




Year 4- Home Learning

Please find below a series of lessons and links that you are able to complete as home learning. In addition to these, we will be in contact with a live link that you will be able to use to join your class and teacher at a point(s) throughout the day.

If you have any questions or queries related to the learning below, please do not hesitate to contact your child's class teacher or the school office who will be happy to help.

Reading

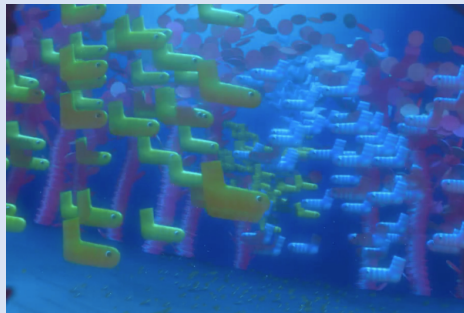
Each day you will read a chapter of a book and complete the linked activity on Purple Mash . Please let your teacher know if you need your login for this.		
1	Read Chapter 1. Complete the quiz.	<p>Days 1-5, you will be reading:</p>   <p>Bramble the Bold</p> <p>Bramble the Bold</p> <p><u>To find type "bramble the bold' into the search bar</u></p>
2	Read Chapter 2. Complete the quiz.	
3	Read Chapter 3. Complete the quiz.	
4	Read Chapter 4. Complete the quiz.	
5	Read Chapter 5 & 6. Complete the quiz.	
6	Read Chapter 1. Complete the quiz	Days 6-10, you will be reading:
7	Read Chapter 2 Complete the quiz	

8	Read Chapter 3. Complete the quiz.	 <p>Animal Boy</p> <p>Animal Boy</p> <p><u>To find type 'animal boy' into the search bar</u></p>
9	Read Chapter 4 & 5. Complete the quiz.	
10	Read Chapter 6 & 7.. Complete the quiz.	

Remember, you can record this and any other reading you do in your reading diary to share with your teacher when you return to school.


Literacy

Watch the video 'Something Fishy' by following the link or clicking on the picture.



<https://www.literacyshed.com/something-fishy.html>

1	<p>First, we are going to think about the shoals of 'clothing fish/creatures' that the girl finds swimming around in the washing machine. Watch the video carefully and describe each type of fish. Think carefully about how you can describe the colours (for example, using exciting vocabulary <i>canary yellow</i> or using similies <i>as orange as a freshly poached egg yolk</i>)</p> <p>Create a list of three ideas for each type of clothing fish you see in the video.</p>
2	<p>Watch the video from 1.23 – 1.52.</p> <p>Create a timeline of the events and write by this how the girl is feeling at each point. Try to vary your vocabulary.</p>

<p>3</p>	<p>Create a story map of the story you have watched to help you write a narrative of the story tomorrow. At each point note down some adjectives, verbs, nouns and sentence openers you may want to use. For example, the plan could start like this:</p> <ol style="list-style-type: none"> 1. Girl, bored/exhausted in dingey laundrette, Reading book. Out of the corner of her eye, water in machine appears to glimmer. Blue as a topaz.
<p>4</p>	<p>Now, we would like you to write the story you have watched. Your challenge is to think about the sentence openers you are using. Try using adverbs to open sentences if you are stuck (e.g. carefully, slowly, boldly, bravely).</p>
<p>5</p>	<p>This story is a fantasy story. Can you create either a narrative or comic strip of your own version of a fantasy story. You need to have the following three elements:</p> <ol style="list-style-type: none"> 1. Start in a real world setting (e.g. your house, school, a shop) 2. Find a trigger – something that will transport you 3. Journey to the fantasy land (this can be very short!) 4. Arrive in the fantasy land
<p style="text-align: center;">Watch the film 'Dangle' before you complete the work below.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">https://www.literacyshed.com/dangle.html</p>	
<p>6</p>	<p>To start this piece of work, we would like you to think about how you can describe the rope. Think about how you can describe the colour, length, size, shape using adjectives, similes and metaphors. When you have written a list of ideas, see if you can use these to create a short, descriptive paragraph.</p>
<p>7</p>	<p>Think carefully about how the man is feeling at the end of the film. How would he feel that he had turned the light off in the world and can't restore them? Imagine you are him and, after rushing home, are revealing your thoughts and feelings to your diary. Can you write the diary entry – remember to write in first person.</p>
<p>8</p>	<p>Today we are going to think about how we could change the story. What else could happen if you pulled the rope? Create a list of ideas – think about the impact if the rope got stuck or broken as this is how the story ends. (e.g. if it started raining, what would happen if it never stopped?)</p>

