil which is good for growing fruit and vegetables.
- Volcanoes are important tourist attractions which generate jobs and bring in money.
- Volcanic areas are sources of geothermal energy (heat from the Earth), a type of renewable energy which can be used to heat buildings or be converted into electricity.
- Volcanic rocks such as basalt can be used for building materials.

NEGATIVE

- Some volcanic gases can poison rivers and lakes and cause animals (including humans) to suffocate.
- Many lives can be lost as the result of volcanic eruptions.
- If the ash and from a volcanic eruption mixes with rainwater or snow this can trigger fast flowing mudflows called lahars which can destroy farmland, woodland and man-made structures including roads and bridges.
- Volcanic ash can cause disruption to weather and air travel e.g. the Icelandic Eyjafjallajökull eruption in 2010.
- Pyroclastic flows (avalanches of hot rock and gas) cannot be outrun and can kill people instantly. This is what happened in the Italian towns of Pompeii and Herculaneum when Mount Vesuvius erupted in AD79.

Science Week 3: Enquiry Type - Identifying and Classifying

Question



How can you identify objects in your house?

Select at least 10-15 random objects in your house. Consider how they are similar and how they are different to each other.

Question

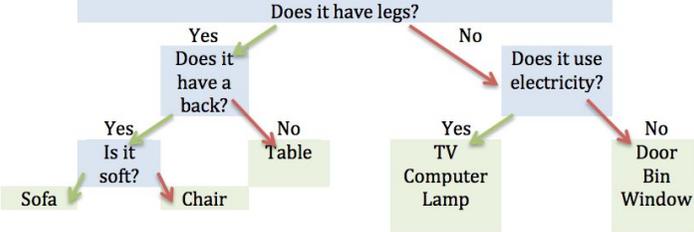
Predict

Observe

Record

Analyse

Report

Younger Children	Older Children
<p>Draw the selected objects into groups based on what they have in common. Eg. Size, colour, shape,</p>	<p>Create a classification key to identify your selected objects.eg:</p> 

Challenge	About this type of Scientific Enquiry
<p>Research Carl Linnaeus who created the system of taxonomy, which is how we classify living things. https://www.linnean.org/learning/who-was-linnaeus https://www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-carl-linnaeus/zhnjf4j</p>	<p><i>Identifying and classifying is how we can make sense and order of the world around us. This enquiry type requires using observation and reasoning skills. Examples of classifying include how we classify animals, plants and foods.</i></p> <p><i>Identifying and classifying is used by scientists to help learn about the natural world and therefore assist in conservation projects. You can often help scientists to identify and classify using websites such as Zooniverse.org</i></p>