

Learning At Home Year 4

Use this grid to help your child work at home. Children concentrate best during the first half of the day. Make a routine that works for you. Build in fun, exercise and times to relax and laugh. A lot of our work will be set each Monday on Purple Mash. The children will find the tasks in their 2Do list. Space these out as you see fit over the week. Tell your child that school will want to see what they have been doing.

Reading	Writing	Maths																																													
<ul style="list-style-type: none"> Daily reading using a home book or other reading materials e.g. a recipe, magazines, National Geographic for kids' website, BBC Bitesize reading materials. Continue to share your reading with an adult and record all reading in some way. Please continue to discuss your child's reading with, asking them questions about characters and the writing. Please see reading guidance for Year 4 on our website for support. Check out the David Walliams website where you can enter competitions, play games and hear David reading some of his own stories. 	<ul style="list-style-type: none"> Complete grammar and writing 2Dos on Purple Mash. Learn weekly spellings and complete spelling homework in your homework books. This week's homework is to write an explanation text using these words. You may choose the topic. Find your group's spellings below: <table border="1" data-bbox="613 691 1630 762"> <tr> <td colspan="5">Eagles Test date: 18/6/20 graphemes 'en' and 'on'</td> </tr> <tr> <td>straighten</td> <td>kitten</td> <td>golden</td> <td>lesson</td> <td>poison</td> </tr> <tr> <td>listen</td> <td>suddenly</td> <td>button</td> <td>person</td> <td>skeleton</td> </tr> </table> <ol style="list-style-type: none"> Use the 'Look, Cover, Check' method to help you learn your weekly spellings. Use the spelling words to write the first paragraph of your own fairy tale. <table border="1" data-bbox="613 927 1630 999"> <tr> <td colspan="5">Macaws Test date: 18/6/20 graphemes 'en' and 'on'</td> </tr> <tr> <td>straighten</td> <td>mistaken</td> <td>strengthen</td> <td>personality</td> <td>poisonous</td> </tr> <tr> <td>listening</td> <td>forgotten</td> <td>lemonade</td> <td>cauldron</td> <td>reasonable</td> </tr> </table> <ol style="list-style-type: none"> Use the 'Look, Cover, Check' method to help you learn your weekly spellings. Use the spelling words to write the first paragraph of your own fairy tale. <table border="1" data-bbox="613 1163 1630 1235"> <tr> <td colspan="5">Eagles Test date: 18/6/20 graphemes 'en' and 'on'</td> </tr> <tr> <td>Open</td> <td>Kitten</td> <td>Golden</td> <td>Lesson</td> <td>Iron</td> </tr> <tr> <td>Listen</td> <td>Sudden</td> <td>Button</td> <td>Sudden</td> <td>Lion</td> </tr> </table> <ol style="list-style-type: none"> Use the 'Look, Cover, Check' method to help you learn your weekly spellings. Use the spelling words to write the first paragraph of your own fairy tale. 	Eagles Test date: 18/6/20 graphemes 'en' and 'on'					straighten	kitten	golden	lesson	poison	listen	suddenly	button	person	skeleton	Macaws Test date: 18/6/20 graphemes 'en' and 'on'					straighten	mistaken	strengthen	personality	poisonous	listening	forgotten	lemonade	cauldron	reasonable	Eagles Test date: 18/6/20 graphemes 'en' and 'on'					Open	Kitten	Golden	Lesson	Iron	Listen	Sudden	Button	Sudden	Lion	<ul style="list-style-type: none"> Complete a page from your mental maths homework book each week. Use the Times Tables Rockstars website daily. We recommend you use the 'Sound check' feature to improve speed. Complete a 2.5 minute set in your 'My times tables booklet' on Tuesdays. Complete maths 2Dos on Purple Mash. <div data-bbox="1816 1075 2123 1294" data-label="Image"> </div> <p data-bbox="1749 1331 2136 1394">See below about your new Sumdog learning platform!</p>
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Family challenge project

Theme for week beginning 15.06.20: *The Human Body*

What interests you about this project? You set the goals!

