



Home learning for Year 4

Week Beginning Monday 22nd June 2020

Spelling:

Last week you looked at the 'ous' suffix and created posters about the rules of how to add it to a root word. This week we would like you to practice these spellings (the words you had last week) using one of the [Queensway spelling activities](#). Look out for words containing the 'ous' suffix around you this week. What words did you spot and where did you see them?

This week we are going to look at some prefixes - dis, im, in and il. Remember that a prefix is a letter or a group of letters that go at the beginning of root words to change their meaning.

Dis, im, in, ir and il - all mean not. They change the meaning of the root word to the opposite. For example: legible - illegible means that the writing is not readable.

Watch this video to help you: [Wonderful words: Prefixes](#)

When you add these prefixes to the root word, sometimes the spelling may change due to the first letter of the root word. Here are the golden rules of when to use these prefixes:

| Prefix | Use it when | Example |
|--------|---|--|
| ir | The root word begins with 'r'. | irreversible |
| im | The root word begins with 'm' or 'p'. | immature impossible |
| il | The root word begins with 'l'. | illegal |
| in | The root word begins with any other letter. | incapable inefficient inadequate |
| dis | The root word stays the same. | Dissimilar Disinterest Disbelief |

For your spelling activity this week, sort the root words into the correct prefix. You will spot another prefix 'un' which you have looked at in previous years - it also means not. Which words fit with this prefix?

Challenge:

What is happening here? Write a sentence about each of these pictures using the prefix provided.

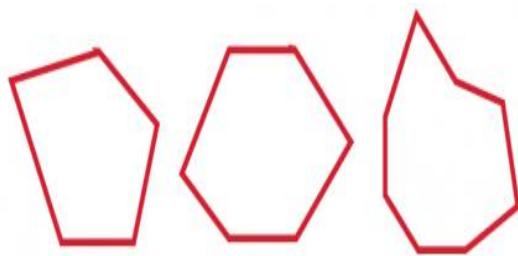


Dis

in

red your own
we'll get in understand
maybe get the. It's not
use & will Derfus,
the more people that
more people that will be
I don't know a.
We Derfus, when a
- but it's somet

il



ir

Grammar: To understand the difference between formal and informal language.

Do you know the difference between when to use formal and informal language? This is going to be our focus for grammar this week and you can apply your understanding to your English work.

| Formal language | Informal language |
|---|---|
| <p>This is used for more serious, official purposes such as writing a letter to your head teacher, the queen or writing a job application. The correct grammar and standard English should always be used.</p> <p>When you are writing a letter to somebody you do not know, formal language should always be used.</p> | <p>This is used for casual, less serious purposes such as writing a text to a friend or writing a letter to your gran. Chatty language can be used here, along with abbreviations (e.g TV, PE).</p> |

Have a go at the activities included in the attached powerpoint!

Reading:

This week we would like you to develop your skills with reading and retrieving information from a non-fiction text. We have chosen an inspiring athlete for you to learn about this week: Kobe Bryant!

Please read the information text about him and have a go at answering the questions. Think carefully about what information is relevant to the question! Read the text a few times before looking at the questions to ensure that you have understood what is written. This will help you when answering the questions as you will be able to find the exact information that you need. You need to use the evidence from the text rather than use your own knowledge about the topic. **Watch our video to help you** ☺

Top tips:

- Identify key words to help you answer the question correctly
- Skimming and scanning – look at the text and scan to find where the relevant information will be. You could look at the sub-title of each paragraph or the first sentence to help you identify if the paragraph is relevant to the answer.

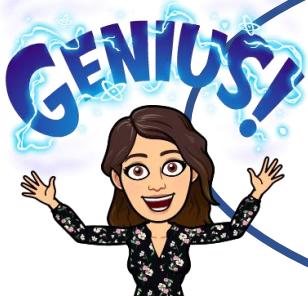
Optional task:

Look at the reading activity all about Howard Carter, who discovered Tutankhamun's tomb.

English: This week we have an exciting challenge for you. Mrs Horbury-Jakeman has decided that she would like to update our school sports day and include some new, exciting sports! She's looking into new sports that we could include and would like your help. As you are trying to get your chosen sport included in a whole school sports event, you will need to think carefully about which sport you choose.

Task one: To identify the features of a persuasive letter.

Watch the video on our youtube playlists, where you will be looking at the features of a persuasive letter! You will be thinking about what you need to include when you are writing to Mrs Horbury-Jakeman.



After completing your grammar task this week, you will already know which type of language to use!

Task two: To plan a persuasive letter

Think about your chosen sport:

- Why do you enjoy it?
- Why would it be good to include it on sports day?
- What are the benefits of your chosen sport? (this could be benefits to your physical or mental well-being through partaking in this sport).

Use the planning template to help you decide on each paragraph and refer to the model to help you. Is there anything you would like to magpie?

Task three: To write a persuasive letter.

Using your plan, write your persuasive letter about which sport you would like to see and take part in on sports day!

Remember to include those key features we talked about in task one.

We would love to see your work and so would Mrs Horbury-Jakeman! Please send a copy of your letter to the office via email or you could post your letter to school! If you would like to send your letter in the post for Mrs Horbury-Jakeman to read, please ensure that you get

your parents to check it first. If you don't feel comfortable using your home address within your letter, please use the Queensway School address instead as both addresses.

Maths:

This week we are going to revisit our learning about place value!

Task one: To recognise the place value of each digit in a 4 digit number.

Place value use the link to watch the videos and then complete the activities. Once you have finished this, have a go at the activities below.

I am thinking of a number, which number am I thinking of?

Watch our video to help you solve these riddles! For some of these questions we have given you options to work with but there are many answers that each could be.

| | |
|--|--|
| <p>I am less than 27 hundreds. I am a multiple of 3. If you halve me, you do not get a whole number (integer). If you round me to the nearest 100, I round up. Which number am I?</p> <p>a. 3273 b. 1371 c. 1094 d. 2347</p> | <p>In the thousands place I am the sum of 4 + 0. In the hundreds place I am the difference of 10 - 1. In the tens place I am a 3. In the ones place I am an even number smaller than 8 but larger than 4. The sum of all my digits is 22. Which number am I?</p> |
| <p>I am greater than 52 tens. I am less than half of 1200. If you round me to the nearest 100, I am 500. I am even. Which number am I?</p> <p>a. 540 b. 516 c. 527 d. 539</p> | <p>I am greater than 4500. I am not a multiple of 5. My nearest thousand is 8000. If you round me to the nearest 10, I round down. Which number am I?</p> <p>a. 906 b. 8095 c. 8207 d. 7773</p> |
| <p>In the thousands place I am the product of 2×7. In the hundreds place I am an even number larger than 2 but smaller than 6. In the tens place I am the difference of 9-1. In the ones place I am a 6. The sum of all my digits is 20.</p> | <p>I am less than 3500. I am one away from a multiple of 5. My digits are in descending order. If you halve me, you get a whole number. Which number am I?</p> |

Which number am I?

- a. 5421
- b. 2862
- c. 874
- d. 1059

Challenge: Can you solve these problems?

Jeff says

My number has fifty three
hundreds, 6 tens and 4
ones

Hafsa says

My number has five
thousands, three hundreds
and 64 ones

Who has the biggest number?

Explain why.

Deeper understanding

Claire thinks of a 4 digit number. The digits add up to 12. The difference between the first and fourth digit is 5. What could Claire's number be?



Spicy

Use the clues to find the missing digits.

| | | | |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|

The thousands and tens digit multiply together to make 24.

The hundreds and tens digit have a digit total of 9.

The ones digit is double the thousands digit. The whole number has a digit total of 18.

Deeper understanding.

Ava thinks of a 4 digit number. The digits add up to 12. What could Ava's number be?



Mild

Deeper understanding.

Claire thinks of a 4 digit number. The digits add up to 12. The difference between the first and fourth digit is 5. What could Claire's number be?



Hot

Use the clues to find the missing digits.

| | | | |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|

Task two: To compare and order numbers beyond 1,000.

Use the [interactive dice](#) to get 4 digits. Using these 4 digits, create 3 or 4 numbers (you do not have to use all of the digits each time) and then compare them from smallest to largest. Explain how you know that one number is bigger than the other by completing this sentence each time.

I know that _____ is bigger than _____ because _____

Once you have done this a few times, [play this game](#) (you will need flash player for it to load). Click on numbers to 10,000. You might want to have a go at the decimal ordering too ☺

Task three: To be able to round any number to the nearest 10, 100 or 1000.

Watch these BBC videos and then complete the activities.

<https://www.bbc.co.uk/bitesize/articles/zjf492p>

Then have a go at this activity to develop your fluency.

| Number | Nearest 10 | Nearest 100 | Nearest 1000 |
|--------|------------|-------------|--------------|
| 567 | | | |
| 1245 | | | |
| 3484 | | | |
| 2150 | | | |
| 9951 | | | |
| 10,078 | | | |

Task four: To solve problems using place value knowledge.

Have a go at the 'Deca Tree' problem - can you work out how many leaves were left on the tree?

Think about these questions to help you:

- How many leaves are there on ten twigs?
- How many leaves did the Deca Tree have before the woodcutter came along?
- How many leaves did the woodcutter chop off each time?

Ask us for the answer once you have had a go - you could post your working to the blog too!

Optional activity:

Play a game of Yahtzee against a partner! Use a dice if you have any at home or use this [interactive dice](#):

We have included different varieties of the score card in case you wish to challenge yourself!

PE:

This week is National Sports week and we have chosen 5 activities for you to take part in at home.

The values you will be looking at this week are: togetherness, inclusivity and wellbeing. We would like you to see how many people at home you can encourage to take part and join in your activities!

You need to try and challenge yourself with these activities. Maybe you could see how many activities you can do in one day or if you can complete one every day of the week. It is really important to spread the excitement and try to get others in your family involved.

Activity one:

Right way, wrong way: Can you turn everything the wrong way as somebody turns everything the right way in 60 seconds? You could play this in teams as a relay.

Activity two:

Frisbee golf: get creative around your house and outdoors! Set up a course and decide how many shots you are allowed per hole. This is a great activity to play as a team.

Activity three: *This activity is best played with others if you can!*

Wastepaper basketball: this is just like the games of 'trashket ball' that some of you will have played before. Set up a basket and challenge someone to beat your distance. You could also try new ways of shooting the wastepaper into the bin. Why not try adding a maths, spelling or grammar element to this game? You could create a set of questions and if you correctly solve the question, you are able to take a shot!

Example questions: *what is 9×8 ?, In the sentence 'Sally, who was a giant horse, ate the green, dusty hay' which word is the verb? How do you spell dangerous?*

Activity four:

Lots of you have been telling us about going out on bike rides or walks whilst you have been at home so this activity is to go for another bike ride. If you do not have a bike or would

prefer to do something else, you could go out on your scooter or simply go for a walk. You might find a new route, challenge yourself to go further or create a time trial. Stay safe and take notice of your environment!

Activity five:

Disney dance along: Now we know how much some of you love Disney songs so this challenge is to choose your favourite Disney soundtrack and create a dance. You could do this on your own or you could get others involved and perform it! For inspiration, check out these [Disney themed dances](#).

Upside down challenge: Can you balance something on your body as you turn upside down? Headstands, handstands, balances – get creative. Make sure you do this where you have plenty of room and somewhere soft to land!

Take photos, videos and make memories! Be creative about how you remember this time at home!

We would love to see them so please comment on the blog and tell us about the activities you have completed or send photos into the school office!

Topic

Task one: Science – Habitats

This term you are going to be learning all about Habitats and the animals that live there. Before you begin your topic task this week, have a little think about what makes a habitat. Now think about the 7 life processes that show if something is alive, never alive or once alive. Can you name these different types of habitats?





Can you think of any others that we have not included? What animals might you find in each of these habitats?

This week you are going to be learning all about classification! There are millions of species on Earth - it is hard to imagine so many living things. All species are different although some are closely related. Can you think of any?

For example: the chimpanzee is closely followed by gorillas. Watch this [clip](#) from David Attenborough all about chimp tricks.

Living things are classified by their characteristics and this is similar to a library full of books. This still leaves us with millions of living organisms so we need to create further categories. The categories that we use must be accurate and descriptive to ensure that they are classified correctly. Watch the clip here before you begin your task: [What is classification?](#)

Classifying Animals

Vertebrates

Vertebrates have a backbone

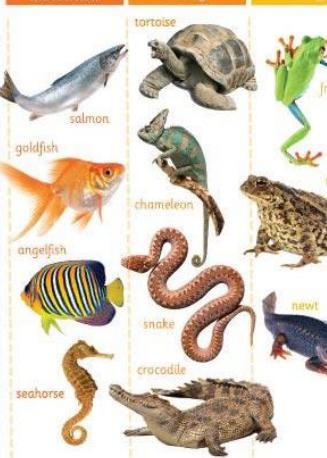
Warm Blooded

| Mammals | Birds |
|--|---|
| Mammals usually have hair and feed their young on milk. They give birth to live young. | Birds have bodies covered in feathers and their forelimbs are wings. They have scaly legs and beaks. Their young come from hard shelled eggs. |



Cold Blooded

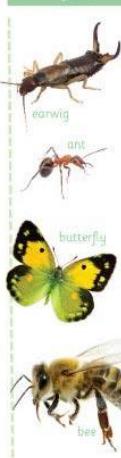
| Fish | Reptiles | Amphibians |
|---|---|---|
| Fish live in water and breath through gills. They have scaly legs and beaks. Their young come from hard shelled eggs. | Reptiles have dry scales skin and moist lay eggs. They get their oxygen from lungs. | Amphibians like moist or damp environments. They breath through their lungs as well as their skin. Their young hatch from eggs. |



Invertebrates

Invertebrates don't have a backbone

Insects



Arachnids



Molluscs



Annelids



Crustaceans



Echinoderms



Protozoa



Protozoa are tiny one-celled animals that can only be seen with a microscope.

Research two categories that living things can be classified by and write your own short description.

For example: you might research what characteristics make something a bird and a molluscs and then write a few sentences to describe each category.

Leave your explanations as a comment and we can use them for next week's home learning!

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.