

Year 4 Home Learning



English

Narrative Writing (building tension and suspense)

Suspense

means waiting for something to happen or feeling uncertain about what might happen.

Tension

means feeling worry, fear, or pressure.

LO: Build suspense and tension in your writing by describing your



Monday

https://www.bbc.co.uk/programmes /p011mxd6

Watch the clip above where author, Malorie Blackman, explains how to create a story filled with suspense and tension.

In your Showbie account you will find an extract from the story, 'The Manor House'. Underline all the ways in which the author describes sights, sounds and feelings in the text.

Why not try?

Ask an adult at home to read to you the extract in your Showbie Account called, 'The Manor House.' As they are reading the text, have a go at drawing a picture of 'Harrow Woods', using all the description from the story to help you.



Tuesday

LO: Build suspense and tension in your writing by varying the length of your sentences:

Using short sentences in moments of high drama increases the pace of your writing and helps to create tension.



https://www.literacyshed.com/thelighthouse.html

Watch the short video above called The Lighthouse and have a go at describing the scene where the boat is approaching the shore using short, punchy sentences. I have given an example of this below

Closer and closer. Nearer and nearer. He frantically attempted to lift the enormous light. Crash! It shattered to pieces.

Why not try?

Click on the link above to watch, 'The Lighthouse'. As you watch the short film, write down a list of all the emotions you feel as you are watching it. e.g. worried, scared.

Complete the sentence below:

The film made me feel because .

Wednesday

LO: Build suspense and tension in your writing by using powerful verb: It is important to use powerful verbs in your writing if you are trying to create suspense.

'I creeped down the stairs,' compared to 'I walked down the stairs,' creates a greater feeling of tension.

Have a look at the picture below of a creature in the woods and imagine what it would feel like if it were walking towards you. Write down 5 sentences, describing how this creature might walk towards you and focus on using **powerful verbs i**n your sentences to create suspense.

e.g. The eerie giant edged towards



Why not try?

Using the image above, write down a list of verbs describing how the creature might move. e.g. creeped, trudged etc

Thursday LO: Build suspense and tension in your writing by using onomatopoeia:

Onomatopoeic words sound like their meanings e.g. Woosh! Bang! Crash! They are often used to create tension and either shock the reader or make you wonder where the noise has come from.



Click on the link below to watch the short video called 'Chaperon Rouge'

https://www.literacyshed.com/chape ron-rouge.html

Write a paragraph describing the moment in the film when the creatures were chasing the girl and try to use as much onomatopoeia as possible.

Why not try?

Read the sound words below and think about what you could do to make that sound yourself. e.g. I trudged through the leaves. Squelch!

Squelch! Bang! Swoosh! Creak! Zoom!

Can you create 5 sentences using the sound words?

LO: Build suspense and tension in your writing by describing the character's physical reaction:

Friday

When building suspense in a story, it helps to show and not tell the reader how your character is feeling. If a character in a story feels scared, to build tension in our writing we need to describe the character's physical reaction. e.g. Sweat began to run down her face.

His legs began to tremble.



Draw a character who feels very scared and label the character with how this has affected them physically. What has happened to their legs? What has happened to their heartbeat? What has happened to their facial expressions?

Why not try?

Think about a time when you felt scared. Did your tummy feel strange? Did your heart pump faster? Write a sentence about what this did to your body.

Spelling

Spelling words: describe, different, difficult, disappear, early

Alternative spelling group: keys, donkeys, monkeys, chimneys, valleys

What letter is missing?

With a member of your family, ask them to write down one of your spelling words but miss out one of the letters. Can you work out which letter is missing?

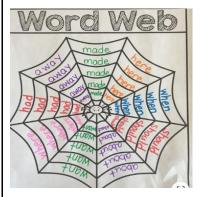


Y_cht

Write down your spellings using different coloured markers or crayons for each letter!



Create a word web using your spelling words:



Create your own wordsearch for somebody in your family using your spelling words



Have a go at using each of your spelling words in a sentence of your choice. Make sure your sentences make sense!



Reading

We are reading:

https://www. youtube.com /watch?v=S MVv-e21 c Listen to the story, 'Cats Ahoy!' You are going to answer some questions on it this week!

https://www.youtube.com/watch?v= S MVv-e21 c

Today, we are going to look at **vocabulary.**

1) Can you find **2 words** in the story that tell us that the fishermen feared 'The Kipper.'

2a) The author wrote that the fishermen's boat was 'laden with haddock from rudder to bow.'. What do you think this means? 2b) Can you think of a synonym for the word laden?



In the story, why do you **infer** that this happened below?

'The cook who had sneaked downstairs for a snooze, was forced to abandon his trousers and shoes.'

Tick the correct answer below:

The cook's trousers had become wet when escaping the boat.

The cook has lost his trousers and shoes.

The cook did not have time to put on his trousers and shoes when escaping the boat.



In the story, Alfonso the cat had a plan.

