






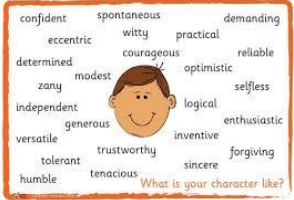






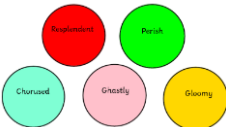





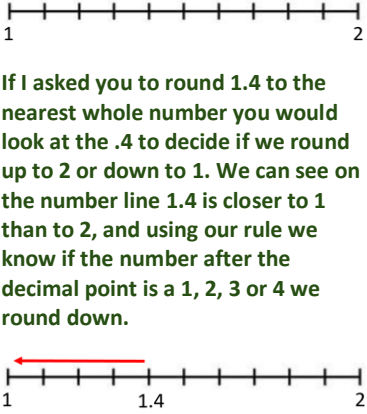





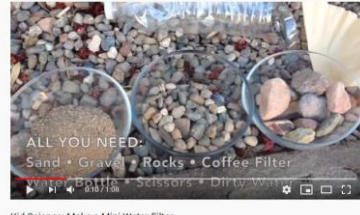
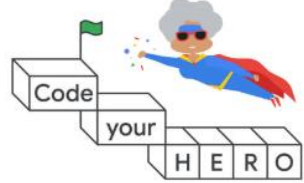


Year 4 Home Learning



	Monday	Tuesday	Wednesday	Thursday	Friday
English					
Character and setting descriptions	<p><u>Expanded Noun Phrase River</u></p> <p>https://www.youtube.com/watch?v=IXz9EqKC63g</p>  <p>Watch and listen to the story 'A river' by Mac Martin.</p> <p>Draw on a sheet of paper your own winding river. Inside the river write down as many expanded noun phrases as you can think of to describe the river journey in the book. What did she see? What did she smell? What did she hear? e.g. speeding, zooming cars tall, cascading waterfall</p> <p><u>Why not try?</u></p> <p>https://www.youtube.com/watch?v=IXz9EqKC63g</p> <p>Watch and listen to the story 'A river' by Mac Martin.</p> <p>Write down on a sheet of paper all of the different adjectives (describing words) that you heard in the story.</p>	<p><u>Setting Description:</u></p>  <p>https://www.youtube.com/watch?v=VXPXkAhB6ek</p> <p>Listen to this river soundscape. As you are listening, create a setting description where you concentrate on using interesting verbs (doing words) e.g. The water trickled</p> <p>The river gushed and rushed along the bank</p> <p>Challenge: Can you use a simile? The river bursts through the dam like a powerful explosion</p> <p><u>Why not try?</u></p> <p>https://www.youtube.com/watch?v=VXPXkAhB6ek</p> <p>Listen to this river soundscape and create a word bank of all the different words that come into your head as you listen to the sound of the river e.g. waterfall, sea, ocean etc</p> 	<p><u>Using your senses:</u></p> <p>If you could go on a journey down a river, which river would you choose?</p> <p>Research a river of your choice e.g. The Thames, The Amazon, The Nile etc.</p> <p>Divide your page into 5 sections and describe what you will be able to see, hear, smell, taste, touch and taste along your chosen river.</p>  <p>Once you have come up with your sensory idea, try and arrange them into sentences.</p> <p>e.g. As I wandered along the long, winding Amazon I waved my hand though the warm, flowing water. The bright, red sun beamed down on my shoulders.</p>  <p>showbie</p> <p><u>Why not try?</u></p> <p>Find out 5 interesting facts about a river of your choice and write or type them down or type them up into full sentences.</p>	<p><u>Varying your sentence starters:</u></p> <p>Draw a picture of your chosen river with all the different buildings/people/surroundings you encounter along the way</p>  <p>Once you have drawn your picture, have a go at describing what you see along the river using the different sentence starters below:</p> <p>Use an adverb e.g. Interestingly, I saw...</p> <p>Use a verb with +ing e.g. Flowing downstream I saw...</p> <p>Using a verb with +ed e.g. Amazed, I turned around and saw...</p> <p>Use a prepositional phrase e.g. Under the water there was...</p> <p>Use a simile e.g. Like a mirror, the river reflected</p> <p><u>Why not try?</u></p> <p>What river did you choose to research yesterday? Describe the river using your senses.</p> <p>Divide a sheet of paper into 4 sections: What I can hear? What I can see? What I can feel? What I can smell? Complete each section with a bank of words</p> 	<p><u>Character Description</u></p> <p>Invent a character that will be travelling down your river. What will they be like? Will they need to be brave? Will they need to be adventurous?</p>  <p>In the middle of your page draw your character and around your drawing write down adjectives to describe their appearance and personality</p> <p>Challenge: What might your character say as they travel down the river? Can you include an example of this around your drawing too? e.g. 'I wonder what creatures are lurking in this river?'</p> <p><u>Why not try?</u></p> <p>Who would travel down your river? Create a character to travel along your river. What is their name? What do they look like?</p> <p>Draw an outline of your character and write a list of facts about that person inside it. Try and describe them using adjectives.</p>

					
<p>Spelling</p> <p>Spelling: Use your spelling lists to complete the following activities:</p>	<p>Hangman!</p> <p>Spelling words: although, appear, answer, arrive, believe</p> <p>Alternative spelling group: Words ending in +el tunnel, funnel, squirrel, caramel, channel</p> 	<p>Write each spelling word in a sentence, draw a picture to represent each word.</p> 	<p>Create a spelling scribe</p> 	<p>Play a game of Pictionary with a member of your family - you must be able to spell the word when you guess it!</p> 	<p>Complete a spelling dictation test with someone else in your house - how many words can you spell correctly?</p> 
<p>Reading</p>	<p>Read the next couple of pages of your reading book...</p> <p>Can you pick out some words you haven't heard before and find out their meaning? Can you make an action so that you remember them?</p> 	<p>Read the next couple of pages of your reading book...</p> <p>Can you and someone else in your house play word splat with the new words you have found using your actions? Do you have any more you can add?</p> 	<p>Read the next couple of pages of your reading book...</p> <p>What do you predict is going to happen next in the story? Use evidence from the text to explain your answer!</p> 	<p>Read the next couple of pages of your reading book...</p> <p>Can you find any powerful words in your text? Write them down and look up their meaning in a dictionary so you can use them in your writing in the future.</p> 	<p>Read the next couple of pages of your reading book...</p> <p>Can you summarise what you have read this week? What are the main things that have happened?</p> 
<p>Maths</p> <p>Fractions and decimals</p>	<p>L.O: To round decimals</p> <p>White Rose, Summer term, week 2, lesson 1</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Why not try:</p> <p>When we round decimals we look at the number after the decimal point. If the number is 1, 2, 3 or 4 you round down, if it is 5,6,7,8 or 9 you round up.</p> <p>Draw a number line from 1 to 2:</p>	<p>L.O: To find halves and quarters</p> <p>White Rose, Summer term, week 2, lesson 2</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Why not try:</p> <p>To find half of a number we have to share it into two equal groups.</p> <p>Can you find 10 objects. These all represent one tenth and all together they represent 1 whole.</p>	<p>L.O: To recognise pounds and pence</p> <p>White Rose, Summer term, week 2, lesson 3</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Why not try:</p> <p>Remember £1 is equal to 100p With an adult can you have a look at some real money and see if you can identify the different coins. Can you put the money into groups and write down how much is in each group. For example:</p> 	<p>L.O: To order money</p> <p>White Rose, Summer term, week 2, lesson 4</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Why not try:</p> <p>Remember £1 is equal to 100p If £1 = 100p, £2 = 200p and £3 = 300p, how many pence are in £4? £5? £6?</p> <p>Can you tell me which amount is larger or are they the same?</p>	<p>Friday maths challenge!</p> <p>White Rose, Summer term, week 2, lesson 5</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Why not try:</p> <p>Your Friday challenge is to open a shop in your house! I want you to select 4 items to sell to a member of your family.</p> <p>You need to write a price tag for each item and make sure all the prices are different. Then order</p>

	 <p>If I asked you to round 1.4 to the nearest whole number you would look at the .4 to decide if we round up to 2 or down to 1. We can see on the number line 1.4 is closer to 1 than to 2, and using our rule we know if the number after the decimal point is a 1, 2, 3 or 4 we round down.</p> <p>So 1.4 rounded to the nearest whole number is 1. Can you round 1.2, 1.5, 1.7, 1.9, 1.1 and 1.8 to the nearest whole number using a number line?</p> <p>Challenge: Can you draw a number line from 2 to 3 and ask an adult to pick a decimal point for you to round?</p>	$\frac{1}{10}$ <p>Can you share the objects equally into two groups. How many tenths are in each group? Can you have a go at using your knowledge from last week to write that fraction as a decimal? Remember</p> $\frac{1}{10} = 0.1$ <p>Now, can you divide your objects into 4 equal groups. How many tenths are there in each group? Can you have a go at writing this fraction as a decimal?</p>	<p>10 p + 50p + £1 The pounds go first and the pence go after the decimal point so here I have: £1.60</p> <p>Challenge: Using our knowledge we know that £1 = 100p. Thinking about hundredths, let's see what we know ...</p> <p>£1 = 100 p</p> <p>10p = $\frac{10}{100}$</p> <p>Can you show me how many hundredths 20p would be? Or 30p?</p>	 <p>£1 OR £2</p> <p>What about...</p>  <p>200p OR £2</p> <p>Can you explain your answer to an adult?</p> <p>Using real money can you ask an adult to make two different amounts? Can you write down how much money is in each group and then explain which one has the most amount of money and why?</p>	<p>them from the cheapest price to the most expensive in your shop.</p> <p>When your adult buys your item check that they have given you the correct coins!</p>  <p>Extra challenge: Can you write your prices using only pence, remember:</p> <p>£1 = 100 p</p>
<p>Afternoon Activities:</p> <p>Art- Wellbeing cards</p> <p>Science: Developing Experts Lesson 3</p> <p>PE: Cosmic Kids Yoga</p> <p>Geography: Water treatment</p> <p>Computing:</p>	<p style="text-align: center;">Art</p> <p>This week we would like you to make a card to brighten someone's day. This could be for someone in your household or to post to a care home or elderly relatives. We would love for you to use your excellent knowledge of Claude Monet to inspire the front of your cards. Here is some more of his fantastic work around water:</p> 	<p style="text-align: center;">Science</p> <p>Log in to Developing Experts https://www.developingexperts.com</p> <p style="text-align: center;">L</p> <p>Complete Lesson 3: Investigate how temperature effects states of matter</p> <p>Watch the presentation and complete the drying investigation</p> <p>However, if you do not have a thermometer have a go at the research task found in the handout: Research what temperature the materials need to change state.</p>	<p style="text-align: center;">P.E</p> <p>For your second Wellness Wednesday, can you complete another 'Cosmic Kids' Yoga video?</p>  <p>https://www.youtube.com/user/CosmicKidsYoga</p>	<p style="text-align: center;">Geography</p> <p>https://www.youtube.com/watch?v=RqWV7ozfFNQ</p> <p>Create a mini water filter!</p> <p>If you do not have a coffee filter, a napkin or a paper towel will also work</p>  <p>Kid Science: Make a Mini Water Filter</p>	<p style="text-align: center;">Computing</p> <p>Can you use the 'hour of code' website to complete another coding challenge?</p>  <p>https://hourofcode.com/uk/learn</p>

Coding



Investigate the different temperatures they are changing state.

Research the temperature these materials need to be in to change state.

Material	State change	Temperature (°C)
Aluminium	Solid to liquid	
Carbon	Solid to liquid	
Chromium	Solid to liquid	
Lead	Solid to liquid	
Mercury	Liquid to gas	
Oxygen	Solid to liquid	
Oxygen	Liquid to solid	
Silver	Solid to liquid	
Water	Liquid to gas	

Hint: If the atom is 0°C, what state would you find the following elements in?

Challenge: What are the boiling points for each of the elements listed in the table?

Then watch this video to learn more about how your water is treated in the UK:

<https://www.bbc.co.uk/programmes/p0114f7c>