

Year 4



Learning for the week beginning Monday 15th June (Summer 2, week 3)

We want to support you and your children in these unprecedented times but we do not want to overburden families with demanding work schedules. Please use this Home Learning pack as a guide and choose to complete the work which is most appropriate for you and your child.

We would like to encourage each child to send a piece of work that they are really proud of to their teacher by email each week.

Day	Subject	Lesson detail	Resource
Monday	Guided Reading I	Word of the week - <u>chariot</u> 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 <u>Work to be completed orange exercise book</u>	- Dictionary/ Thesaurus - Online dictionary/ thesaurus
	Guided Reading II	Features of instructions Look at several sets of instructions. This might be things around the home such as recipe books, DIY manuals or board game instructions. Or you can use the ones we have provided. What common features do you see? You might look for: List of materials Imperative (bossy) verbs Sequenced instructions	Instruction examples

	Time terms (first, next..) Diagrams	
Maths	<p><u>Factors and multiples</u></p> <p>Please complete CGP Yr4 mathematics book - Page 12.</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 factors and multiples.</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>CGP Yr4 mathematics book - Page 12.</p> <p>Additional Worksheets with answers can be found on Twinkl - sign up with offer code UKTWINKLHELPS: https://www.twinkl.co.uk/resource/tp2-m-269-finding-factors-activity-sheets</p> <p>Video and song: https://www.youtube.com/watch?v=rUrLuTMq-sw</p>
English (Grammar)	<p><u>Commas to separate clauses</u></p> <p>Main Task: CGP Yr 4 GPS book: Pages 44 & 43</p> <p>A clause is the building block for a sentence. Commas can be used to break up sentences that have more than one clause and make them easier to read.</p>	<p>Main Task: CGP Yr 4 GPS book: Pages 44 & 43</p> <p>Additional Worksheets with answers can be found on Twinkl - sign up with offer code UKTWINKLHELPS: https://www.twinkl.co.uk/resource/t2-e-1972-using-commas-for-embedded-clauses</p>
Humanities	<p><u>Week 3: Geography - Climate</u></p> <p>The pattern of weather in a place over a long period of time is known as the climate. In the United Kingdom the climate is a temperate climate.</p>	

		<p>Younger children: A temperate climate has four seasons, spring, summer, autumn and winter. Divide a piece of paper into four and draw a picture of yourself in each season. Think about what you might be wearing and what you might be doing in each of the four seasons. You can also write a sentence about each season if you'd like to.</p> <p>Older children: The UK has a temperate climate: temperate means moderate or mild, we do not have extremes of temperature or frequent extreme weather. We have four seasons. Tropical climates only have two seasons, dry and wet. This week you are going to compare the weather in London with the weather in a tropical climate.</p> <p>Choose a city in a tropical climate, e.g Singapore, Kingston (Jamaica), Lagos (Nigeria). Divide your page in two and create a chart to compare the weather in London with the city in a tropical climate which you have chosen. Use a weather app or the internet to find out what the weather is like each day in London and the tropical city of your choice and record it in your chart. You could record temperature, chance of precipitation (rain) or any other weather such as thunder storms. At the end of the week analyse your results - what differences can you see?</p> <p>Challenge: Research which other cities and countries have a temperate climate zone like the UK. Why does the UK have a temperate climate and not a tropical one?</p>
Tuesday	Maths	<p><u>Factors and multiples (part 2)</u></p> <p>Please complete CGP Yr4 mathematics book - Page 13.</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 factors and multiples.</p> <p>Ten minutes on Times Table Rockstars</p> <p>Practise your times tables on Mathsframe</p> <p>CGP Yr4 mathematics book - Page 13</p> <p>Additional Worksheets with answers can be found on Twinkl - sign up with offer code UKTWINKLHELPS:</p> <p>https://www.twinkl.co.uk/resource/tp2-m-269-finding-factors-activity-sheets</p> <p>Video:</p> <p>https://www.youtube.com/watch?v=loQTriXR_lw</p>

