

## Year 4

### Week beginning: 11<sup>th</sup> May

Please find below a list of activities to complete during the week. It is not essential that all are done and do not feel limited by this if you have your own ideas too. At school, we do Maths and English every day and would like you to do so on weekdays. The tasks will be different each week. Science, PE and RE are done every week at school so these activities will change weekly. All other subjects are done on rotation so you have two weeks for each.

If you have internet access, in addition to the websites previously sent out, there are also some websites that are offering daily lessons with videos, quizzes and online learning. These are ones we recommend:

<https://whiterosemaths.com/homelearning/>

<https://www.bbc.co.uk/bitesize>

<https://www.thenational.academy/>

If you would like more ideas for online learning and additional activities, please see the list of websites that was previously sent out or is available on the school website.

### English - topic: Vocabulary Building

This week we would like you to focus on using interesting and new vocabulary. Below are two activities for you to try this week.

#### **Vocabulary Pyramids**

Choose an object (e.g. tree). Add more and more detail to a word, building a triangular shape e.g.

tree

ash tree

ash tree swaying

elegant ash tree swaying

elegant ash tree swaying in the wind

majestic and elegant ash tree swaying in the wind

majestic and elegant ash tree swaying in the wind and standing guard

Our majestic and elegant ash tree swaying in the wind and standing guard

## Granny's basket

Try this variation on "Granny's Basket" for vocabulary development. Players take turns to describe an agreed item, adding adjectives in strict alphabetical order. Each person adds a new adjective to the list whilst remembering everyone else's contribution. For example:

"I went to the shops and bought an *appetising* apple"

"I went to the shops and bought an *appetising, bitter* apple..."

"I went to the shops and bought an *appetising, bitter, crunchy* apple..." and so on.

Ongoing: daily reading is a key priority. Make sure you discuss the text and are able to answer questions about it.

SPAG.com using your log in. New activities set weekly.

Lexia if you have a log in.

## Maths - topic: Angles

This week we would like you to explore angles. Look around you to try and spot right angles (90 degrees), acute angles (less than a right angle) and obtuse angles (bigger than a right angle but less than half a turn). Try to draw some acute and obtuse angles. Can you manage to draw several different ones?

Following the phone calls to parents, some have suggested that they would like maths worksheets however I am mindful that not everyone has access to a printer. I have attached three worksheets this week that you can do if you wish, however it is completely fine to explore angles without these worksheets by drawing them in your book and spotting them all around you and identifying which are acute and which are obtuse. The three worksheets ask you to compare angles, order them from smallest to largest and identify the acute angles, right angles and obtuse angles within shapes. I will continue to send a mixture of more worksheet and non worksheet activities in the future. Please do not feel the pressure to do absolutely everything! As long as you are working hard and trying your best, I am happy!

If you have internet access, there are some great daily maths lessons at the following websites:

<https://whiterosemaths.com/homelearning/>

<https://www.bbc.co.uk/bitesize>

<https://www.thenational.academy/>

Ongoing: Times tables is a key priority for Year 4, with the expectation that you will know all your times tables up to 12 x 12 by the end of the year. Continue to practise your times tables daily through the Times Tables Rock Stars website, the times tables flash cards that you have been given, games (see sheet you have been given) or simply writing them out and chanting them.

### Science - topic: Teeth, Eating and Digestion

This week I would like you to set up an investigation. How do different drinks affect our teeth?

You will need:

different drinks,  
egg shells,  
small containers (old yoghurt pots, plastic cups)

Choose some different drinks you have in your house. They could be water, milk, orange juice, coffee, a fizzy drink.

Egg shells have similar properties to our teeth and we can use them instead of teeth. Put the pieces of shell in different drinks and observe what happens over a week. Think about how you could make it a fair test. Each day you can make notes about the changes to the egg shell. Next week you will write up the investigation. I'll tell you more about it next week. Have fun investigating!

### RE - topic: Special meals

Last week, you found out about the importance of shared food for Sikhs. This week, can you tell me about how Christians share food as part of the church service? You can find out about 'Holy Communion.' Here are two website videos that may help:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-holy-communion/z7xhy9q>

<https://www.bbc.co.uk/bitesize/clips/zwcd2hv>

You can also carry out your own research if you want to.

### PE - topics: Tennis and Cool Core

Continue to practise your tennis skills if you can. If you don't have access to a racket or ball, do not worry, you can keep yourself active in other ways – running, jumping, skipping or creating your own circuit of different moves.

