



Home learning for Year 4

Week Beginning Monday 18th May 2020

Spelling:

Task one:

Last week you played games to help you learn your spellings. This week put each of your spellings into a sentence.

e.g. In the evening, the excited, clumsy boy, accidentally spilt the sticky, red jam, all over the clean white carpet.

accident

accidentally

address

answer

appear

arrive

believe

bicycle

actual

actually

Task two:

Ask someone in your house if they can test you on your spellings. Can you remember any of the strategies or mnemonics you made up last week to help you remember them?

e.g. A red rabbit is very exciting = arrive

Grammar:

Task one:

LO: To use similes and metaphors

<https://www.bbc.co.uk/bitesize/articles/zk68wty>

Watch the two video clips about metaphors and similes and then complete the 'fill the gaps' quiz to identify whether the sentence is a simile or a metaphor.

This activity will help you think of ideas for your poetry work. (You will be completing task one and two on the BBC lesson, you do not need to complete task three as there is a separate task for you to complete instead).

Task two:

Have a go at changing the boring sentences into exciting similes and metaphors which would engage the reader.

Remember: similes use the words *like* and *as* whereas metaphors say something is something else.

Top tip!

Your similes and metaphors still need to match what is being described. For example, 'as quiet as an elephant' doesn't make sense as elephants are big and loud, but 'as quiet as a mouse' does because mice are small and quiet.

Task three: Simile or metaphor.

Sort these sentences into metaphors and simile:

- I wandered as lonely as a cloud.
- Education is your passport to a good job.
- The moon's a balloon.
- The moon's like a balloon.
- His eyes shone like diamonds.
- The sea is a mirror to the clouds.
- Darkness is a swallowed night.
- Darkness is like a painted day.
- The wind was a whip.

- *The truck flew down the highway.*
- *His ears pop like champagne corks.*

Something for you to enjoy: https://www.youtube.com/watch?v=Hwq5ptwr_-4

Reading:

<https://www.bbc.co.uk/bitesize/articles/z7rrcqt> - *The Worst Witch by Jill Murphy.*

Task one:

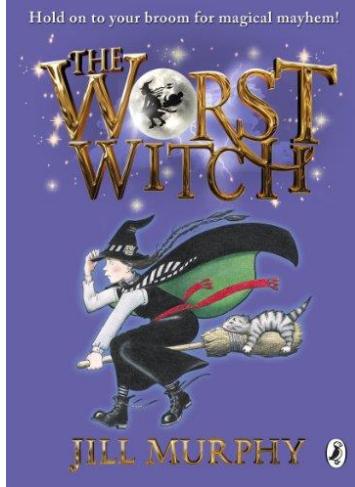
This week you will be using the text 'The worst witch' to think about the author's choice of language and how that tells us about the characters and develop your prediction skills.

Watch the first video of the story being read by Rachel Riley. As you listen, think about these questions:

What is Mildred like?

Would you want to be friends with her?

What does 'hair-raising' mean?



Once you have done this, watch the second video. This time think about these questions as you listen to the extract:

What do you think about Ethel in this extract?

Does Ethel deserve what she gets?

Should Mildred be sorry?

Task two:

You will need:

Pen and paper

Read the first extract from 'The Worst Witch' yourself. Remember our reading strategies if we struggle with any of the words. Where could you look if you don't know the meaning of some of the words? You can ask an adult or look in a dictionary:

<https://www.dictionary.com/browse/online-dictionary>

Think about how the author, Jill Murphy, has added extra information about her characters to develop the reader's imagination. Look at the table underneath the extract and describe what the quotes from the text tell us about the characters or the plot.

Activity three:

Now read the second extract yourself, remembering those reading strategies to help you. When you are reading this extract, focus on the characters of Mildred and Ethel. You could create a table and write down anything you find out from the text about each of the characters. For example:

| | |
|---------|-------|
| Mildred | Ethel |
|---------|-------|

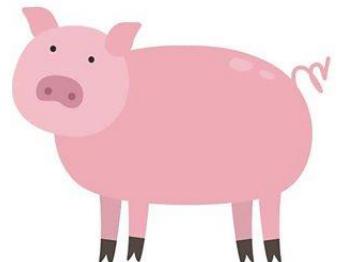
You are now going to be looking at the character's dialogue between each other. By using dialogue, the author helps bring the characters to life.

Look at the examples of dialogue in the table and have a go at explaining what they tell us about Mildred and Ethel. Remember to answer in full sentences - this can be written down or said aloud.

Task four:

Extract two ends with an exciting cliff hanger. Cliff hangers are used to engage the reader and make them want to read on - do you feel excited and want to find out what happens next?

- Will Mildred be able to reverse the spell?
- Will a teacher come and discover what Mildred has done?
- Will the 'pig' run away?