9	<p>Now plan your story – we would like you to write this from your perspective.</p> <ol style="list-style-type: none"> 1. Where are you going to walk across to find the rope? 2. What is the rope going to look like in your story? 3. What happens when you first pull the rope? 4. How does the rope break? 5. What happens when the rope breaks – what do you do?
10	<p>Now, can you write your story. As last week, think carefully about the vocabulary you are using in your story and your sentence openers.</p> <p>When you have finished, make sure you read through your writing to check your sentence structure.</p>








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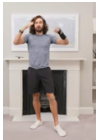
Maths

<p>These links will take you to the Oak Academy Website where you can access lessons that will work on these maths skills. You can also practise your times tables using TT Rockstars.</p>	
1	<p>Place value to 4 digits. https://classroom.thenational.academy/lessons/recognising-the-place-value-of-each-digit-in-a-4-digit-number-cgup6r</p>
2	<p>Ordering and comparing numbers beyond 1000 https://classroom.thenational.academy/lessons/ordering-and-comparing-numbers-beyond-1000-cmr66c</p>
3	<p>Find 10, 100 or 1000 more than a given number https://classroom.thenational.academy/lessons/finding-10-100-or-1000-more-than-a-given-number-cmu62c</p>
4	<p>Deriving addition and subtraction facts https://classroom.thenational.academy/lessons/deriving-addition-and-subtraction-facts-6xk30t</p>
5	<p>Deriving addition and subtraction facts by using given calculations https://classroom.thenational.academy/lessons/deriving-addition-and-subtraction-facts-by-using-given-calculations-cru3jd</p>
6	<p>Reading analogue and digital 12 hour clocks. https://classroom.thenational.academy/lessons/reading-analogue-and-digital-12-hour-clocks-6xjk2d</p>
7	<p>Converting time. https://classroom.thenational.academy/lessons/reading-writing-and-converting-time-between-12-hour-and-24-hour-clocks-6hj66t</p>

8	Converting time (2) https://classroom.thenational.academy/lessons/converting-between-hours-minutes-and-seconds-6djket
9	Years, months and weeks https://classroom.thenational.academy/lessons/converting-between-years-months-and-weeks-70rk2d
10	Time problems https://classroom.thenational.academy/lessons/solving-word-problems-with-time-6ct3gc

Non-Core Sessions

Here are some non-core sessions you can complete during the week. Follow the links by clicking the pictures to take you to the relevant sites.		
1	Geography: What are the countries of Europe? https://classroom.thenational.academy/lessons/what-are-the-countries-of-europe-69k6cr	 Geography
2	Science: Famous scientists – who was Katherine Jonson? https://classroom.thenational.academy/lessons/who-was-katherine-johnson-61gpar	 Science
3	PSHE: Food, glorious food! https://classroom.thenational.academy/lessons/food-glorious-food-64vkec	 RSHE (PSHE)
4	Geography: What are the physical features of Europe? https://classroom.thenational.academy/lessons/what-are-the-physical-features-of-europe-74wp6r	 Geography
5	PE with Joe Wicks! https://www.youtube.com/watch?v=Rz0go1pTda8	
6	Geography: What are the human features of Europe? https://classroom.thenational.academy/lessons/what-are-some-of-europes-most-important-human-characteristics-chhkat	 Geography
7	Science: Famous scientists – who was Alexander Graham Bell? https://classroom.thenational.academy/lessons/who-was-alexander-graham-bell-68vk4t	 Science


<p>8</p>	<p>PSHE; Pearly Whites! https://classroom.thenational.academy/lessons/pearly-whites-6tjked</p>	 <p>RSHE (PSHE)</p>
<p>9</p>	<p><u>Draw with Rob.</u> Choose one of the Draw with Rob videos and draw a picture alongside him to make your own drawing. You will need colouring pencils, paper and a pencil. You can pause the video as you go.</p>	
<p>10</p>	<p>Another Joe Wicks Workout! https://www.youtube.com/watch?v=qGKGNzNbWjU</p>	


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Reading

Each day you will read a chapter of a book and complete the linked activity on Purple Mash . Please let your teacher know if you need your login for this.		
1	Read Chapter 1. Complete the quiz.	<p>Days 1-5, you will be reading:</p>  <p>Around the World in 80 Minutes</p> <p>Around the World in 80 Minutes</p> <p><u>To find type 'Around the World in 80 Minutes' into the search bar</u></p>
2	Read Chapter 2. Complete the quiz.	
3	Read Chapter 3 & 4 Complete the quiz.	
4	Read Chapter 5 & 6 Complete the quiz.	
5	Read Chapter 7 & 8. Complete the quiz.	
6	Read Chapter 1. Complete the quiz	Days 6-10, you will be reading:
7	Read Chapter 2 Complete the quiz	

8	Read Chapter 3. Complete the quiz.	 Henry the Elephant Henry the Elephant <u>To find type 'Henry the Elephant' into the search bar</u>
9	Read Chapter 4. Complete the quiz.	
10	Read Chapter 5. Complete the quiz.	

Remember, you can record this and any other reading you do in your reading diary to share with your teacher when you return to school.

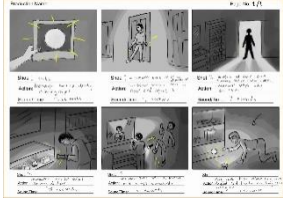
Literacy

Watch the video introducing the film 'Brave' by following the link.



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



1	<p>Watch the video on mute!</p> <p>Think about the setting you can see. How could you describe this. Create a mindmap of similes, adjectives and metaphors to describe what you could see, hear, smell and how you would feel if you were in this setting.</p> <p>Tomorrow you will be writing setting description, so the more ideas you can think of today, the easier your writing will be tomorrow!</p>
2	<p>Today, you are going to write your setting description. Re-watch the film (on mute!) to remind you of the setting.</p> <p>Using your mindmap of ideas, write a paragraph to describe the setting. You want your reader to feel like they are there just by reading your description. Think carefully about the sentence openers you are going to use – using adverbs as openers may help you (silently, carefully) or verbs (howling, sparkling) may help you.</p>

3	<p>Today, watch the short film with sound on. You will hear a voice over to help advertise the film.</p> <p>We are going to write our own voice over for this script.</p> <p>Today, think carefully about what happens in the film and create a storyboard (drawing pictures/comic strip) to show what is in each scene, think about what you can see as well as what happens.</p>	
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4	<p>Today, you are going to plan out what you want to say in your voice over. Play the video and listen to what is said in the original voice over in each scene. Using this, plan out your own ideas. Think carefully about where longer, descriptive sentences are used to set the scene and where there are shorter sentences to create drama and build tension. Annotate your storyboard to show what you are planning to say at each point.</p>
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5	<p>Today you are going to write your voice over. Try to vary your sentence length and use interesting vocabulary to engage the audience.</p> <p>When you have written your voice over, read it through with the video playing – think about any edits you may have to make so it fits with the action.</p> <p>When you have finished, perform your voice over to somebody in your house!</p>
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Look carefully at the images below:

6	<p>Choose one of the images above. Write down your responses to these questions: Where is this? Where does the path go? How would you feel if you were here alone? How would you travel down this path? Where would your journey down this path end?</p>
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7	<p>Today you are going to plan a narrative based on your chosen picture. Using this structure, plan out your story. Use below to guide you in the structure:</p> <ol style="list-style-type: none"> 1. Opening: Describe the scene, where is your character, what can they see, how did they get here? 2. Build Up: Journey down the path, what does your character see as you progress further down it? 3. Cliffhanger: Your character meets something on the path, it's not what they expect!
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8	<p>Today you are going to write your opening. It is important in this section to describe the scene using our senses. Think about the techniques you used for setting descriptions last week (similes, adjectives, metaphors) to help you do this.</p> <p>These activities will help you develop your descriptive writing further.</p>
9	<p>Today, you are going to write the rest of your story. Think about the lengths of your sentences as you do this. When your character meets something unexpected, shorter sentences will help you add tension.</p> <p><i>e.g. Certain he could hear a rustling in the leaves ahead, he made sure he was standing statue still. The trees shook like maracas. He stopped. Out of the corner of his eye, he saw a tail disappearing into the canopy above him.</i></p>
10	<p>If you have not yet finished your writing, do this today.</p> <p>When you have finished check your work. Is there any vocabulary you can improve? Is your punctuation accurate? Have you included paragraphs? Use a blue pen to edit and improve your work.</p>







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Maths

<p>These links will take you to the Oak Academy Website where you can access lessons that will work on these maths skills. You can also practise your times tables using TT Rockstars.</p>	
1	<p>Using and applying knowledge of the properties of 3D shapes.</p> <p>https://classroom.thenational.academy/lessons/using-and-applying-knowledge-of-the-properties-of-3d-shapes-c8vk8d</p>
2	<p>Identifying the properties of 3D shapes</p> <p>https://classroom.thenational.academy/lessons/identifying-the-properties-of-3d-shapes-cthp6d</p>
3	<p>Identifying the properties of constructed 3D shapes</p> <p>https://classroom.thenational.academy/lessons/identifying-the-properties-of-constructed-3-d-shapes-60r3jd</p>
4	<p>Problem solving using 2D representations of 3D shapes</p> <p>https://classroom.thenational.academy/lessons/problem-solving-using-2-d-representations-of-3-d-shapes-c8w64d</p>
5	<p>Consolidating 3D shape learning</p> <p>https://classroom.thenational.academy/lessons/consolidating-3d-shape-learning-crwp2c</p>
6	<p>Reading, interpreting and comparing pictograms</p> <p>https://classroom.thenational.academy/lessons/reading-interpreting-and-comparing-pictograms-6tjkgd</p>

7	Construct pictograms https://classroom.thenational.academy/lessons/construct-pictograms-64w3ce
8	Read, interpret and compare bar charts https://classroom.thenational.academy/lessons/read-interpret-and-compare-bar-charts-cth3gd
9	Constructing bar charts https://classroom.thenational.academy/lessons/constructing-bar-charts-6th3er
10	Consolidating bar charts https://classroom.thenational.academy/lessons/consolidation-lesson-bar-chart-6nk6at

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2	Science: What is an ecosystem? https://classroom.thenational.academy/lessons/what-is-an-ecosystem-cgtpr	 Science
3	PSHE: Images in the media https://classroom.thenational.academy/lessons/images-in-the-media-cdk32r	 RSHE (PSHE)
4	Geography: What time is it in different countries? https://classroom.thenational.academy/lessons/what-time-is-it-in-different-countries-c8w34r	 Geography
5	PE with Joe Wicks! https://www.youtube.com/watch?v=Rz0go1pTda8	
6	Geography: What is the geography of the Arctic and Antarctic? https://classroom.thenational.academy/lessons/what-is-the-geography-of-the-arctic-and-antarctic-69gk4d	 Geography

7	<p>Science: How do we classify the diets of animals? https://classroom.thenational.academy/lessons/how-do-we-classify-the-diets-of-animals-6rup2c</p>	 Science
8	<p>PSHE; Life is all about balance https://classroom.thenational.academy/lessons/life-is-all-about-balance-crwk6r</p>	 RSHE (PSHE)
9	<p><u>Draw with Rob.</u> Choose one of the Draw with Rob videos and draw a picture alongside him to make your own drawing. You will need colouring pencils, paper and a pencil. You can pause the video as you go.</p>	
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