



Home learning for Year 4

Week Beginning Monday 8th June 2020

Spelling and grammar: To use an apostrophe to show possession (plural and singular).

This week we are going to revisit our learning that we did in class all about apostrophes! For your spelling and grammar work this week, we would like you to think about how apostrophes are used to show singular and plural possession.

<https://www.bbc.co.uk/bitesize/articles/znyf382>

Watch the video above to help you recap and read through the guide to help you. You could try the quiz about apostrophes too.

Remember that when the noun ends in an s, you can just add an apostrophe after - you don't need to remember 's'.

For example:

Miss Ross' dog is called Joss.

Miss Ross is a **singular noun** (there is only one of me!) which ends in an s, so you just need the apostrophe.

The twins' parents were going to help them bake a cake.

Twins is a **plural noun** (there is more than one) which ends in an s, so you just need the apostrophe.

The children's teacher enjoyed reading them a story before home time.

Children is a **plural noun** (there is more than one) but it does not end in an s. Therefore, you need to have 's to show possession.

You must be careful though! You do not need to use an apostrophe every time a word ends in an s - it is to show ownership of something. Think carefully about what you are writing and whether it needs an apostrophe or not.



For example:

The socks were very smelly and needed a wash.

This sentence is not discussing ownership of the socks so therefore 'socks' does not need an apostrophe.

Using the picture below, write a few sentences that need an apostrophe to show belonging. Think about singular and plural nouns!



Challenge: Be the teacher!

Write some sentences for an adult in your house, can they put the apostrophe in the right place?

Reading:

Please remember to continue reading daily at home - you could read aloud to a parent or a sibling, or read to yourself.

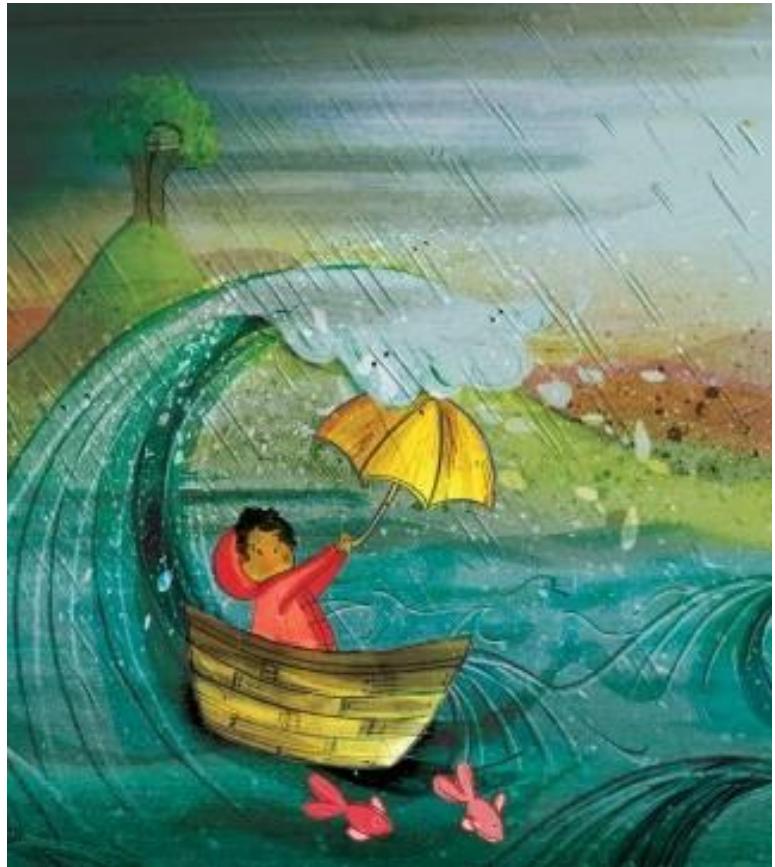
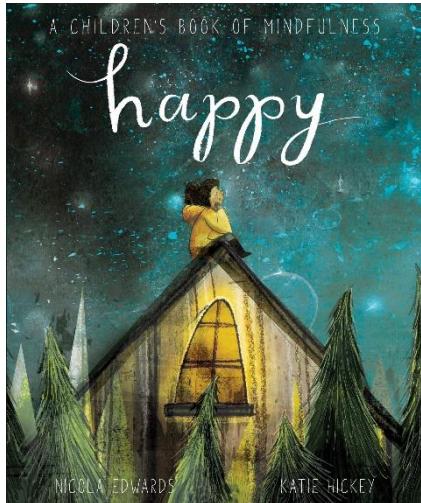
There is a video lesson to help you with this task - check out our class youtube playlists!

