

Year 4

Home Learning Pack 7

For Week Commencing 18/05/2020



This is Year 4's **Seventh** Home Learning Pack. This pack includes information, support and questions for the five English and math tasks that children will be provided through the week.

Where possible, we would like that home learning include:

- ★ Daily reading through the MyON reading site: <https://www.myon.co.uk/login/index.html>
- ★ Daily times tables practise at home or online.
- ★ Completion of the daily English and the daily math task.
- ★ Completion of an additional learning activity (Miss Bailey will recommend activities related to a range of subjects through Class Dojo).

However, we do appreciate that this is a challenging time for families. As such, five tasks have been identified as those we would most recommend focusing on throughout the week.

Look out for this symbol (🔴) in this booklet and the weekly overview.

A message from Miss Bailey:

Due to lack of interest, I **will not** be going on TTRockstars every morning. I can understand that, after 6 weeks, daily games at 9am may have got a little tiresome. Nevertheless, I do continue to recommend time tables practise where possible. Additionally, if your child would like to play against myself on TTRockstars, please drop me a message on Class Dojo and I will try to accommodate this. Thank you all for your understanding.

LIST OF KEY WEBSITES:

ENGLISH

Reading books: <https://www.oxfordowl.co.uk/>

Trapped: <https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

Parts of Speech: https://www.sheppardsoftware.com/grammar/grammar_tutorial.htm

Finish the Story: <http://www.scootle.edu.au/ec/viewing/L1275/index.html#>

Spooky Spellings: <http://www.ictgames.com/mobilePage/spookySpellings/index.html>

MATHS

TTRockstars: <https://trockstars.com/>

Marlon's Magical Maths Mission: <https://mathsframe.co.uk/en/resources/resource/383/Marlons-Magical-Maths-Mission-Multiplication>

Maths Fishing: <https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication>

Maths Archery: <https://mathsframe.co.uk/en/resources/resource/399/Archery-Arithmetic-Multiplication>

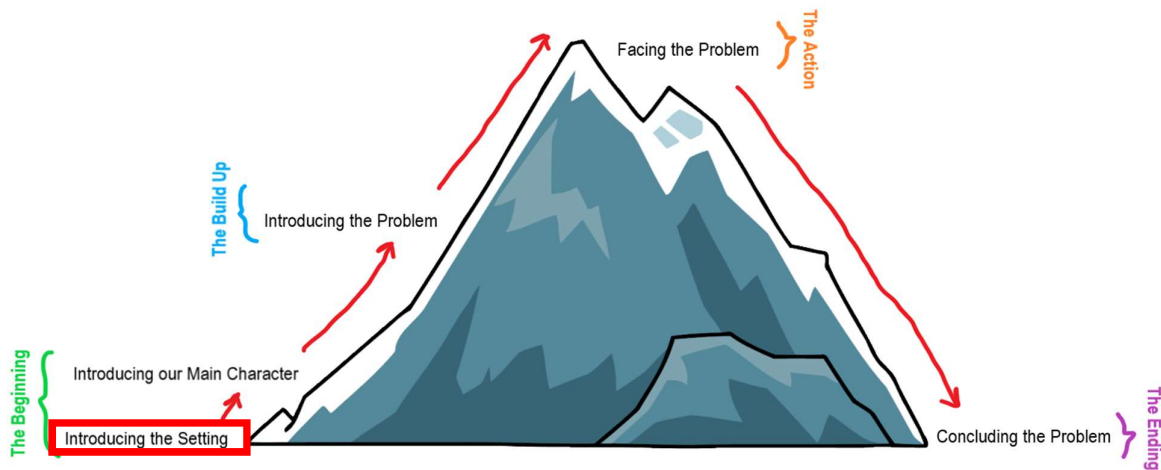
Hit the Button: <https://www.topmarks.co.uk/maths-games/hit-the-button>