Explain why Alfonso told all the other cats in the town to 'prepare for a treat'.



Use evidence from the text to support your answer.

Listen to the story carefully and see if you can **retrieve** the answers to these true or false questions....

True or False...

Craddock, the fisherman, thought that his boat had been attacked by a pirate ghost ship.

The fishermen were happy because they had caught so many tuna fish.

The cats had been gone for a whole month.



I have had a go at **summarising** the story we have been reading this week.

Have a go at ordering the sequence of events into the correct order below by numbering them 1 to 4:

Alfonso and his crew of cats scared the fisherman by pretending to be a ghost pirate ship.

Alfonso overheard two men talking about a boat, filled with haddock, on the way to the harbour.

Alfonso and his crew of cats steered 'The Kipper' out into the ocean blue.

Alfonso gathered up all the cats in the town and told them to prepare for a treat.



Maths

All worksheets found on Showbie

Please note: We are <u>one</u> week behind White Rose.

(Week 6- w.b 1st June) L.O: Add 2 or more fractions White Rose, Summer term, week 6 https://whiterosemaths.com/homel earning/year-4/

Why not try? When you add two fractions together with the same denominator (bottom number), you only add the numerators (top numbers) together.

$$\frac{2}{9} + \frac{5}{9} = \frac{7}{9}$$



Have a go at completing the 'Why not try?' activity sheet in your Showbie account. Add the fractions together and shade in the fraction bars to help you.

1.
$$\frac{2}{5} + \frac{1}{5} =$$

L.O: Subtract fractions White
Rose, Summer term, week 6
https://whiterosemaths.com/homel
earning/year-4/

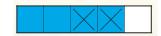
Why not try?

When you subtract a fraction from another fraction with the same denominator (bottom number), you only subtract the numerator (top number).

$$\frac{5}{8} - \frac{2}{8} = \frac{3}{8}$$

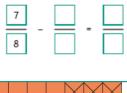
Bar models can help us to subtract fractions.

$$\frac{4}{5} - \frac{2}{5} = \frac{3}{5}$$



Have a go at completing these number sentences and use the bar model to help you:





L.O: Fractions of quantities White Rose, Summer term, **week 6**

https://whiterosemaths.com/homele arning/year-4/

Why not try?

To find ½ of an amount you need to divide the amount by 2



 $6 \div 2 = 3$ so $\frac{1}{2}$ of 6 = 3

To find ¼ of an amount you need to divide the amount by 4



 $8 \div 4 = 2$

so $\frac{1}{4}$ of 8 = 2

Find the fraction of these quantities:



½ of 12



 $\frac{1}{2}$ of 8



L.O: Calculate quantities White Rose, Summer term, week 6

https://whiterosemaths.com/homele arning/year-4/

Why not try?



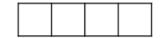
There are 5 counters in each part.

$$\frac{1}{4} = 5$$

5 + 5 + 5 + 5 = 20

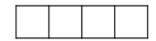
4/4= 20 (This can also be called the **whole** quantity)

Below, the counters are hidden, have a go at working out what the **whole** quantity is from the fraction given.



There are 3 counters in each part

$$1/4 = 3$$



There are 6 counters in each part

$$\frac{1}{4} = 6$$

Friday maths challenge! White Rose, Summer term, week 6 https://whiterosemaths.com/ho melearning/year-4/

Why not try:

Can you complete these fraction challenges?

Fatima has 12 sweets. She shares her sweets and gives $\frac{1}{2}$ to her friend. How many sweets do they have each?



There are 8 fruits in the bowl. $\frac{1}{4}$ of them are apples. How many apples are there?



David and his friends shared some biscuits between the four of them. They have 3 each. How many biscuits did they start with?



Afternoon Activities:

Art: Etching

Science: Dev. Experts-Electricity

PE: Dance

Geography: Upper course of a river

Computing: The Artist Art

John Brunsdon famously made lots of his artwork by using a printmaking technique called **etching**.

Watch Monday's video to find out how to make a **foil etching** yourself!



Science

Log in to Developing Experts

 $\underline{\text{https://www.developingexperts.com}}$

Lesson 1: 'Identify common electrical appliances, construct a



simple, electrical circuit'

Watch the **presentation** up to slide 15 and use the **simulator** to build a simple electrical circuit.

Extra: See how many electrical appliances you can list in your home.

P.E

Dance along to this fun dance routine by Go Noodle!

https://www.youtube.com/watch?v= KhfkYzUwYFk



Geography

The 'upper course' of a river

Click on the link below to find about what happens to water during the first stages of its journey from the source.

https://www.oddizzi.com/teachers/e xplore-the-world/physicalfeatures/rivers/stagesfeatures/upper-course/

In your **Showbie accoun**t have a go at answering the **multiple answer questions** on the upper course of a river!



Computing

Have a go at creating interesting designs using the coding programme, 'The Artist'

https://studio.code.org/s/artist/s tage/1/puzzle/1

