



Home learning for Year 4

Week Beginning Monday 15th June 2020

Spelling: To spell words containing the 'ous' suffix.

This week we are going to be looking at what happens when we add the suffix 'ous' to a root word.

Before you begin the lesson, write down any words you can think of that contain this suffix. For example: *dangerous, courageous*

If you are able to, talk to somebody in your household about what each word means and have a go at putting them into sentences.

Watch the youtube video to help you with this lesson ☺

We add the suffix 'ous' to nouns. When we add the suffix, the word class changes into an adjective. The suffix 'ous' means full of. Look at the list of nouns below and group them according to their ending. You can write these down onto some paper to help you. Now have a go at adding the 'ous' suffix to change the root word - what do you notice about the endings? What do you need to remember?

space	envy	courage
fury	monster	poison
fame	vary	danger
adventure	humour	mischief

Create a poster to explain the different rules that we need to remember when adding 'ous' to root words!

Grammar: To use a range of conjunctions to add detail to sentences.

Before you begin your grammar lesson this week, think about the purpose of a conjunction. Why do we use them in our writing?

Make a list of the conjunctions that you feel confident in using in your writing - e.g. *because, and, so*.

Tell me more:

Here are some main clauses that we would like you to extend and develop using conjunctions. (Remember a main clause makes sense on its own).

Use your imagination and the words in the box below to help you extend the following sentences:

but	before	and	meanwhile	that
	after	during	so	which
because	while	when		with
		however	who	then

1. It was a hot day
2. We looked for the lost cat
3. Mum made some cakes
4. We had to wash our hands
5. The girl walked down the dark garden path
6. Ellie heard a noise from the darkness of the garden
7. James and Jenny played chess
8. They went for a picnic
9. Gina wanted to ride her new bike
10. I got bored and fell asleep
11. The fire was roaring

Reading:

This week we would like you to complete the BBC lesson looking at *Kensuke's Kingdom* by Michael Morpurgo.

<https://www.bbc.co.uk/bitesize/articles/zvbf382>

In this lesson, you will be focussing on summarising and using the text to justify your opinions.

Watch the video of the story being read aloud and think about these questions:

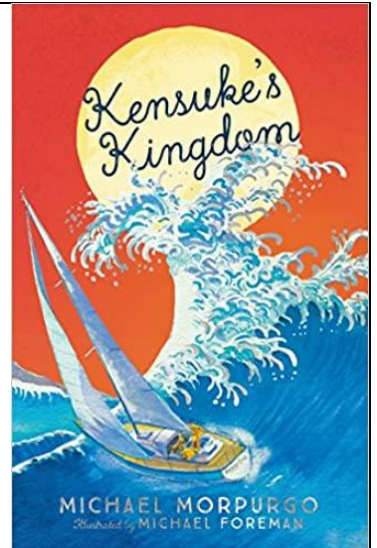
- What do we find out about Michael from this extract?
- What does Michael tell us about Kensuke?
- Why did Michael have to wait ten years to tell his story?

Watch the second extract and think about these questions as you listen:

- What do we find out about Michael in this extract?
- Who do you think Kensuke is?
- How do you think Michael will be feeling?

Once you have watched the videos, complete the three tasks. You will need pen and paper to help you. Remember that you must write in full sentences and you need to use evidence from the text to explain your ideas. Give examples from the author's writing to justify your opinions.

Please remember to keep reading your book every day! We will be also posting new story time videos every Monday and Wednesday for you to enjoy!



English: poetry

In week 7 you looked at similes and this week you will be using them to help you write a poem.

What is a simile?

A simile compares two things, using *like* or *as*.

- ∴ It was as slipper as an eel
- ∴ Like a statue, Jess stood still whilst playing stuck in the mud.
- ∴ I'm as busy as a bee.

- ∴ Emily runs as fast as a cheetah.
- ∴ Like a fish, Sarah swam the length of the pool underwater.
- ∴ The kitten roared like a lion.

Task one: To identify the features of a poem.

Listen to the poem 'Adventures of Isabel' by Ogden Nash [The adventures of Isabel](#)

Discuss these questions: What do you think the poem is about? How would you feel if you came across the creatures that Isabel met? How would you describe Isabel?

Remember to use evidence from the text to help support your opinions.

Look at the text and identify the different features that the author has used in his poem.



Keep an eye out for **similes, rhyming, repetition, alliteration and expanded noun phrases**. Make a note on some paper or underline them in different colours if you are able to print the poem out. You may wish to magpie some of these ideas for your own poem.

This week you are going to be innovating the poem to create your own version. Which parts could we innovate?

Task two: To plan a narrative poem.

We would like you to plan your own version of this poem. To begin, you need to choose 4 different characters that you are going to meet along the way. Once you have done this, create a mind map of adjectives and effective verbs that you can use in your poem. Think carefully about your choice of verbs to describe movement.

