

Weekly Home Learning Tasks

Year 4

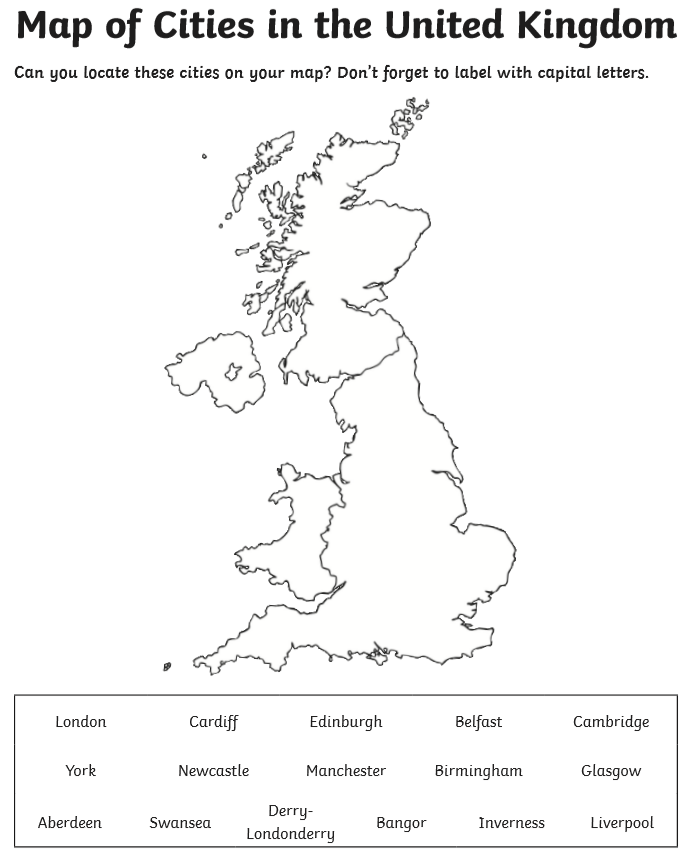
W/C: 4.5.20

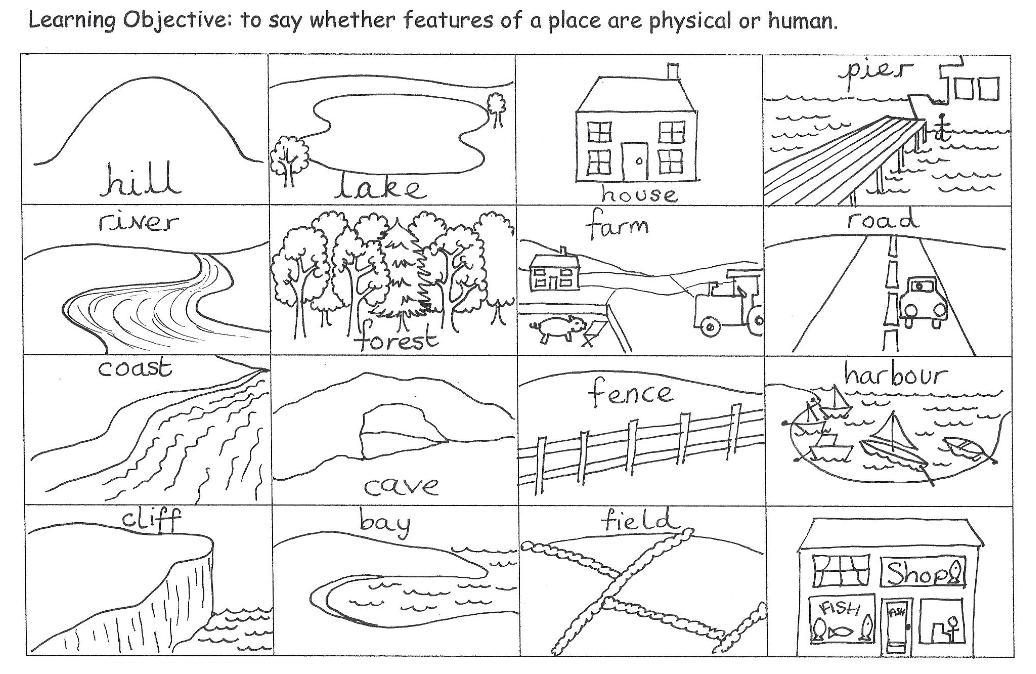
Make yourself either a daily or weekly timetable for completing your home learning.