This is a picture from a book called 'Happy: a children's book of mindfulness'

∴ How does this picture make you feel? Why?

∴ How do you think the little girl is feeling?

- .. What does the illustrator's use of colour show you?
- .. What do you think the girl is thinking?
- .. Why has the illustrator chosen to show the wave crashing over the girl?
- .. What do you think might happen next?

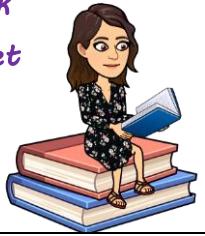


Challenge: Become a detective!

Find a picture on Pobble, Once Upon a picture or in your own story book and think about what the illustrator is trying to tell you.

- .. What is happening in the picture? How do you know?
- .. How does the setting/character feel?
- .. Why do you think...?
- .. What does the colour show about the atmosphere?
- .. How do you think...is feeling? How do you know?
- .. What do you think happened just before or just after this photo?
- .. How can you tell...is feeling...?
- .. Does the title tell you anything about the story?

We will be posting a class story time on our youtube playlists this week too, so keep any eye out for the next instalment of 'Pepi and the secret names' and 'Roar'!



English: To write an information text about the digestive system.

This week we would like you to create your own report all about the digestive system! You can conduct your own research to help you with this and we would suggest completing the topic lessons before you begin your English this week ☺

Task one: To identify the features of an information text.

Please watch the video on our class youtube playlists to help you with this lesson! Looking at the sections of the report we have uploaded for you, see which features you can identify. Once you have done this, have a go at answering the questions below:

- .. Find and copy **two** examples of expanded noun phrases in the introduction.
- .. Why does an information text sometimes use 'Did you know?'
- .. Identify **three** examples of technical vocabulary in the paragraph about the intestine.
- .. What is the importance of a sub-heading?

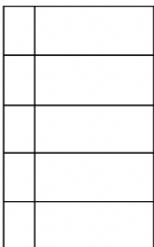
Task two: To plan an information text.

In order to help you write your own report about the human digestive system, you will need to plan each section to help you. Use your poster (topic work) to help you add in details you would like to include. From task one, think about the key features you are going to use in each paragraph – you could always underline these in different colours to make sure you are using them throughout your writing.

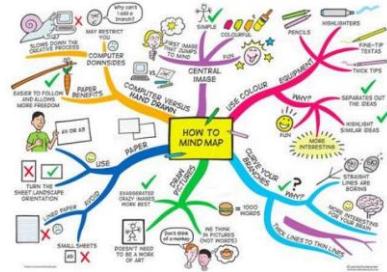
Remember, you can split your writing into paragraphs. You may use more than one paragraph per section – think about what makes a paragraph and revisit last week's learning to remind yourself if needed.

Just like last week, you can plan in which ever format you prefer!

Box Up:



Mind map:



Either of these two methods may be easier for you to use and help to make it clear when you begin writing your report.

Task three: To write an information text about the digestive system.

In this lesson, we would like you to use your work from this week and your knowledge of the digestive system to help you write your own information text. It is important that you use your planning to help you!

Task four: To edit and improve my writing.

Re-read your writing from this week and look at the features from the first task. Are there any you didn't put into your writing? Think about how we edit at school, is there something you would like to improve? Perhaps, you would like to put an adverbial into your sentence or develop your expanded noun phrases so they are more formal?

For example:

Contracting oesophagus

Powerful, acidic stomach

Maths:

This week we are going to start looking at statistics and interpreting different graphs.

Task one: To read and interpret data.

Being able to read and look at data is an important skill and can be used in a variety of ways as you grow older. Data can be used to look at and show patterns – it can be used by shops or schools to predict trends.

Watch the video on our youtube playlists to learn how to interpret bar charts. Whilst you are watching the video, complete the activity and then have a go at the question

attached to the blog post. In this activity you will also be looking at pictograms – think back to your previous learning about these but remember they can be interpreted in the same way. Make sure you check the value of the picture in the pictogram.

You could have a go at playing this game too!

<https://mathsframe.co.uk/en/resources/resource/51/bar-charts>

Task two: To read and interpret data on line graphs.

In this lesson, we are going to be looking at line graphs. Line graphs are another way to show data and help to visualise any patterns. Have a go at the questions attached, there are three levels so you can choose which you would like to start with. If you feel confident, why not have a go at the next challenge?

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

Using your knowledge of being able to read and interpret data, we would like you to have a look at the questions attached to the blog post. Think carefully about how to read the different types of graphs! If you aren't able to print the pages, don't worry! Just have a go at answering the questions you can on the screen or you could draw out your own charts on paper.