		https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check	
	Guided Reading I	Imperative verbs in instructions Look at these instructions from the British Library - how many imperative (bossy) verbs can you spot? https://www.bl.uk/childrens-books/activities/make-a-miniature-book	
	Guided Reading II	Spelling practise Practise your words for next week - do you know what they all mean? Can you write them in a sentence? You could use your spelling practice dice to give you spelling practice ideas. (PDF Spelling Practice Dice Template sent on April 24th).	
	English	Plan instructions for your parent or teacher Think about something you know how to do. Maybe it is something new you have learned during lockdown. Plan how you will write these instructions. Do you need to try doing the process yourself to make sure you don't forget anything? Remember to include all the steps needed, even if they seem obvious. You might enjoy this video to inspire you: https://www.youtube.com/watch?v=Ct-IOOUqmyY Bedrock - 15 minutes on Bedrock	
	Science	<i>Please see at the bottom of this document</i>	
Wednesday	Maths	<u>Written Multiplication</u> Please complete CGP Yr4 mathematics book - Page 14. Please mark this using the answers at the back and make sure you understand any which have gone wrong. Fifteen minutes on Mathletics , focusing on written multiplication.	CGP Yr4 mathematics book - Page 14. Additional Worksheets with answers can be found on Twinkl - sign up with offer code UKTWINKLHELPS: https://www.twinkl.co.uk/resource/tp2-m-275-planit-y4-multiplication-and-division-lesson-pack-written-methods-multiplication-short-multiplication-1

	<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>Video: https://www.youtube.com/watch?v=DaQlieZHlkk</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>Please contact your class teacher if you do not remember what group you are in</p>	<p>http://ctsprimary.org.uk/index.php/learning/spelling_lists/year_4_spelling_lists/</p>
Guided Reading	<p>Comprehension: Roman aqueducts</p> <ul style="list-style-type: none"> ● What is an aqueduct? ● Why were aqueducts used by Ancient Romans? ● How far might aqueducts travel? ● Can we see any Ancient Roman aqueducts today? 	<p>PDF Week 3 Ancient Romans Guided Reading</p> <p>Video if you would like to know more: https://www.youtube.com/watch?v=pAUqodcXyWQ</p>
English	<p>Write your instructions</p> <p>Remember to keep them clear and precise and to use the instruction features you have spotted.</p>	
DT	<p>Week 3 - Pebble painting</p>	



You will need:

Smooth rocks/pebbles

Paintbrush

Acrylic paint if possible (you can also use chalk, paint pens and sharpies)

1. Wash and dry stones.
2. Sketch/plan design on paper first, planning your paint steps
3. Paint your backgrounds first, and layers of paint are added one at a time, allowing paint to dry thoroughly between layers.
4. Use a pencil to draw your main design onto the painted stone.
5. Start painting. Fill in large areas of color first and allow everything to dry thoroughly before adding additional layers. If you make a mistake, let it dry and then you can paint over it.

Thursday

Guided Reading

Comprehension: Roman roads

- How many kilometres of road did the Ancient Romans build in Britain?
- What are some features of Roman Roads?

PDF Week 3 Ancient Romans Guided Reading Video:

<https://www.youtube.com/watch?v=K04DWasCnh0>

		<ul style="list-style-type: none"> • Why were some of these features important? • Are any Ancient Roman roads left today? 	
Maths	<p><u>Times tables</u> 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</p> <p><u>Written multiplication (part 2)</u> Please complete CGP Yr4 mathematics book - Page 15.</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 written multiplication.</p> <p>Ten minutes on Times Table Rockstars</p>	<p>CGP Yr4 mathematics book - Page 15.</p> <p>Additional Worksheets with answers can be found on Twinkl - sign up with offer code UKTWINKLHELPS:</p> <p>https://www.twinkl.co.uk/resource/tp2-m-5805-plan-it-maths-y4-multiplication-and-division-home-learning-activity-pack</p> <p>Video: https://www.youtube.com/watch?v=Xr-ZS5jnU9f8</p>	
English	<p>Edit and improve your instructions Are they clear and precise? If someone follows them exactly will they have success? Have you included the features of instructions?</p> <p>Get someone at home to try your instructions. Do they work for them? How could you improve them?</p> <p><i><u>Work to be completed in orange exercise book</u></i></p> <p>Bedrock - 15 minutes on Bedrock</p>		
Religious Education	<p><u>Week 3: Endurance</u> Read the story of 'Moses defeats the Amalekites' from the Bible - (Exodus 17 vs 8 - 13) or listen to the story: https://www.youtube.com/watch?v=6Dw9ag8OyRQ Choose one of the following activities to do:</p>		

