

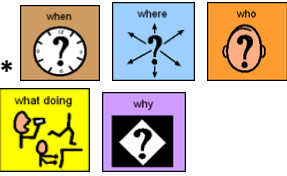







## Weekly Home Learning Tasks

Year 4

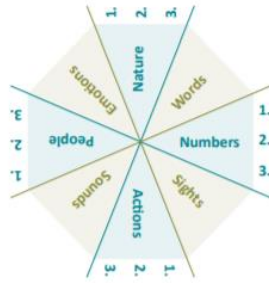
W/C: 27.04.20

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading</b>	<p>Read your book for either 10 pages or 20 minutes.</p> <p>If you have finished your book. There are free ebooks here:</p> <p><a href="https://home.oxfordowl.co.uk/books/free-ebooks/">https://home.oxfordowl.co.uk/books/free-ebooks/</a></p> <p>You will need to register and create a free home account to be able to read them. Ask an adult to help you. See instructions below.</p>	<p>Read your book or an ebook for either 10 pages or 20 minutes.</p>	<p>Read your book or an ebook for either 10 pages or 20 minutes.</p>	<p>Read your book or an ebook for either 10 pages or 20 minutes.</p>	<p>Read your book or an ebook for either 10 pages or 20 minutes.</p>

<p>Spelling</p>	<p><b>Spelling pattern - Root words. These words can all be used to make other words using suffixes</b></p> <p>purpose straight surprise therefore pressure peculiar heard important interest consider</p> <p>Write these words in your book. Start practising spelling them.</p> <p>Challenge: Can you list any root word + suffix?</p>	<p>Write the definition of your spellings in your book.</p>	<p>Write a sentence using your spellings.</p> <p>Challenge: Can you use more than one of your spelling words in a sentence?</p>	<p>Go onto Spelling Shed and practice spellings.</p>	<p>Ask someone to read out your spelling one at a time.</p> <p>Write your answers in your book.</p> <p>Record your score to tell your teacher.</p>
<p>English</p>	<p>If you take part in RWI please complete *</p> <p>This week you will become news reporters. Today you must choose what you will report on. You could look out the window and observe nature or people outside, it could be something you see in your house <i>ie Someone getting to the next level of a game</i>, or it could be</p>	<p>Mind Map key words and phrases.</p>  <p>** 5 Ws and H plus expanded noun phrases *** Opening sentence that includes the 5Ws and H, and expanded noun phrases.</p>	<p> describe the people in the report.</p> <p>Interviews Today you will be writing quotes for your report. If you have chosen to write about a fictional event, you will need to use your imagination! What would you ask the character and what would their response be. ** Include a complex</p>	 <p>*Use    to write sentences. <b>Who + What like + What doing.</b></p> <p>**Bare bones Today you will gather your ideas into bullet point paragraphs. <b>Opening sentence</b> - -</p>	<p>Write a short news report. * Include: Title, who, what, where, when, why and how. **Title, 2-3 paragraphs with 5Ws and H plus expanded noun phrases. ***Title, 3-4 paragraphs with 5Ws, H, expanded noun phrases and 2 quotations.</p>

	<p>a fictional event based on a book you're reading.</p>	<p>Come up with a catchy headline for your report.</p>	<p>sentence within your direct quotation .  <i>"I've never worked so hard, Mom told me I was spending too much time playing video games, but it was well worth it!"</i>  <i>reported Kyle.</i>  <b>***</b> Include one quote using direct speech <i>"I just knew I was going to win!"</i>  <i>recalled Kyle.</i> And one reported speech <i>The winner, Kyle, told us that he knew he could win.</i></p>	<p><b>Paragraph 1 (What happened first?)</b>  -  -  <b>Paragraph 2 (How did it end?)</b>  -  -</p>	
<p>Grammar</p>	<p><b>Expanded noun phrases</b></p> <p>pages 52-53 of booklet / PDF</p> <p>Mon. Tues 27th - 28th Apr.</p> <p>Add one or more words to each noun to make expanded noun phrases. You might need to change the determiners.</p> <p>Rewrite this description, to give a different impression of the place. Change the bold words in the noun phrases.  You could add extra words to these noun</p>	<p><b>Expanded noun phrases</b></p> <p>pages 52-53 of booklet / PDF</p> <p>Mon. Tues 27th - 28th Apr.</p> <p>Add one or more words to each noun to make expanded noun phrases. You might need to change the determiners.</p> <p>Rewrite this description, to give a different impression of the place. Change the bold words in the noun phrases.  You could add extra words to these noun phrases.</p>	<p><b>Writing with Expanded Noun Phrases</b></p> <p>pages 54-55 of booklet / PDF</p> <p>Wed. Thurs. 29th - 30th Apr.</p> <p>Rewrite the passage, making some of the nouns into noun phrases to say what the man and the scene were like.</p> <p>Use the passage on page 54 to help you to write a few paragraphs about someone you have watched.  Begin by writing nouns you will use on the mind map below.  Then build these into</p>	<p><b>Writing with Expanded Noun Phrases</b></p> <p>pages 54-55 of booklet / PDF</p> <p>Wed. Thurs. 29th - 30th Apr.</p> <p>Rewrite the passage, making some of the nouns into noun phrases to say what the man and the scene were like.</p> <p>Use the passage on page 54 to help you to write a few paragraphs about someone you have watched.  Begin by writing nouns you will use on the mind map below.  Then build these into noun</p>	<p><b>Adverbials</b></p> <p>pages 54-55 of booklet / PDF</p> <p>Fri. 31st Apr.</p> <p>Underline the adverbial in each sentence. Decide what each adverbial says about the verb. Write how, when or where on the line.</p>