Please choose the level you think you are able to answer. You can always give the next level a go too if you are feeling confident ☺

Challenge:

Have a go at these reasoning problems, try and think about the sentence starters we have on our maths walls which can help you e.g I agree with... because..., I disagree with...because..., I used... to work this out and found...

Remember to justify your reasoning in full sentences – how do you know? Prove it!
You can either say your reasoning aloud, write it down or you could comment it on

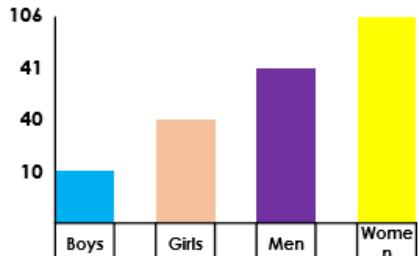
True or false?

The lines on a chart are called axels.

Explain your answer.

the blog so we can see ☺

9b. Mr Fallon says this bar chart is not easy to interpret.



Find 3 ways you could improve the chart.

8a. True or false?

The scale should always start at 0.

Explain your answer.

PE:

This week we would like you have a go at the third task of the sock fest games!
There are two activities this week: boccia and a music task.

What is boccia?

Boccia is a ball game with precision! The aim of the game is to test your muscle control and accuracy whilst trying to get the ball (or rolled up socks) as close to the marker as possible.



Boccia is an important sport for Paralympians and is usually played sitting down. Balls can be thrown, kicked or rolled down a ramp and there are different ways of playing to support the athletes. At the London 2012 Paralympics, Team GB earnt a silver and a bronze medal in the game!

Oxfordshire School Games SOCK FEST 2020!



Boccia

Equipment

Balled up **SOCKS** (5 pairs)
Tea towel

Change it up!

- Move closer/further away
- Time limit
- Larger/smaller target
- Play against an opponent
- Create different point zones

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.



Oxfordshire School Games SOCK FEST 2020!



Cultural Activity 3

Your third challenge is to pick a song that reflects one or more of the School Games values, and let us know why you think that song represents those values?

It could be because of the title of the song i.e. **Respect** by Aretha Franklin, or it could be because of the lyrics i.e. Hall of Fame by The Script (**Self-Belief**) or it could be a song that you heard during a certain activity or sporting moment.

You can share your songs with us using **#OxonSchoolGames** & **#SockFest** on social media or email us at schoolgames@activeoxfordshire.org



#OxonSchoolGames



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

You could also have a go at these activities this week:

<https://www.youtube.com/watch?v=yWVuC6PdZJI&safe=true> Just dance: Magical Morning by the just dance orchestra.

<https://www.youtube.com/watch?v=f2NZg6Sr9qo&safe=true> celebrate - Go Noodle!

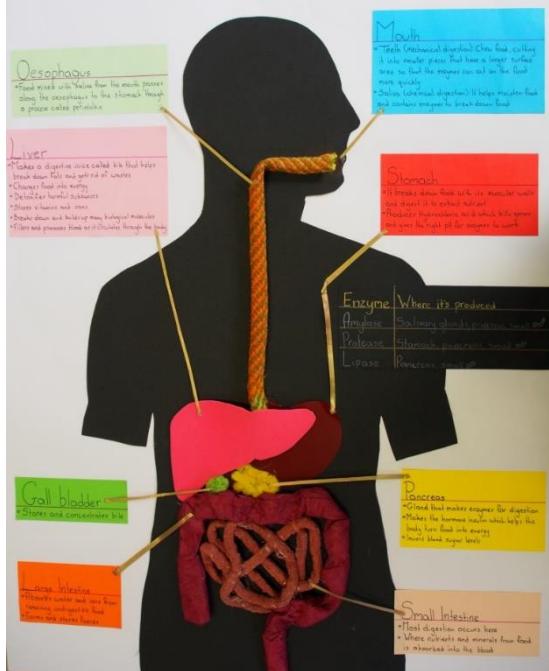
Topic: Science - The digestive system.

Watch the videos on BBC Bitesize to learn about the process of digestion. What happens to the food you eat as it passes through the different stages?

<https://www.bbc.co.uk/bitesize/topics/z27kng8>

Using your comic strips and your knowledge of the optional experiment we had in week 5 to help you, make a poster all about the process of digestion. Here is an example of something you could create!

THE DIGESTIVE SYSTEM



Use these links too for extra information you may wish to add -

https://youtu.be/_QYwscALNng

<https://www.theschoolrun.com/homework-help/human-digestive-system>

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.*