		<ul style="list-style-type: none"> • Draw a picture of a time where you have had to do something for a long time or wait a long time for something - write down the emotions you felt at the time • Create a motivational poster/ video for someone to encourage them with keeping going when things are difficult. • Write a diary recount of a time when you had to show endurance and what was challenging about it <p>Reflection - Moses was able to endure because he had the help of others and the help of God. Who has helped you when you have had to endure difficult times? Thank God for them - and maybe write them a note or a card to say thank you. Do you know anyone who needs to endure right now? How could you help and encourage them?</p>	
Friday	Guided Reading	<p>Comprehension: Roman baths</p> <ul style="list-style-type: none"> • Did Romans only visit the baths to get clean? • Was the water hot or cold? • What was a strigil for? 	<p>PDF Week 3 Ancient Romans Guided Reading</p> <p>Video if you would like to know more: https://education.abc.net.au/home#!/media/1531935/keeping-ancient-romans-clean-and-healthy</p>
	Big Write	<p>Write a non chronological report about your favourite wild animal.</p> <p>Possible genre: Report Poster</p> <p>Challenging ideas you may wish to explore: The types of habitat or biome</p> <p>You could try to use: Subheadings, paragraphs, expanded noun phrases, ambitious vocabulary</p>	
	Maths	<p>Please play Hit the Button to speed your times tables up: https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Fractions Please complete CGP Yr4 mathematics book - Page 16</p>	<p>CGP Yr4 mathematics book - Page 16</p> <p>Additional Worksheets with answers can be found on Twinkl - sign up with offer code UKTWINKLHELPS:</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 fractions.</p> <p>Ten minutes on Times Table Rockstars</p>	<p>https://www.twinkl.co.uk/resource/t2-m-1810-find-equivalent-fractions-differentiated-activity-sheets</p> <p>Video:</p> <p>https://www.youtube.com/watch?v=p33BYfINDAE</p>
	PSHE	<p>Week 3: To explain how to keep safe at home</p> <p>What does it mean to keep safe? What might this look like when we are at home? Can you think how it might be in different areas of the house? Who keeps you safe when you're at home?</p> <p>Younger children: Draw a picture of a room in your house. Think about the different objects and things you need to be careful of and circle them.</p> <p>Older children: Draw a picture of your kitchen. Think about the different things in the kitchen that you need to be careful of. Circle these and give a reason as to why you need to be careful and what you can do to keep yourself safe.</p> <p>Challenge: https://www.youtube.com/watch?v=aCvScglIMCs Watch the video and create a poster on electricity safety.</p>	
Homework	<p>Grammar, Punctuation and Spelling activity Book Ages 8-9 (new CGP book)</p> <p>pp. 10 - 11 Pronouns pp. 12 - 13 Determiners</p>		

Science Week 3: Skill Focus - Analysing

Question

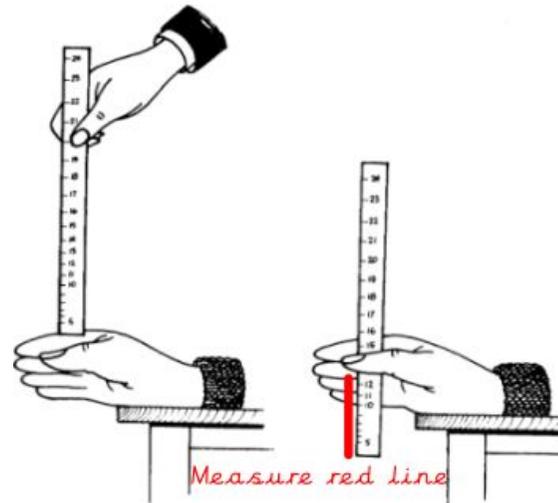


Do your reactions get better the more you exercise?

1. Test your reaction time by holding a ruler just above your other hand.
2. Drop the ruler and try to catch it.
3. Measure, from the bottom of your thumb, how far the ruler dropped before catching it.

(If you don't have a ruler, use a long thin object, lay object on paper and draw length)

4. Record the distance dropped.
5. Do 10 star jumps or sit ups.
6. Repeat steps 1-5.
7. Do another 10 star jumps or sit ups.
8. Continue repeating to see if your reaction time changes. (The shorter the distance the quicker your reaction).



Question

Predict

Observe

Record

Analyse

Report

Younger Children	Older Children
Create a diagram to show how you set up your experiment. What did you find? Did your reaction time speed up or slow down?	Record your results using a bar chart or graph. Analyse your results. Did carrying out star jumps affect your reaction time? Why do you think that is? How could you improve the experiment? What else could you test? Eg. Reaction time versus age or time of day?

Challenge	About this type of Science
<p>Close your eyes and get somebody else to drop the ruler. Make sure they say 'Go' when they drop it. Is your reaction time quicker or slower with your eyes closed?</p> <p>How about if they tapped you on the shoulder instead of saying. 'Go'. Do you respond quicker to sound or touch?</p>	<p><i>Reactions are how long it takes to respond to a stimulus. Some reactions are automatic, meaning you act before you think about it. Eg. removing your hand if you touch something too hot or closing your eyes if something flies towards them.</i></p> <p><i>Astronauts, pilots, sports people and surgeons all need to be able to react quickly.</i></p>