	phrases.		noun phrases that say what the person is like. Add more ovals and lines if you need them.	phrases that say what the person is like. Add more ovals and lines if you need them.																								
<b>RWI</b> This section is only for students how go to a RWI group	If you are in a RWI group, please follow these directions. <a href="https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ">https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ</a>																											
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Reading Comprehension (If you do English in class)	Y4 comprehension sheet 27.4.20	Y4 comprehension sheet 28.4.20	Y4 comprehension sheet 29.4.20	Y4 comprehension sheet 30.4.20	Y4 comprehension sheet 1.5.20																							
<b>Maths</b>	Mathletics Your teacher has set you activities. Try and complete 3 a day if you can.	Mathletics Your teacher has set you activities. Try and complete 3 a day if you can.	Mathletics Your teacher has set you activities. Try and complete 3 a day if you can.	Mathletics Your teacher has set you activities. Try and complete 3 a day if you can.	Mathletics Your teacher has set you activities. Try and complete 3 a day if you can.																							
<b>L.C.C</b> Place and environment This week you will be observing where you live, recording it and mapping it.	<b>Think of a special place in your home or garden.</b>  Use this thinking wheel to help you record words and ideas about your special place.	<b>In your book write a postcard from your special place to someone special to you.</b>  Tell them about: <ul style="list-style-type: none"> <li>Why you like this place</li> <li>What are the best things about it</li> </ul>	<b>Watch this live lesson on Place and Environment</b> ( if you are able to)  . <a href="https://encounteredu.com/live-lessons/ks2-creative-exploration-240420">https://encounteredu.com/live-lessons/ks2-creative-exploration-240420</a>  Now complete the activities below.	<b>Make a natural map using natural materials and some simple map skills to explore and map your area.</b>  <b>Equipment for today:</b> <ul style="list-style-type: none"> <li>string</li> <li>a compass (or use a phone app)</li> <li>a couple of small action figure or animal toysLive</li> </ul>	<b>Make a sign for your special place to share with others.</b>  Look at all the written words in your local neighbourhood such as park notices, street names and billboards when you are on your daily exercise.  Look at examples of artists who use written words in																							



- What sights they would see there if they visited
- What you like to do when you are there

Don't forget to draw a picture of your special place.

If you are not able to watch the live lesson, just follow the instructions below.

**Equipment for today:** a small hand-held mirror.

Imagine that you are a beetle or a worm living on the ground. Get down low on the ground. Use your mirror to look underneath logs, branches, chairs, in holes, in trees and the underneath of leaves.

- What can you see?
- How are the animals suited to that environment? Now stand up and hold the mirror so it's reflecting the sky and look down into it. Start walking around. What do you notice? You might need someone to guide you around so you don't trip over. What else can you explore with the mirror?
- What if you were a spider. Where would you live? What would you eat?

After you've done some exploring of your area your challenge is to create a map of it using natural materials. Imagine yourself to be the size of your toy or just a few centimetres tall.

What might this place look like then? You could use the string to make the outline of your map or use some sticks, leaves or pebbles to make the edge.

Things to think about when making your map or park:

- The scale of your map. How big and how far apart are the places in real life? You could measure by pacing out the distance. How can you make objects the same distance apart on your map?
- How can you represent all the different parts of your place. Is it flat or hilly, are there trees and bushes, buildings, paths, ponds etc?
- Which direction are you facing? How can you add this information to your map? •

public places e.g David Shrigley, Bob & Roberta Smith, Jenny Holzer.

What messages do these words communicate? Are they funny or serious? Are they temporary or permanent? Who are they trying to communicate with?

Make a sign to tell others how you feel about the place where you play

Here are some ideas (you only need to choose one, but you can do more if you like).

- Draw letters on paper or fabric, cut them out and arrange them to spell out your message on contrasting coloured paper or fabric.
- Cut out letters from headlines in newspapers and magazines and rearrange them to spell out your message
- Stick cut out letters onto windows so you can see the outside world through the words.