After you have planned some adjectives and verbs, have a go at coming up with a simile you could include in your poem. Ogden Nash uses one at the start of his verse about the witch.

Challenge:

Ogden Nash uses rhyme in his narrative poem. Every two lines rhyme together. This week as your challenge, we would like you to have a go at seeing if you can follow this pattern. Ogden Nash's characters fit into his rhyming pattern – bear/care, pitch/witch, giant/reliant, doctor/shocked her.

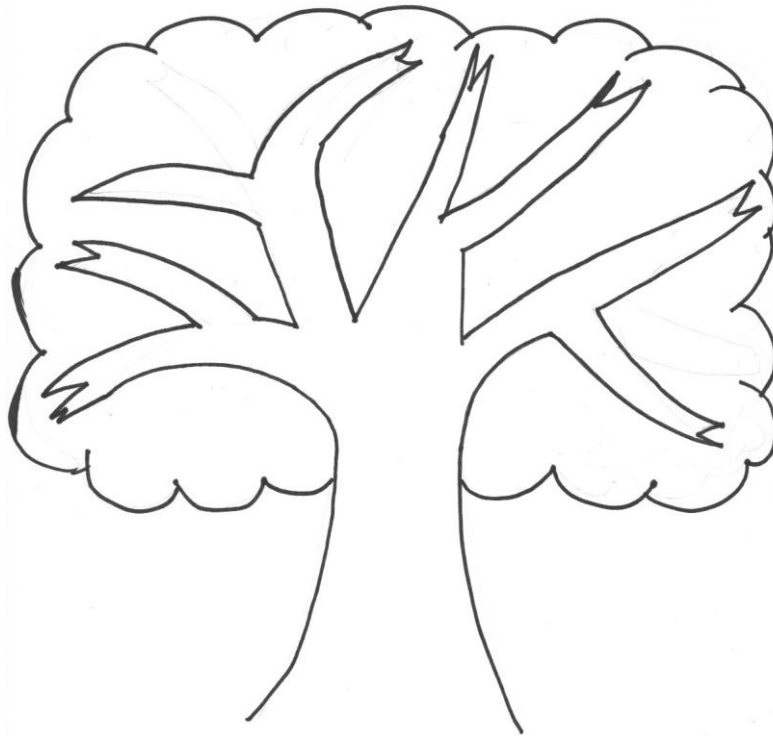
Have a go at trying to get your characters to fit this pattern through rhyming!

Isabel met an enormous bear,
Isabel, Isabel, didn't care;
The bear was hungry, the bear was ravenous,
The bear's big mouth was cruel and cavernous.
The bear said, Isabel, glad to meet you,
How do, Isabel, now I'll eat you!
Isabel, Isabel, didn't worry.
Isabel didn't scream or scurry.
She washed her hands and she straightened her
hair up,
Then Isabel quietly ate the bear up.

Using a rhyming tree might help you come up with some ideas: (We will add a copy of this to the blog post in case you would like to print it off, but you can always draw one to help you.)

Rhyming Tree

Write your root word at the bottom of the tree trunk.
How many rhyming words can you add to the branches?



If you need more branches, add them!

If you get stuck, ask the person next to you for their ideas.

Task three: *To write a narrative poem.*

Now that you have planned your writing have a go at writing each verse of your narrative poem. You can put your characters in any order that you wish! Watch the video on youtube to help you 😊


Maths:

This week we are going to continue looking at reading and interpreting data that has been presented in different ways.

Picture graphs are used to display large amounts of data. A symbol is chosen to represent a specific amount. Picture graphs have a title that tells us what data has been collected, category labels and a key to show the value of the symbol.

How many chocolate cupcakes were sold?