Write down 4 predictions or say them out loud.

You might like to use these sentence starters to help you:

I think...

I wonder if...

I don't think...

English:

Before you begin, you may wish to go back and re-watch the video for the first lesson although you have already completed this activity in Week 4 as your reading activity.
<https://www.thenational.academy/year-4/english/poetry-reading-comprehension-word-meaning-year-4-wk1-1>

Task one:

LO: To understand how figurative language is used to capture the reader's attention.

You will be looking at the use of onomatopoeia in 'The Magic box'. You don't need to print out a worksheet, just talk about the answers on the screen.

<https://www.thenational.academy/year-4/english/poetry-reading-comprehension-language-year-4-wk1-2>

Task two:

LO: To consider how metaphors and similes are used to capture the reader's attention.

Which lines in the poem have a metaphor or a simile?

<https://www.thenational.academy/year-4/english/features-of-poetry-year-4-wk1-3>

Task three:

LO: To create and understand expanded noun phrases.

We will be looking at how expanded noun phrases make poetry more exciting.

<https://www.thenational.academy/year-4/english/spag-focus-expanded-noun-phrases-year-4-wk1-4>

Task four:

LO: To write a repetitive poem.

Using all the different features you have looked at this week write your own repetitive poem.

<https://www.thenational.academy/year-4/english/poetry-write-a-repetitive-poem-year-4-wk1-5>

Please share some of your verses on our class blog.

Maths:

Task one: To plot coordinates on a grid.

We have covered coordinates in school, but please have a go at this game to remind yourself of the key rules.

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Plotter-the-Penguin/>

Choose your level - I would begin with beginner to remind yourself and then you can move up the levels ☺ Click on coordinates at the bottom left and it will take you to the instructions of how to play.

If for any reason that game is not working, you can try this game:

<https://mathsframe.co.uk/en/resources/resource/469/Coordinates-Alien-Attack>

<https://www.mathsisfun.com/data/click-coordinate.html>

<http://www.primaryhomeworkhelp.co.uk/maths/shapes/coordinates.html#Coordinates>

Task two:

<https://www.youtube.com/watch?v=NVuMULQjb3o>

Create a poster explaining the three different types of angles featured in the video! Then look around your house, what angles can you find? How do you know?

Task three: To use multiplication and division to solve problems.

<https://www.bbc.co.uk/bitesize/articles/zmbtpg8>

You will need: pencil and paper.

Complete the lesson looking at multiplication and division worded problems. Use the strategies you have learnt in class such as the grid method and chunking for division to help you!

Remember RUCSAC - this will help you identify which operation you are being asked to do. What are the key words you might see for multiplication? What about division?

Use RUCSAC to solve word problems:



PE:

This week please have a go at the next set of activities for the Sockfest competition.

<https://www.activeoxfordshire.org/school-games/>

Please also have a go at the cultural activity which will be attached to the blog post as a separate document! This week you are going to be thinking about capturing one of the school games values in a photograph.

Oxfordshire School Games SOCK FEST 2020!

Equipment
Balled up **SOCKS**
5 teddies/empty cans/toilet rolls

Change it up!

- Move closer/further away
- Time limit
- More objects
- Opposite hand



The Challenge

How many teddies/empty cans/toilet rolls can you knock down with your **SOCKS**?

- Line up your 5 objects on a table/wall/sofa/stairs
- 5 attempts
- Younger children should start 2m away
- Older children should start 3m away



Coconut Shy

Visit <https://www.activeoxfordshire.org/school-games/> for video instructions

#OxonSchoolGames

By submitting your results, photos or videos, you consent to us sharing these on our social media channels and on our website to promote the event and recognise participation.



Topic

Task one: Music

<https://www.bbc.co.uk/bitesize/articles/zh7hnrn>

Look at pulse and rhythm this week – remember you also have your Chranga log ins where you can play some music related games 😊

Task two: PSHE

<https://www.coramlifeeducation.org.uk/SCARF-home-learning-plans-set-1>

This week please have a go at the SCARF lesson all about keeping yourself healthy inside and out! Think back to our mental health day at school and what this means, alongside our physical health. Think about our discussions about why mental health is important and how we can look after ourselves.

Draw a picture to show 5 ways of looking after yourself, both physically and mentally.



10 top tips for staying safe on the internet

- 1) Don't post any personal information online - like your full name, email address, mobile number, etc.
- 2) Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online, most people can see it and may be able to download it, it's not just yours anymore.
- 3) Keep your privacy settings as high as possible!
- 4) Never give out your passwords.
- 5) Don't befriend people you don't know.
- 6) Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
- 7) Remember that not everyone online is who they say they are.
- 8) Think carefully about what you say before you post something online.
- 9) Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.

10) If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.