You could:

SCIENCE

Have a look on these websites and see what you can discover about your body

<https://www.natgeokids.com/uk/discover/science/general-science/15-facts-about-the-human-body/>

<https://www.natgeokids.com/uk/discover/science/general-science/your-digestive-system/>

<https://www.natgeokids.com/uk/discover/science/general-science/human-brain/>

<https://www.natgeokids.com/uk/discover/science/general-science/human-eye/>

Could you do an experiment to look at germs? You could get 5 slices of bread. Each one will need labelling. For the first piece, put it in a bag labelled 'untouched'. For the second piece of bread, touch the bread all over, do not wash your hands before doing so. Label this unwashed. For the third piece, wash your hands thoroughly, then touch the bread all over. This should be labelled washed hands. For the fourth, use hand sanitizer on your hands. For the final piece of bread, wipe it over things like your computer, your TV remote. Put each bag in the same place and observe over a few days what happens. Can you make predictions? Why do you think this happened?

How many bones are in the human body? Can you research and find any animals with the same number or similar? We have the same number of bones in our neck as a giraffe. Can you compare the differences between our bones such as the length, the position of the bones or the flexibility of our necks?

We have 5 senses, sight, taste, touch, smell and hearing. Could you conduct an experiment to see what happens if you have 1 sense that isn't used. You could cover your eyes and see how it feels to walk. You could hold your nose and try to taste different foods, guessing what they are.

Follow this link and explore a wide range of activities. You could find out how to stop the spread of sneezes as well as other activities. <https://www.globalhealthhomeschool.org/activities/>

		<p>https://www.science-sparks.com/breathing-making-a-fake-lung/ Could you create a model lung to see how we breathe?</p> <p>Can you create your stomach and how it works? https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment</p>
	<p>HISTORY AND GEOGRAPHY</p>	<p>In ancient Egypt, bodies were mummified when someone died. Could you have a go at mummifying some fruit? What could you use? What would be the best thing to prevent it rotting? You could try a few different methods and compare at the end. https://www.teachprimary.com/learning_resources/view/ks2-science-ancient-egypt</p>
	<p>ART AND DESIGN</p>	<p>Can you create a self-portrait using different materials? Which one enables you to get the most detail? Pencils? Paint? Why?</p> <p>Can you create a human body out of pasta? You could use different types of pasta to represent different bones. Can you label the parts of the body? If you are in KS2, what else do you know about these parts of the body?</p> <p>Can you create your body using food? This time, think about the organs, you could use a cauliflower for the brain, lychees for eyes?</p> <p>Could you create your own x-ray art? You will need black paper, flour or icing sugar, cotton wool buds or pasta. Lay a part of your body on the paper, this could be your hand. Cover it in flour, remove and see the outline. Then create the bones inside using the cotton wool or pasta.</p>
	<p>RE</p>	<p>Use this link to learn all about Henna hand decoration and how to create the patterns https://www.art-is-fun.com/henna-hand-designs</p> <p>At the heart of the Buddhist faith is the ability to meditate and appreciate the moment (mindfulness.) Use this link https://www.ltl.org.uk/free-resources/ and click on Buddhism lesson idea to create a miniature Zen garden, a Labyrinth or a Mandala and enjoy being present in the moment. Take time to just be. Upload your pictures onto Purple Mash and tell us how it made you feel.</p>
	<p>MUSIC</p>	<p>Can you use different parts of your body to create music? You could use your hands, your feet, your voice. What about your legs? What about your cheeks? Could you record yourself creating music with your body?</p>

Watch clips of Stomp (they are a percussion group that uses parts of their bodies to make music and also everyday objects like brooms) <https://www.nigelclarkepresenter.co.uk/stomp-play-annos-africa-charity-gig/> scroll down the page to click on the video.

Could you learn the words to Heads, shoulders, knees and toes? Can you change the body parts? Can you miss one each round? <https://www.youtube.com/watch?v=fvEtwhui1k0>

OTHER IDEAS

Sensory games: play games which use your senses.

Make a feely box/ feely bag, get someone to hide an object in it. Can you use your sense of touch to work out what it is? Get someone to blindfold you then listen to them make a noise. Can you work out what the noise is without seeing it? Play 'There's a monster in the garden' with a blindfold. Can you work out who was speaking in a funny voice? Play 'Blind man's bluff' Try to work out what you can taste or smell when you are blindfolded. Did you guess correctly? How do people who are deaf communicate? Learn some simple sign language starting with letters of the alphabet at <https://www.youtube.com/watch?v=lyhAAMDQI-Q> Then join in with Jack Hartman to 'see it, say it, sign it' <https://www.youtube.com/watch?v=WP1bIVh1ZQM> Optical illusions are fun to try and work out. Take a look at this site <https://kids.niehs.nih.gov/games/riddles/illusions/index.htm>

Also try Forest Bathing to explore your senses. <https://www.ltl.org.uk/free-resources/> Scroll down until you find 'Forest Bathing' and click on the tab. 'It is simply spending time in and with nature, letting it invade our being using all of our senses. It is good for your health and wellbeing - encouraging the children to use mindfulness to absorb their surroundings.' When you get home you could draw a picture and write about all the things you experienced. Get creative and make a picture using natural materials (twigs, leaves, stones etc) or even write a poem.

Here are some books linked to the human body. Could you read them then make your own information book?

<https://www.oxfordowl.co.uk/api/interactives/12969.html> – Your body, Inside out

https://www.oxfordowl.co.uk/api/digital_books/2098.html – What's inside me?

https://www.oxfordowl.co.uk/api/digital_books/1464.html – What's that noise?

<https://www.oxfordowl.co.uk/api/interactives/26343.html> – A hole in my tooth

OXFORD READING OWL

Our shared text this week is Sport is Fun! Log on and listen to this audio book for free.

https://www.oxfordowl.co.uk/api/digital_books/2332.html

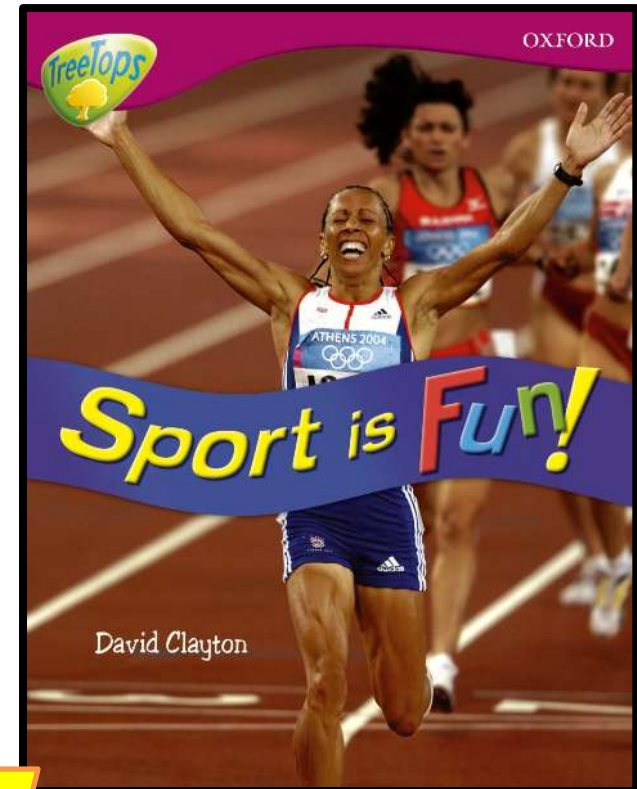
Log into Oxford Owl to find it.

Oxford Owl is free and has lots of colour banded ebooks just like at school.

Quiz

See if you can recall the answers, before you check back on the appropriate page.

1 Who gave the Manchester police a surprise? (Page 20)	12 Why did Mr Jahn take his pupils to the park? (Page 14)
2 Who were the 'Scorchers'? (Page 20)	13 What is the difference between 'Rugby' and 'Soccer'? (Page 11)
3 How far could longbows fire an arrow? (Page 6)	14 Which game did the Romans play with a glass ball? (Page 25)
4 Who invented lacrosse? (Page 16)	15 Why did the roundheads play football when it was banned? (Page 10)
5 Why was 'Street Football' banned at one time? (Page 10)	16 Why did people start to go to the Alps a hundred and fifty years ago? (Page 21)
6 How was 'Real Tennis' different from tennis now? (Pages 12, 13)	17 Can you name three non-contact handling games? (Page 25)
7 How do you know that King Francis was keen on tennis? (Page 12)	18 Which footballer is world class in spite of a serious eye disease? (Page 11)
8 Which game is played in 205 countries? (Page 11)	19 How long have Russians been riding horses? (Page 8)
9 Who wanted good riders who were orphans? (Page 8)	20 Why did some sailors think that it was unlucky if you could swim? (Page 18)
10 How long did the record Dance Marathon last? (Page 15)	
11 What did Nadia Comeneci do before anybody else? (Page 14)	





Sumdog at WSM!



Welcome to Sumdog Year 4

You can access your own personal account by using the following details:

The username is your first name and first letter of your surname. For example: Joe Bloggs= joeb

The password for your account is WSM. This will be changed in due course and made more secure once children return to school.

The school code is **welwynst**.

Some children may have a more personalised username, due to having the same name as another child in school. This information will be sent to your parents individually.

Teachers will be setting work over the coming weeks via Sumdog. Further information on this will be sent via the upcoming home learning grids. **Download the APP for free and start playing and having FUN, FUN, FUN!!**

Remember to continue to play Sumdog in game mode. The more games you play will help Sumdog to set your learning platform at your correct learning level.

Look out for the tasks which will begin to be set from your teachers!

French with Madame Farrington (continued from last week)

Bonjour les enfants

I hope you all enjoyed your holiday and are continuing to practise some French each week. This week the theme is the human body so have a look at the songs and stories on Unit 4 on Babelzone by following the link below

<https://www.lcfclubs.com/babelzoneNEW/FR-Unit04.asp>

Listen to the following song a few times and sing along using the lyrics. These are the links you will need

http://www.lcfclubs.com/babelzoneNEW/flashsongsFR/hockeydockey_fr/

<https://www.lcfclubs.com/babelzoneNEW/printablesFR/2008updates/Le%20gouzi%20gouzi-paroles.pdf>

Please make a list of the words for parts of the body you can find.

Play some of the games to practise the vocabulary and complete the wordsearch for parts of the face – le visage. Can you create your own wordsearch for le corps – the body using the vocabulary you have learnt.

Extra Challenge Time

Can you design a book token? You could win £10 for all of your class. <https://www.nationalbooktokens.com/create-a-national-book-token-for-your-class>

See below for the Virtual Pentathlon – you could upload your scores to Purple Mash for us to share with Mr O’Neil

Website links – activity 1 -

https://www.youtube.com/watch?v=_JlpNSOp8x8&list=PL6DK6xTdLkmwBkVBukZZ2L_oTT6VXErNO&index=2

Activity 2 – <https://www.youtube.com/watch?v=tf7YG9xwscA&feature=youtu.be>

Ideas for offline learning in maths and English

Please follow the link to download and print a protractor if you need one: <http://www.ossmann.com/protractor/>



This week we will be using White Rose Maths. Log on and follow the links provided

Remember to complete:

Complete a page from your mental maths homework book each week.

Use the Times Tables Rockstars website daily. We recommend you use the 'Sound check' feature to improve speed.

Maths

- Complete a 2.5 minute set in your 'My times tables booklet' on Tuesdays.
- Complete maths 2Dos on Purple Mash.



Monday

TOP TIP!
You could try and complete a few questions each day from your mental maths book.



LO: I can complete time problems

Watch the following video to remind yourself of adding and taking away time.

<https://www.bbc.co.uk/bitesize/clips/z3rkq6f>

Complete the maths sheet 1

Tuesday

Have you tried the multiplication test on Sumdog? Test yourself against the clock!



LO: I can complete time problems

Can you complete maths sheet 2? Use what you have learnt Yesterday to help add time to your existing times given.

Good luck!



Wednesday

Complete a times table grid in your book!

LO: I can find intervals of time

look at the train/tube line. Can you find these stations on a London underground map? What places of interest could you find if you departed at each stop?

Complete challenge sheet 3.



Thursday

What maths tasks have you completed on Purple Mash today?

LO: I can complete time problems

Bitesize

Watch the bitesize video on telling the time during the Day and understanding the seconds and minutes:

<https://www.bbc.co.uk/bitesize/clips/zq7xn39>



complete challenge sheet 4

Friday

TT Rockstars Sound Check! How quick are you today?

LO: I can read, write and compare the time



Well done for an excellent maths week! You have all been working very hard!

Complete challenge sheet 5





Daily reading using a home book or other reading materials e.g. a recipe, magazines, National Geographic for kids' website, BBC Bitesize reading materials.

Continue to share your reading with an adult and record all reading in some way.

English



Monday

Check out the Oxford Owl reading book. This week is *The Secret Garden*.

LO: I can use commas

Follow the link below to remind yourself of why it is important to use commas and how to use them:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zc773k7>



Remember to keep me on the line!

Complete English sheet 1 to show your understanding.

Tuesday

What is the difference between an adverb and adverbial?

LO: I can use commas

Let's eat Jack.



Let's eat, Jack.

Read English sheet 2

Can you create your own sentences using commas? Use sheet 2 to support you. Write these in your home learning book.

Wednesday

LO: I can use a comma after a fronted adverbial

Try the reading and grammar Sumdog work and complete your diagnostic test!

Complete English sheet 3. Challenge yourself to write your own sentences in your home learning book

Thursday

LO: I can identify the difference between plural and possessive

What English tasks have you completed on Purple Mash today?

Can you make your own game?



Write your own sentences and add them to the game.

Can you complete the English sheet 4?

Friday

LO: I can use possessive apostrophes

What reading have you completed this week? Make a list of all your reading. Can you recommend a book to a friend?

<https://www.bbc.co.uk/bitesize/topics/zvwwwxnb/articles/zx9ydxs>



Complete the quiz at the bottom of the page to test your understanding.

Maths 1

Name: _____

Date: _____



Timetables 1

Buses leave Shakespeare Junior School every 20 minutes starting at 08:00 in the morning. It takes 10 minutes to get to the railway station and a further 15 minutes to get to the airport. Complete the timetable.

Shakespeare Junior School	Eastleigh Railway Station	Southampton Airport
08:00	08:10	
08:20		08:45
	08:50	09:05
09:00		

Make your own timetable for trains from Eastleigh to Southampton. Decide how frequently they leave Eastleigh and how long it takes to get between each station. Keep these travel times regular through the day.

Eastleigh	Southampton Airport	St Denys	Southampton
07:30			

Write the timetable out in your book and finish it off.



Timetables 2

Buses leave Shakespeare Junior School every 20 minutes starting at 08:00 in the morning. It takes 9 minutes to get to the railway station and a further 14 minutes to get to the airport. Complete the timetable.

Shakespeare Junior School	Eastleigh Railway Station	Southampton Airport
08:00	08:09	
08:20		08:43
	08:50	
09:00		

Make your own timetable for trains from Eastleigh to Southampton. Decide how frequently they leave Eastleigh and how long it takes to get between each station. Keep these travel times regular throughout the day.

Eastleigh	Southampton Airport	St Denys	Southampton
07:30			

Write the timetable out in your book and finish it off.

Maths 2

Television Programmes

6.30am	Educational programme
7.00	Cartoons
7.25	News and weather
8.00	Wildlife programme
9.00	Children's programme
11.30	Music programme
12.30pm	Sports programme
1.00	News and weather
1.10 - 2.35pm	Film

Work out how long each programme lasts.

Which programme is on television the longest? Which programme is on the shortest?

How much longer is the Wildlife programme than the cartoons?

How much longer is the children's programme than the film?

If the news at 7.25am overruns by 15 minutes work out the new times that the programmes after it will start. What time will the film finish now?

I want to video tape the cartoons and the children's programme. How long in total will they last for? Should I use my two hour, three hour or four hour video tape (at standard speed)?

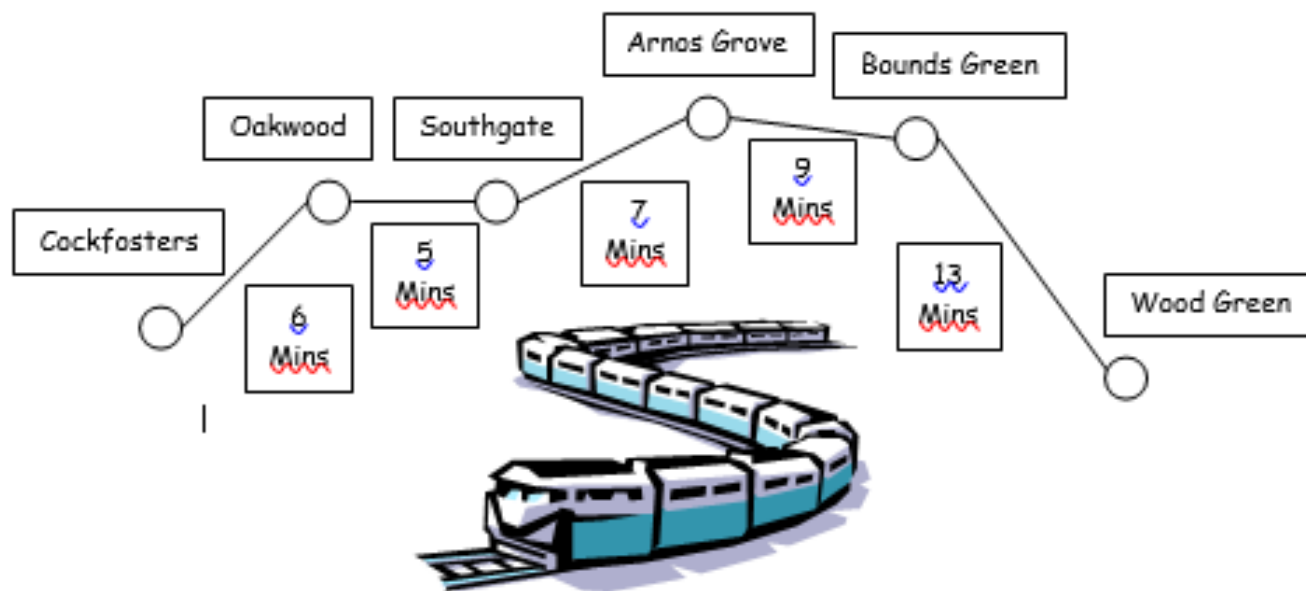
I want to video tape the educational programme and the film. What length video tape should I use now?

Can I fit the children's programme and the film onto my four hour video tape?

Maths 3

L/O: To find intervals of time.

Answer the following questions in your books using the information below:



The time shown is how long it takes from one stop to the next

- 1) If you leave Southgate at 7:35 what time will you arrive at Arnos Grove?
- 2) If you leave Arnos Grove at 12:31 what time will you arrive at Wood Green?
- 3) If you leave Cockfasters at 11:17 what time will you arrive at Southgate?
- 4) If you leave Oakwood at 13:45 what time will you arrive at Bound Green?
- 5) If you leave Wood Green at 14:12 what time will you arrive at Arnos Grove?
- 6) If you leave Southgate at 19:29 what time will you arrive at Cockfasters?
- 7) If you leave Bounds Green at 20:56 what time will you arrive at Southgate?
- 8) If you leave Arnos Grove at 10:47 what time will you arrive at Cockfasters?
- 9) If you leave Oakwood at 23:04 what time will you arrive at Cockfasters?
- 10) How long does it take to get from Cockfasters to Wood Green?

Maths 4

Lisa and Brian went to see a film which lasted 2 hours and 12 minutes. The film ended at 23:04. What time did the film start?
John and Ros are flying to Australia for a holiday. They must arrive at Gatwick Airport 2 hours before the flight takes off at 22:45. It takes 3 hours 50 minutes to reach the airport. What time must they leave home?

Now make up a 2 or 3 step question for your partner to calculate

A television programme starts at 07:10 and finishes at 09:25. How long is it on for?
A postman starts work at 05:30 and finishes at 09:35. He then goes back to do his second delivery at 12:15 and finishes at 16:28. How long does he actually work?

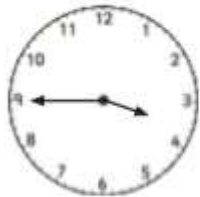
Now make up a 1 or 2 step question for your partner to calculate

A television programme starts at 7:10 and finishes at 9:25. How long is it on for?
A teacher arrives at work at 7:50. She works till 5:45. How long is she at school?

Now make up a 1 step question using the 12hr clock for your partner to calculate

Read, Write and Compare the Time: 12-Hour and 24-Hour

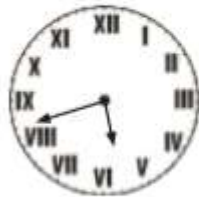
Read the time on these analogue clocks. Write each time in 12-hour and 24-hour formats.



In the morning



In the evening



In the afternoon



In the early morning



In the afternoon



In the morning



In the morning



In the evening



In the morning



In the afternoon



In the evening



In the afternoon

Read, Write and Compare the Time: Before and After

Read the clock and work out the time before or after. Write your answer in 24-hour format.



Twenty minutes
after



One hour and fifty
minutes before



3 hours and
27 minutes after



Ninety minutes
before



One hour and forty-two
minutes after



93 minutes
before

Fix My Sentence

Repair the sentences by putting commas in the correct places.

1. The wrapping paper had blue white red and yellow stripes.
(Hint: 2 commas for a list)
2. The shard the tallest building in Britain is located in London.
(Hint: 2 commas for extra information)
3. The candle was burning brightly but I could see it was about to go out.
(Hint: 1 comma for breaking up a sentence)
4. Thomas smiled warmly and said "Good afternoon."
(Hint: 1 comma to show speech)
5. Dramatically the song finished with a bang!
(Hint: 1 comma for a fronted adverbial)

Complete the following tasks:

6. Write a list of five things you would need to camp out for the night.
Write your list as a sentence.
7. Can you add extra information to this sentence using an embedded clause?
Laura walked to school.
8. Can you use a second clause to extend this sentence?
The air was very cold.
(Hint: you could start your second clause with 'but', 'so' or 'and'.)
9. Can you decide what Skye said?
Skye frowned and said
(Hint: remember that a comma comes before the inverted commas open.)
10. Can you use a fronted adverbial to describe how the door slammed?

English 2

Take it in turns to explain to your partner why each of these commas are in the sentences:

On Saturday, I'm going to the water park.



Michael said, "I'm not going."

You can have your potatoes boiled, steamed, mashed or roasted.



I knew it was wrong, but I did it anyway.

Missing Commas

Oh dear! Somebody has written the following sentences but has forgotten to place a comma after the fronted adverbials. Find where the comma should go and add it to each sentence.

1. Early one morning I went for a jog.
2. Nervously Sameera started to sing on stage.
3. Beneath the crashing waves the dolphins quickly swam.
4. From her window the princess let down her hair.
5. In January the weather is very cold.
6. With a loud roar the T. rex chased the smaller dinosaur.
7. After lunch the girl went to play in the garden.
8. Inside school the children were working hard.

Write your own sentences using the fronted adverbials below. Remember to add a comma after each fronted adverbial.

- **Under the crashing waves**
- **As the sun was setting**
- **Like a statue**

Plural or Possessive

I can explain and use plural and possessive -s.

Cut out these sentence cards and lay them face down in a pile.

I enjoyed using my **friend's** scooter.

I borrowed my **dad's** trainers to go to the park but they were too big!

The **dogs** were barking wildly by the gates.

The **birds** sat in the trees and twittered.

Jack had two **dogs**, which he had taken for a walk.

The **wheels** on my bike were flat.

Jess's running was the fastest in the park.

I fed some bread to the **ducks**.

There were two **slides**, one for babies and one for larger children.

The **park's** sign read 'do not drop litter'.

We ate our lunch on the **cafe's** outdoor seats.

Adam and Kamal played hide and seek in the **trees**.

Some people ate their delicious **picnics** on the playing fields.

The ice cream **van's** music was playing to entice the children to buy from them.

Charles's mum was ready for home.

Plural or Possessive

Each player takes turns to pick up a sentence and read it aloud. If the player correctly determines whether the noun is plural or singular possessive, they roll the die and move that number of spaces.