Daily 10: <https://www.topmarks.co.uk/maths-games/daily10>

Time Games: <https://www.teachingtime.co.uk/>

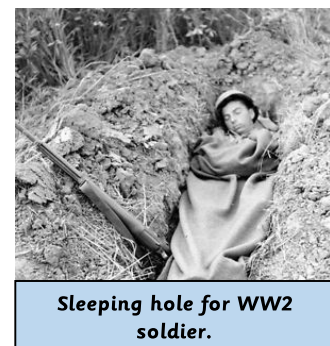
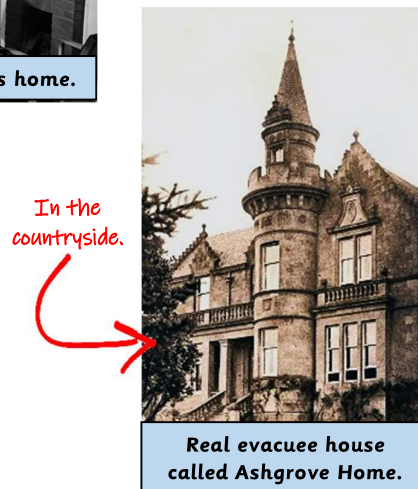
★ ENGLISH 1 – BEGINNING OUR STORY (1)

As we return to story writing this week, we return again to Story Mountain, a writing device used by authors to help structure an exciting tale:



Today, we are beginning our story so we are starting right at the bottom of our story mountain where we **set the scene**. Setting the scene means to **describe the setting** of the story so the reader can imagine **where** your character is. This includes describing the **zoomed out** overall setting, like the city, the countryside or a foreign hostile land and a **zoomed in** specific setting, like a house, a hospital, an evacuee house or a sleeping hole in Normandy. What is the weather like in your setting? What little things are around you? Make sure that, however you describe the setting, your description is **historically accurate** (so no games consoles).

One of the best ways that we can **set the scene** is by describing using our **senses**, what our character can: see, hear, smell, taste and feel. Think about each of these senses when doing your writing today. Below are some real and staged WW2 photographs to inspire your writing. To see an **example** of how to write a setting description before you start your writing, see Miss Bailey's YouTube support video.



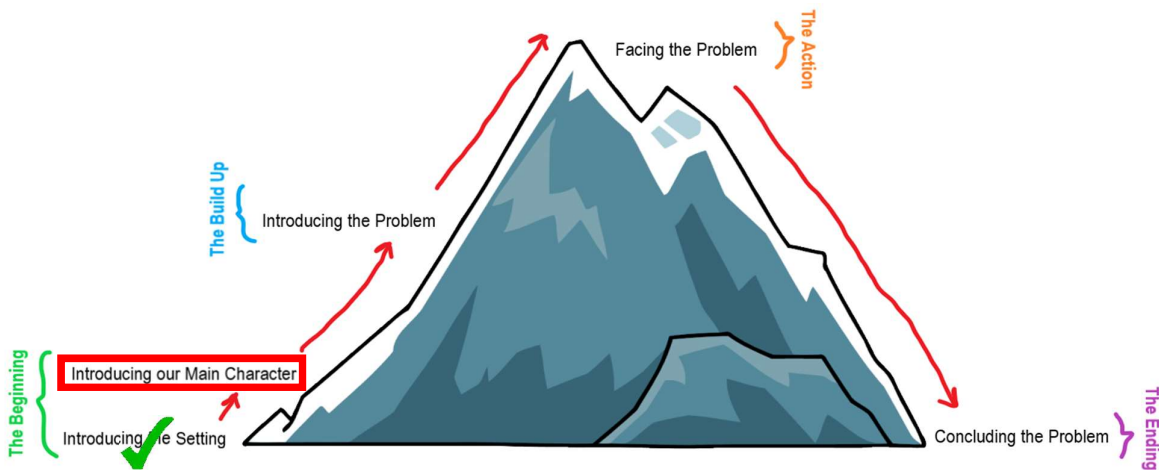
Today's Task:

Write a paragraph(s) which sets the scene for your story by describing the setting. Paragraphs should always be at least four sentences long. **Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.**

Challenge: Can you use a fronted adverbial and/or an embedded clause in your setting description?