			<ul style="list-style-type: none"> <li>•How about a bird of prey circling above the trees.</li> </ul> <p>What would the world look like to them?</p> <p>Try attaching it to a stick or the end of a coat hanger with some tape and exploring more areas.</p>	<p>When you've finished why not give someone a tour? They could use the map to find places in real life. Was that easy or difficult? You could make a video filming at the height of your toy, imagining what it might be like to explore there.</p> <p>Write down a short description in your book of how you made your map.</p>	<p>In your book, write what you learned about this week.</p>
<b>Science - Electricity</b>	<p>Looking at the photos you should have taken last week of 'objects that use electricity', I would now like you to imagine those objects didn't exist. What could you use instead to achieve the same result?</p> <p>For example</p> <p><b>If a light bulb did not exist, I could use a candle. The purpose of both of these objects is to provide light.</b></p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zq99q6f/articles/zt8vg82">https://www.bbc.co.uk/bitesize/topics/zq99q6f/articles/zt8vg82</a></p> <p>Watch this video and then in your books write down a definition of what a circuit is.</p>	<p>Write down the definitions of the following words:</p> <ul style="list-style-type: none"> <li>- <b>Cell</b></li> <li>- <b>Switch</b></li> <li>- <b>Bulb</b></li> <li>- <b>Wire</b></li> </ul>	<p>Create a simple switch at home using the following materials:</p> <ul style="list-style-type: none"> <li>● Paper clips</li> <li>● Push pins</li> <li>● Cardboard</li> <li>● Foil</li> <li>● Safety pins</li> </ul> <p>Below I have inserted a picture of what your switch might look like.</p>	<p>Take a photo of your street at night. Focus on the areas which are dark and the areas which are light. Where do you think the light is coming from?</p> <p>In your book, please complete the following sentence: <b>I think that the light is coming from....I think this because.....</b></p>
<b>P.E.</b>	Jo Wicks Workout on Youtube at 9am	<a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a>	<a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a>	Jo Wicks Workout on Youtube at 9am	Mr Cole's PE Monopoly on Purple See Monopoly board below
<b>R.E.</b>	<a href="https://www.bbc.co.uk/newsround/23286976">https://www.bbc.co.uk/newsround/23286976</a> What is Ramadan? How will Ramadan be different this year in lockdown?				


<b>Music</b>	Charanga/Yumu
<b>P.S.H.E Relationships</b>	<p><b>This week you are thinking about knowing how it feels to belong to a range of different relationships and identify what you add to each of them.</b></p> <p>Think of people who are special to you in your family or friends.  Think of as many words as you can to describe family relationships and friendships: e.g. son, daughter, mum, dad, cousin, friend, mate, etc.  We all have relationships and are all connected to someone either through family or friendship, even though we cannot see everyone we would like to at the moment.  It is important at this time to remember that even though we may not see our friends and family those relationships are still there.</p> <p>Complete this sentence in your book: 'Belonging to a relationship makes me feel...'  If you would rather not write down your thoughts then that is ok too.</p>
Other activities	More books are available to stream and listen to for free at <a href="https://stories.audible.com/discovery">https://stories.audible.com/discovery</a>

*Tick off the activities as you go along.*

*There are other optional activities available on our school website under the home learning section.*

Remember, feel free to change the rules of the game to make it easier, harder and more enjoyable i.e. everyone that crosses the go point also receives £100.

The person with the most money after 30 minutes (time of your choice) of playing is the winner.

REST AND WASH YOUR HANDS	SECONDS 10 HIGH KNEES	SECONDS 20 HIGH KNEES	SECONDS 30 HIGH KNEES	SECONDS 30 BALANCE ON ONE LEG FOR 30 SECONDS	MOVE BACKWARD 4 SPACES	SECONDS 10 WALL SIT	SECONDS 20 WALL SIT	REST AND WASH YOUR HANDS
SIT UPS X 10	 <p>Adapt: Add a time frame to complete each activity and if that activity is not completed in that time frame. the player must move back 2 spaces.</p> <p><b>Rules</b></p> <ol style="list-style-type: none"> <li>Roll the dice, move your player &amp; complete the activity</li> <li>Every time you pass go you get a point</li> <li>First person to 3 points is the winner</li> </ol> <p><b>Extra Challenge:</b> Can you create your own Active Monopoly using different activities?</p> <p>100      500      1000</p> <p><b>Want to make it harder?</b></p> <ol style="list-style-type: none"> <li>Double the activities in the box</li> <li>Increase the points to win the game</li> </ol> <p><b>Want to make it easier?</b></p> <ol style="list-style-type: none"> <li>Halve the activities in the box</li> <li>Decrease the points to win the game?</li> </ol>						SQUATS X 5	
SIT UPS X 5							SQUATS X 10	
TOUCH EVERY DOOR							HOLD YOUR ARMS OUT FOR 30 SECONDS	
BURPEES X 10							ARM CIRCLES 10 SECONDS	
BURPEES X 5							ARM CIRCLES 20 SECONDS	
REST AND WASH YOUR HANDS	PRESS UPS X 10	PRESS UPS X 5	PRESS UPS X 3	MOVE FORWARD 3 SPACES	3 STAR JUMPS IN YOUR ROOM	STAR JUMPS X 10	STAR JUMPS X 5	GO



Some simple home made switches:

