



Home learning for Year 4

Week Beginning Monday 1st June 2020

Spelling:

LO: To spell Words with the /k/ sound spelt ch.

Your spelling list for this week is:

scheme

chorus

chemist

echo

character

school

ache

chemistry

monarch

Please go onto the spelling frame website and play some of the games.

[https://spellingframe.co.uk/spelling-rule/18/15-Words-with-the-k-sound-spelt-ch-\(Greek-in-origin\)](https://spellingframe.co.uk/spelling-rule/18/15-Words-with-the-k-sound-spelt-ch-(Greek-in-origin))

Can you come up with some creative ways to remember the spellings e.g. making them out of pasta?

Use the spelling support sheet to help you 😊

<http://www.queensway.oxon.sch.uk/page/?title=Ways+to+support+your+child&pid=122>

Grammar:

LO: to understand and use present perfect form of verbs in contrast to past tense.

<https://youtu.be/7GAjEdOiNaI>

The perfect form of a verb usually brings the reader's attention to the consequences of a prior (previous) event; e.g. **he has gone to deliver the bottles** implies that he is still away doing so (when we arrive), in contrast with **he went to deliver the bottles** (which happened sometime in the past before we arrived).

Had gone to deliver the bottles takes an event from the past (i.e. when we arrived) as the reference point and is another way of establishing time relations in a text. Please see the attached powerpoint to help you with your grammar work this week! 😊

You can form the present perfect tense by:

- Turning the verb into its past participle e.g walked, talked, taken (as opposed to its present participle: walking, talking).
- Adding a form of the verb **have** before it.

Here are some examples from the text 'The Day of Ahmed's secret' which you will be looking at this week.

Hassan has called to me in the street. / Hasan had called to me in the street.

The sand had blown into the streets from the desert. / The sand has blown into the streets from the desert.

The camels had crossed the desert many times. / The camels have crossed the desert many times.

Ahmed has learnt how to write his name. / Ahmed had learnt how to write his name.

Can you change these sentences from the simple past tense to the present perfect tense?

Remember the present perfect tense uses the word '**have**' or '**has**' in its sentence.

1. I drove to work today.

2. Evelyn ate the last piece of cake.

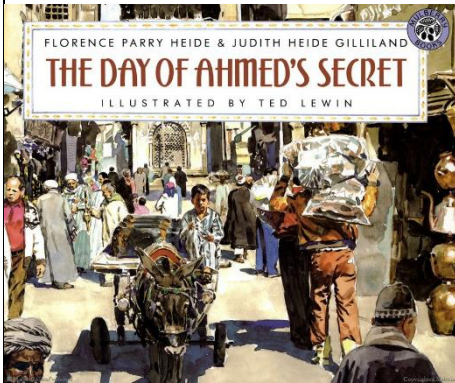
3. Peter travelled to Dover for a meeting.

4. We trained for the match.

5. Ben fell off his chair.

6. Susan saw the new Harry Potter Film.

Reading:



Task one: Make sure you complete this task before beginning your English lessons this week.

Listen to the story 'The Day of Ahmed's secret' being read aloud and answer these questions as you listen. Listen to the story a few times as this will help you with your writing lessons this week 😊

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

- *Why do you think Ahmed hasn't told his secret yet?*
- *How is Ahmed's work helping his family?*
- *Ahmed said that his secret was like a friend to me. In what way is a secret like a friend?*
- *What was Ahmed's secret?*
- *Why do you think he kept this as a secret?*
- *How do you think Ahmed felt when he told his secret to his family?*
- *Do you think Ahmed should be working a job like this? Why/Why not?*
- *How is this character's life different to yours?*

Task two:



Look at this picture from the text 'Follow the firefly, run rabbit run'. This book is very cool because it can be read in two directions!