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| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Reading** | Read your book for either 10 pages or 20 minutes.  If you have finished your book. There are free ebooks here:  <https://home.oxfordowl.co.uk/books/free-ebooks/>  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. | Read your book or an ebook for either 10 pages or 20 minutes. | Read your book or an ebook for either 10 pages or 20 minutes. | Read your book or an ebook for either 10 pages or 20 minutes. | Bank Holiday |
| Spelling and grammar  ***Don’t forget to go on to Spelling Shed. Your login details are on your Home Learning Pack.***  ***Well done M1, you are currently the top scoring class in the League!*** | **Spelling pattern:**  **inter –** means ‘between’ or ‘among.’  intercity  international interrelated  interchange interconnected  internet  intermediate intermission  interweave  Write these words in your book. Start practising spelling them.  Challenge: Can you list any root word + suffix? | Write the definition of your spellings in your book. | Adverbials Day 1  page 55 of your booklet.  Underline the adverbial in each sentence. Decide what each adverbial says about the verb. Write how, when or where on the line. | Adverbials Day 2  page 56 of your booklet  See same instructions from page 55. | Bank Holiday |
| **RWI**  **This section is only for students how go to a RWI group** | **If you are in a RWI group, please log into the link below:**  [**https://www.youtube.com/channel/UCo7fbLgY2oA\_cFCIg9GdxtQ**](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ)    **Ask you child which teacher they go to for RWI group, then follow the instructions in the correct attachment:** | | | | |
| **English** | This week you will be writing a playscript, first let’s remind ourselves of the features we must include in a playscript.  Write these down along with the definitions, here are a few to get you started:   * Character list * Stage directions * Scene | Scroll down to find the setting of your playscript. Now you have the setting, begin to plan your story, who will be entering the house? A group of friends? A family? Alone?  Will there be anyone in the house once they enter?  How many different rooms will they enter in the house? What will they find in each room?  Write this all down and any other ideas you have in your plan. | Now, you should have your character list and the plot of your story. Let’s begin to write.  Here’s my example if you need some help on how to get started:  **Character list: Narrator, Cara and Billy**  **Narrator:** On their walk home from school, Cara and Billy passed an old run down, tall but deafeningly silent house.  **Cara:** (Looking excited and brave) Oh come on, let’s go in. I’m sure it’s empty.  **Billy:** What do you think we will find?  **Cara:** You never know, there might be treasure!  Make sure it’s captivating, interesting and full of lots of interesting vocabulary.  Ensure that you are using stage directions.  Remember to include your 5 W’s and 1 H. | It’s time to edit and improve your playscript.  Here is a checklist to help :   * List of characters * Setting described in detail * Character’s name written on the left * Each characters name has a colon after it when it’s their turn to speak * A new line is started after each character * Stage directions are in brackets * No speech marks needed, even when the characters are talking   Finally, ask your family members to act out your playscript. You can be the director or you can even be a character. | Bank Holiday |
| Reading Comprehension | Y4 comprehension sheet 4.5.20 | Y4 comprehension sheet 5.5.20 | Y4 comprehension sheet 6.5.20 | Y4 comprehension sheet 7.5.20 | Bank Holiday |
| **Maths** | Mathletics  Your teacher has set you activities. Try and complete 3 a day if you can.  <https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-4/Lesson-3-Y4-Summer-Block-2-WO1-Pounds-and-pence-2020.pdf> | 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. | Bank Holiday |
| **L.C.C**  Place within the UK. . | Skills: How do you fit into a wider geographical location? Draw out 6 circles that get bigger each time. Fill in the information.  *Eg Home address, Address of the school, what borough and city you live in etc.* Leave room, you will be adding to it later in the week. | Skills - Can you locate and name the cities in the UK?  Activity – 1) Follow the link and complete the quiz.<https://www.jetpunk.com/quizzes/map-quiz-uk-cities>  2) Map the cities in the UK - find it below or search TWINKL - **Locating UK Cities on a Map Differentiated Worksheet**  Challenge – Use objects from around the house to make the shape of the United Kingdom. This is one version of a messy map. | Skill – Can you sort human and physical features?  A human feature is something that is man-made (like buildings or roads)  .A physical feature is something that is natural (like a river, forest or even weather).  \*Which are man-made (human features)? Which are natural (physical features)?    \*\*Look out the window, what can you see that is man-made (a human feature). What can you see that is natural (a physical feature).  \*\*\*In the circles from yesterday’s work, think about the human and physical features there are.  *Eg Think about London, you might want to use Google Earth to have a look around. What sorts of things are human features? What sorts of things are physical features?* | Skill –Label features on a map  You can use a computer, tablet or phone for this website.  [**https://digimapforschools.edina.ac.uk**](https://digimapforschools.edina.ac.uk/)**. Username: yqhxf79w Password: frades63**  \*Find Nelson Primary School. What do you see?  \*\* Find Nelson Primary School and label the features around the area using the drawing tool and the shapes. Think about how you would group features (*eg houses one colour, parks one colour etc).*    **Save your maps with your name on them. That way your teacher can log on and see!** | Bank Holiday |
| **Science - Electricity** | ***Skill: Research***  ***This week scientists you are investigating Static Electricity***  Static electricity is the build up of an electrical charge on the surface of an object. It's called "static" because the charges remain in one area rather than moving or "flowing" to another area.  We see static electricity every day. It can even build up on us. For example, when we rub our feet on the carpet and then zap something when we touch it. That is static electricity that we have built up on the surface of our skin discharging onto another object. We also see it when our hair gets charged and sticks straight up or when our pant legs keep sticking to our legs. This is all static electricity that has built up on the surface of an object.  In your book write down the key science vocabulary you think will be important this week from the text you have just read.  Find the meaning of any words you don’t understand. | **Skill: Observation and identifying**    Today scientists you are going to “Magically” Separate Pepper from Salt using Static electricity  **Step 1**: Put some salt and pepper in a small dish. Stir it together.  static 2**Step 2**: Have your child give a plastic comb a static charge by running it through their hair. By the way, we discovered that if one person charges the comb and then hands it to another person, it does not stay charged! The person who wants to do the experiment must also be the one who charges the comb!  static 3**Step 3**: Hold the statically charged comb over the dish, and the comb will attract the pepper causing it to jump up out of the dish! This was really pretty amazing to watch! If you hold the comb too close, the salt will jump up too, so it might take a little practice for just the right “magic” effect! | **Skill: Observation and identifying**  Today scientists you are going use Static electricity and a Comb to Bend Water  **Step 1:** Simply charge your plastic comb as you did in experiment 1. Then, hold your comb close to (but NOT TOUCHING!) a small stream of water coming from the tap  .  **Step 2:** Then, watch the water bend!  What is making the water change direction?  **The science behind the investigations:**  All matter is made up of atoms, and all atoms are made up of protons (positive charge), neutrons (no charge), and electrons (negative charge). The charges (negative and positive) are usually balanced in each atom, and so the atom is not charged. However, when you rub two things together (like a comb and hair), some electrons move from one to the other, causing one item to have a positive charge and the other to have a negative charge. They now attract each other.  Static electricity does not build up very well on a humid day because the charged particles are likely to attach themselves to water molecules in the air. | **Skill: Describing observations**  Today, you need to think like a professor and write your observations from one of the investigations.  Use as much of the vocabulary you collected on Monday.  **Use these sentence starters:**  The equipment I used was ….  First I …….  Next, I …..  Then I ….  Finally I ….  I found out that …..  I think this was because ….  I would like to find out more about ……  **Key vocabulary**  positive  negative  charge  flow  surface  touch  static  **Challenge**: Can you explain what is the same about the two investigations and what is different? | Bank Holiday |
| **P.E.** | Jo Wicks Workout on Youtube at 9am | <https://family.gonoodle.com/> | <https://family.gonoodle.com/> | Jo Wicks Workout on Youtube at 9am | Bank Holiday |
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| **R.E.** |  | | | | |
| **Music**  30 minutes per week. | Charanga/Yumu - 30 minutes per week.  Mr Dye has set 2 units: Mama Mia and Lean on Me  There are also new music resources on the Home Learning section of the school website.  <https://nelson.newham.sch.uk/learning-2/home-learning/> | | | | |
| **P.S.H.E**  Relationships | Are Animals Special?  **Share this activity with someone else in your house. Have a conversation with them about the questions below**.   1. Get something you will be able to time yourself with. Give yourself 2 minutes to come up with as many animals that you can think of. 2. Write them into your notebook. 3. From your list choose an animal that you think is special. Write in your book “The animal that I think is the most special is … I think this because…… 4. Would your animal make a great pet? Why or why not? What would it be like to live in a house with this animal? What would be really special about it? What might be a problem with it? Write your answers into your book. 5. Now, I want you to think about the various roles animals play in our lives and the different ways we relate to the animal kingdom. Do different animals provide different things for us? Think about service animals, pets, food and wildlife. What are the differences between all the animals that you created on your list? 6. Are some animals better for food than others? Why do you think we might use only specific animals for food? Does everyone eat meat? Why might someone choose not to eat meat? | | | | |
| Other activities | If you LOVE history, why not check out Homeschool History, which is written by the Horrible History team. Click on the link below or listen to it on the Radio 4 every Monday at 9.30am. Previous episodes are still available on the website.  <https://www.bbc.co.uk/programmes/m000hmmf>    If you want more ideas for learning the BBC have a weekly schedule of lessons for all age groups at BBC Daily lesson  <https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-lessons/1> | | | | |

**English - Playscript setting**

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*Tick off the activities as you go along. There are other optional activities available on our school website under the home learning section.*