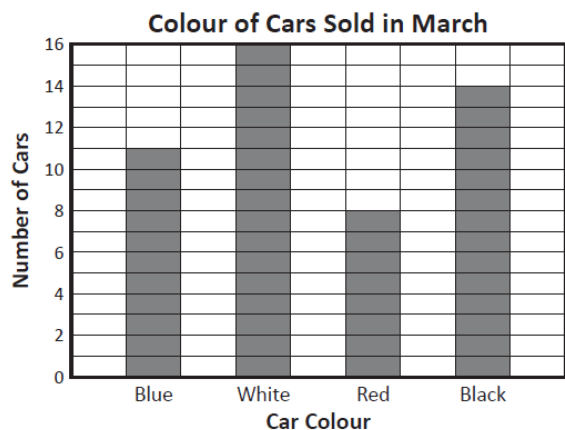
$$4 + 4 + 4 + 4 + 2 = 18$$

Cupcakes Sold in a Day Key:  = 4 cupcakes



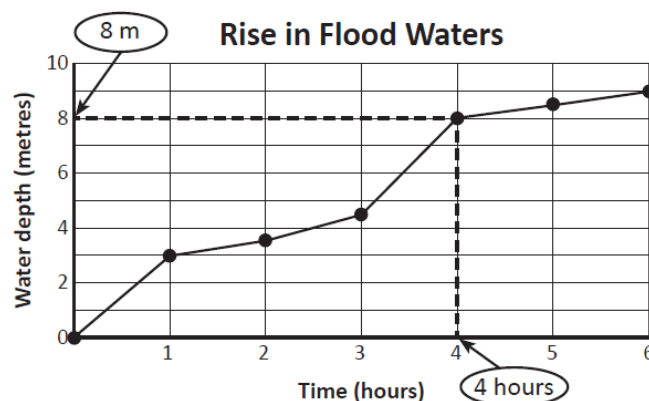
We often use column graphs when we want to compare data. All column graphs have a title and each axis is labelled.

From this we can quickly see that 16 white cars were sold in March and that this was the most popular colour choice.



Line graphs show how something changes over time in relation to something else. In this topic, we'll look at different examples of line graphs. Look at the line graph below. See how the more time passed, the higher the water got?

In which hour was the water 8 metres deep? Look below for how we read this information:



Different types of graphs:

Remember last week we looked at how the information is presented – usually we see charts where the bars go vertically but they can also go horizontally!

Task one: To read and interpret data presented on a pictogram.

In your first maths lesson this week, we would like you to read and interpret the information shown in the pictograms. Just like a bar chart where the number may not always be increasing by one, pictograms often have a key to show the value of each image. You must remember to check this carefully before you begin answering the questions!



Once you have watched the video on youtube to help you, have a go at answering the questions attached to the blog post!

Task two: To read and interpret data presented on a line graph.

Have a go at answering the questions attached to the blog post. If you are able to print them out, you may wish to use a ruler to help you read along the axis but don't worry if you can't - you will be able to answer all of the questions on the screen too!

At the end of this lesson, we would like you to think about one important thing you are going to remember when looking at line graphs. Use this stem sentence to help you:

One important thing I am going to remember when looking at line graph data is...

Task three: To read and interpret data presented on a range of graphs.

To complete our learning this week on reading and interpreting data, we would like you to have a go at answering these questions from White Rose Hub. You will be looking at three different types of graphs to answer these questions - think about how you read each one!

If you would like to check your answers, please comment on the blog and we can upload them once you have had a go 😊

When you have finished task three, we would like you to answer these reflection questions! You can write down your answer or you could discuss your ideas and reasoning with a member of your household!

What types of graph do you know? Which do you prefer and why?

When would you use a line graph instead of a bar chart?

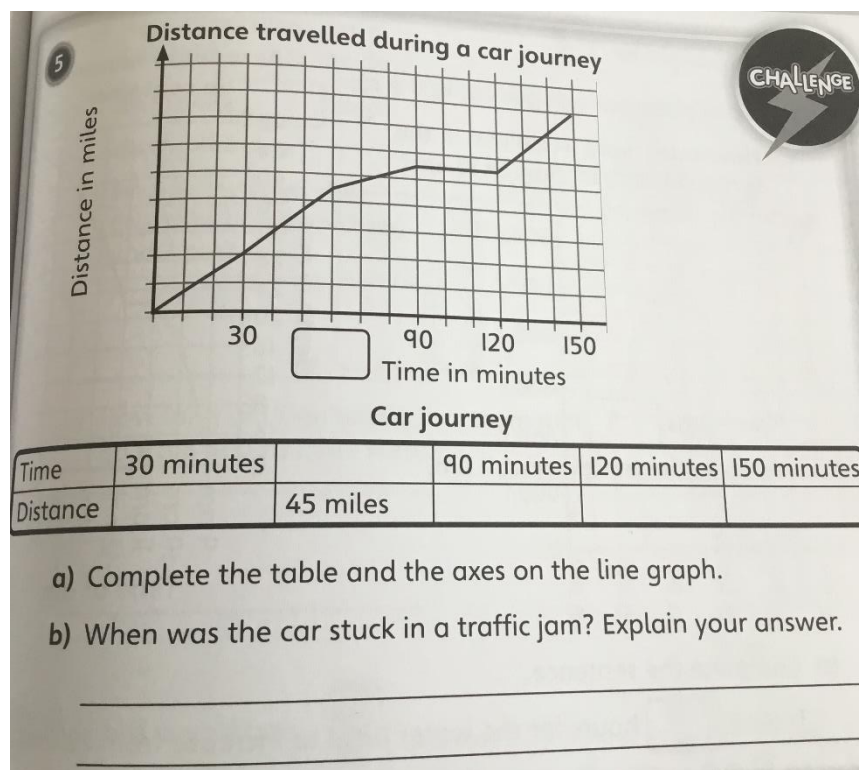
Challenge: Have a go at the challenge in the picture this week!

Explain your answer to these questions by writing in full sentences or by discussing them with somebody in your household!

1. Would a line graph be a good way to present this data? Explain your answer.

People's favourite colour	
Blue	12
Yellow	10
Green	16
Red	8

2.



Your fourth task this week is not looking at statistics. Instead we would like to recap and revisit our learning about negative numbers with you!

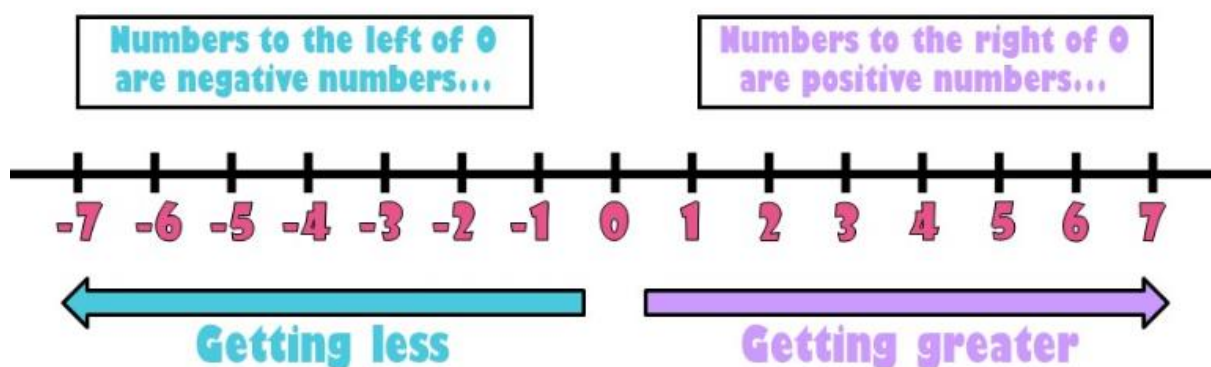
Task four:

Start this task by completing the supermovers! Listen carefully to the lyrics as you go - [Negative numbers supermover](#). You might remember this from dancing in class!

[Task four activities](#) - have a go at these different activities to help you revisit your learning.

Remember that the further away from 0 we go, the smaller the number. For example: -10 is smaller than -4. This is different to when we compare positive integers (if they were positive 4 would be smaller than 10).

Using a number line is a great way to begin understanding negative numbers...



PE:

This week we have chosen four activities for you to have a go at! Choose which one you would like to do or you can have a go at them all 😊

[PE with Joe!](#) Complete Joe's daily workouts and take part in dress up Friday!

[Supermovers - conjunctions with Laura Bubble](#)

[I'm still standing dance](#) or [Zumba: Happy](#)

Topic:

Task one: Geography

This term we are going to travel around the world! Looking at a World Map, can you name and locate the seven continents?

Have a go at this game where you need to place the continents and oceans around the world. [Geography](#)

Pick a continent and then identify a country within your chosen continent. Use the interactive world map powerpoint we have attached to begin finding out about each continent.

Create a project to share your research with everybody (you could email a photo into the office for us to share on the blog or use the 'how to share' blog post to help you). Your project can take any form you like - perhaps you might make a video about your

findings, a news report where you could interview yourself or a sibling, a powerpoint presentation or a poster. Be as creative as you can!

Task two: PSHE – How can I make a difference?

This week we would like you to complete this PSHE activity looking at how you can make a difference. Think back to our work on the British Values and learning all about Democracy and the Rule of Law during Parliamentary day and the Big Legal Lesson. Can you remember what democracy means? What about the rule of law?

Think about these questions:

- What are our school rules?
- Why do we have class and schools rules?
- Why do we have rules about things we do online?
- What should happen if someone breaks the rules?
- What would happen if people didn't keep to the rules?
- Is it ever OK to break a rule?

Now think about how rules are made – think back to our work on the Big Legal Lesson to help you. Who do you think makes the rules at school? Who do you think makes the rules at home? Who do you think makes the rules at a swimming pool? Does everybody agree what the rules should be?

Think about these scenarios and discuss these questions: Who do you think makes the rules? Is it possible to help make or change the rules and if so how would you go about doing it?

- The rules in a game you are playing at playtime
- The rules about what you are allowed or not allowed to eat at lunchtime
- The rules you have in class at lesson time

Are there any other rules you think should be changed and why? How would you go about this? Write a short paragraph about which rule you would like to make or change, why and how you could begin doing this.

Which group of elected children can you speak to at school who can help discuss your ideas?

Optional task:

This week we would like you to focus on the environment and how we can look after the planet and the amazing creatures that we share it with.

Have a go at making a [Bee rest stop](#) or [a bird feeder](#).



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.