Think about these questions as you look at the picture: *Remember to answer in full sentences.*

- What do you think is happening? Why?
- What do you think might have happened before the rabbit ended up in the tree?
- How do you think the dog is feeling in this image? What makes you think that?
- Why is the rabbit clinging to the tree like that? What is the author trying to portray?
- Look at the firefly, what do you think he is doing?
- There are little white lines near the dog and the rabbit, what do you think this is showing?
- Using the clues in the picture, what do you predict will happen next? Why do you think that?

Challenge

Write a letter from the point of view of the rabbit to the dog - what might you say? What clues are there in the picture which makes you think this?

English: To write a diary entry.

Make sure you have completed task one of the reading activities before completing your English this week!

Task one: LO: To identify the features of a diary entry

This week you are going to be writing a recount as if you were Ahmed. You will be writing a diary entry where you will explain what has happened to you. Before you begin, think about the main features of a diary entry - what do you need to think about when you are writing? What will your success criteria be?

Remember when we wrote our diaries about 'The Diary of a killer cat' - think about what we needed to use here to help us. We discussed what the character was like and decided Tuffy was very sarcastic so we used that in our writing to develop our character. What do you think Ahmed is like?

This week you are going to be writing a diary entry as if you were Ahmed. Now we know his secret is that he is able to write his name for the first time, we are going to be writing a diary entry as if it was a spoken monologue.

Monologue: a long speech by one person.

Imagine Ahmed was lying in bed at the end of a long day - what would he be thinking? Or imagine he was rambling to himself as he completed his jobs for the day.

Task two: LO: To plan a diary entry



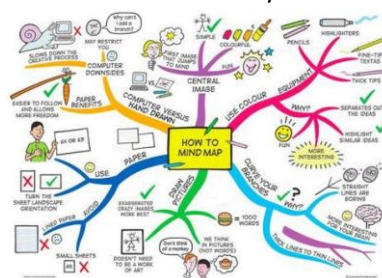
Remember when we talked about the stages of writing in class and we talked about how important all of the different stages are to help us with our work? We would like you to plan your diary entry before you begin writing. This can take whatever style suits you; it might be a mind map, it might be a bullet point list or you might plan by paragraph.

Box Up:

Story Map:



Mind map:



Think carefully about what you want to include and ensure that you put the detail into your planning because it will help you when you come to write!

Challenge:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z9n73k7>

As your challenge this week, we would like you to think about using paragraphs to make your writing clearer for the reader. We have spent a lot of time talking about the role of paragraphs and how they are formed with linked sentences. Now we would like you to think about where you may need to use paragraphing within your diary entry. Watch the video to help you and then think about how you are going to apply this to your own writing. It may help you to think about this as you plan your writing, thinking about what each paragraph will be about like we do in class! ☺

Perfect paragraphing:

- *All of the sentences within a paragraph must be linked! They should be about the same person, place, time or topic.*
- *When the person, place, time or topic changes, you should start a new paragraph.*
- *New paragraph = new line*

Watch this video to help you ☺ <https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/zqmkh39>

***Top tip!** Diaries often include the writer's **emotions**. So think about how Ahmed would be feeling during the events in the story.*

Task three: LO: To write a diary entry in character.

Now you have planned your writing and thought about how Ahmed might be feeling and what he might be thinking, have a go at writing a diary as if you were him.

Here is the beginning of our diary to inspire you:

Dear Diary,

Today, I discovered something amazing! I can write my name. Although I'm ecstatic, I know that I must keep this a secret...at least for now.

Task four:

LO: To improve my writing by using my proof reading skills.

<https://www.bbc.co.uk/bitesize/articles/zmcsy9q> - Watch the videos to help you. *You do not need to complete the activities as we would like you to apply the skills to your own writing from this week.*

Read your diary entry aloud to yourself or to someone else at home, if you can.

Look at the **checklist** again. Have you included all the features in your writing?

Underneath your writing, using a different coloured pen, write down:

- **two** things that you really **like** about your diary entry
- **one** thing that you would like to **improve**. Maybe you missed something from the checklist?

If you can, ask a friend or family member what they like about your diary entry and how they think you could improve it next time.

Maths:

This week in Maths we are going to be revisiting some of our previous learning and using it to apply to new problems.

Task one

LO: To recognise the value of pounds and pence

Complete the gaps and remember to work out the amount of money first.

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-4/Lesson-3-Y4-Summer-Block-2-WO1-Pounds-and-pence-2020.pdf>

Task two

LO: To order money

Use greater than and less than symbols to order and compare the amounts of money.

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-4/Lesson-4-Y4-Summer-Block-2-WO2-Ordering-money-2020.pdf>

Task 3

LO: To solve problems involving money

Have a go at solving the money problems which I have attached with the home learning.

Family Friday activity:

Try these challenges with your family. They start off really easy but then get a lot trickier. See how you do compared to other family members.

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/04/Family-Challenge-Friday-1st.pdf>

Here are the answers but no peaking until you have had a go!
<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Answers-Week-2.pdf>

Challenge:

This is a fun interactive game you can do following on from the work we did a few weeks ago on calendars. This is quite a challenge so you will have to look carefully at each month to get them in the correct order. If you are able to print out the calendar you can get put them in order if not it can be done by moving the months on the screen.

Remember to start with January. How many days are there in each month?

<https://nrich.maths.org/10322>

PE

This week we would like you to have a go at some of the activity cards created by the Youth Sports Trust. <https://www.youthsporttrust.org/pe-home-learning>

This term we should be learning all about Athletics, please have a go at the two standing long jump activities which are at the top of the website.

Once you have completed these, we would like you to have a go at the bowling activity to practice the skills needed for rounders. Scroll down on the website to the list of game cards and click on 'bowling'. Enjoy 😊

Why not have a go at some Disney themed 10 minute activities as well this week?
<https://www.nhs.uk/10-minute-shake-up/shake-ups>

Topic

Task one: Computing

Please have a go at creating a maths quiz on scratch, using the guide on the blog post to help you! Remember the different skills we have already learnt such as changing the sprite, creating a background, getting our sprites to move or ask a question.

Please focus on your times tables for creating this game - you can mix your times tables as shown in the guide or you can have a go at creating a game for just one times table.

<https://scratch.mit.edu/>

<https://scratch.mit.edu/projects/editor/?tutorial=getStarted>

*You can share your game as a link in the comments if you create an account but you **must** ask your parents for permission before doing so.*

Remember staying safe online is very important!

Task two

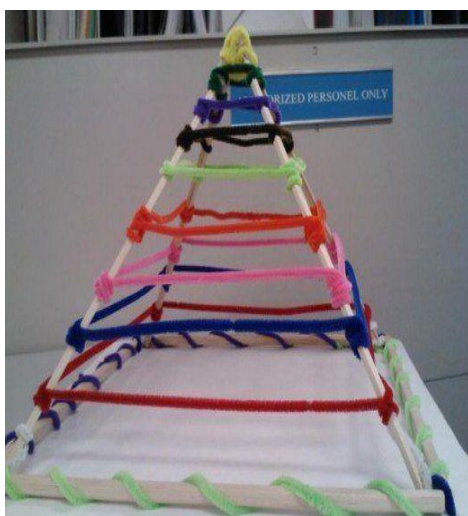
Remember a few weeks ago we said to keep collecting junk to make a model of an Egyptian artefact? We would like you to have a think about what you would like to make e.g. pyramid, sphinx etc.

You can always have a look on the BBC bitesize website if you are struggling for ideas:

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382/>

Once you have decided what you would like to make, draw a picture and think about how it could be made into a 3D model. Have a look around your house to see what materials you could use. Don't forget to check with your parents before using anything on your model. Good luck and we hope you enjoy making your model!

Here are some ideas we found that might inspire you.



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.*