Our second PE topic is all about strengthening our core muscles (the tummy and back muscles). Can you create a circuit of moves to help work these muscles? You could include sit ups, leg raises or drops, bear crawls and holding a plank position.

You can also keep active every day using ideas from Joe Wicks, BBC Supermovers or Change 4 Life websites.

### Geography - topic: How is our environment changing? (2 week task)

Last time you thought about how your local area has changed. This week, we would like you to tell us about how the environment is changing around the world. What changes are you aware of or can find out about? What do you know about how our climate is changing? What effect is this having on people and the planet? What other

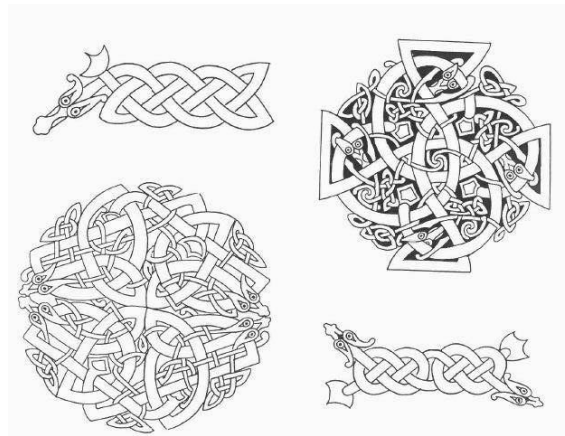
changes are happening around the world – both natural and human controlled changes?

### History - topic: Vikings (2 week task)

We are coming towards the end of our Viking topic! This time please read source sheet 3 and look at the map that you have been given. What can you tell about the different Kings and the battles that happened when they ruled? What was happening between the Vikings and the Saxons? How did the balance of power change? You could also do some extra research into the struggle for power between the Vikings and Saxons.

### Art - topic: Viking and Celtic designs (2 week task)

We would like you to create some Viking or Celtic designs. Look at these pictures for ideas. You can draw, use paint or even printing. You could even use string to create your own printing block if you wish. If you are able to, you can also do some extra research into this style of art.



### DT - topic: Food technology (2 week task)

This week, we would like you to use all your knowledge about a balanced diet and hygiene to design (and maybe make) a healthy main item for a picnic. This could be a sandwich, bagel, wrap, muffin etc. Draw and label your design, then write a clear plan of all the stages needed. If you are able to make it, write an evaluation of what was successful and what could be improved.

### French - topic: Going shopping (2 week task)

Keep practising your numbers to 100 and the modes of transport from the sheets you were given. Also you can begin to learn the new vocabulary for this week – fruit. Try asking the question as well as saying what you like in a sentence.

Qu'est-ce que c'est ? [What's this?]

la pomme (f) [apple]

l'orange (f) [orange]

la banane (f) [banana]

la fraise (f) [strawberry]

la pêche (f) [peach]

la prune (f) [plum]

la poire (f) [pear]

les raisins (m) [grapes].

J'aime... [I like]

Je n'aime pas... [I don't like]

J'aime beaucoup... [I like ... a lot]

J'aime un peu... [I like ... a little].

#### Music - topic: Listen and appraise (2 week task)

This time, we would like you to listen to and tell us about a piece (or pieces) of music. This could be any style of music and could be something you know well or something new. Perhaps listen to the radio for a while and choose one of the pieces. Tell us about the style of the music, what instruments you can hear, what you like and don't like, how the music is structured or put together – is there an intro, verse, chorus, instrumental, bridge or ending? Is anything repeated? How does it make you feel? You have also been sent a log in for the Charanga music website. See Parentmail or the school website for how to access this.

#### Computing – topic: Word processing (2 week task)

If you have access to a computer, practise your typing skills. Try typing up one of your pieces of work from another subject. This week, try using the spell-checking tool – can you make sure that there are no errors in your work? How does the spell check tool work? When is it not so useful?

There are also lots of computing activities you can do online at:

<https://www.barefootcomputing.org/>

If you don't have access to a computer, continue your work about staying safe online. This time, tell us about how you can deal with online bullying. What should you do if you receive a message that you don't like?

#### PSHE – topic: Resilience

Discuss with your family or write about your reflections: How have you shown resilience recently? How might people need to show resilience with the current coronavirus situation? What can you do to keep yourself positive and bouncing back? Who are you proud of that has shown resilience?

Remember, you don't have to do it all. Breaks and play are very important too!  
Happy learning!

Mrs Carroll and Mrs Baverstock