★ ENGLISH 2 – BEGINNING OUR STORY (2)

As we return to story writing this week, we return again to Story Mountain, a writing device used by authors to help structure an exciting tale:



Today, we are continuing the beginning of our story and it's time to **introduce our main character**.

In your first paragraph, to make your reader have a clear picture your character, you should describe their **appearance** (what they look like, eg. their age, their face, their hair, their clothes, their tidiness or dirtiness) and their **personality** (what type of person they are, eg. adventurous, moody, peaceful or wild). Think about whether this is what they were like before the war happened, or whether the war has changed your character in some way.

After this, your second paragraph you should describe what **daily life** is like for your character **before** your problem occurs by writing their normal day from when they wake up. Think carefully about what someone like your character would be doing normally. If your character is a soldier, their day-to-day routine would have been very different to a woman working in a factory or an evacuated child. Use your research from last week to help you think about what your character might eat and do.

Below are some images of real people who lived during the war to inspire you. To see an **example** of how to write a character description before you start your writing, see Miss Bailey's YouTube Video.

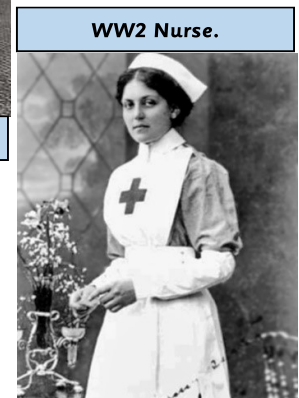


Notice the uniform.

Notice the packages and suitcases.



WW2 Female Codebreakers.



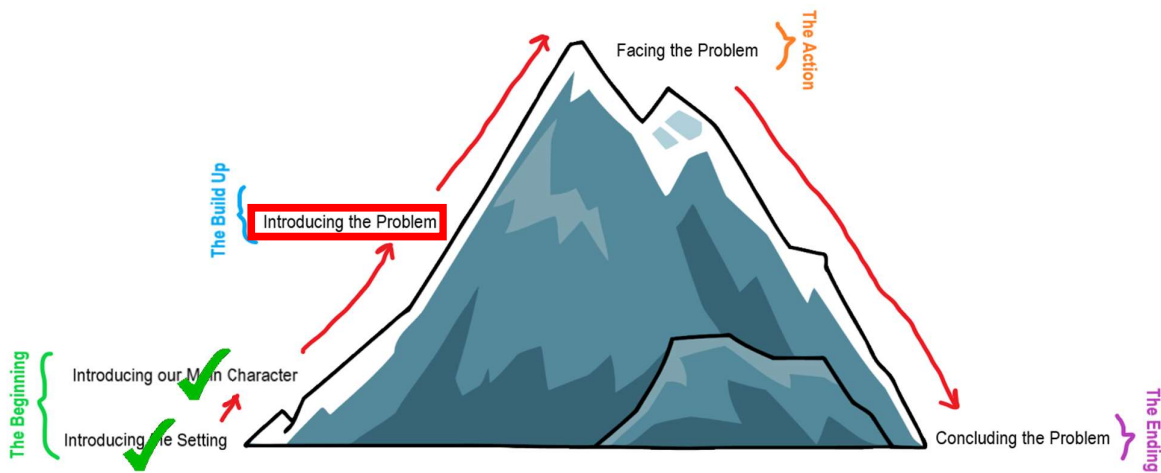
Today's Task:

Write a paragraph(s) which introduces your main character in your story and a paragraph which starts them on their normal (for now) day. Paragraphs should always be at least four sentences long. **Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.**

Challenge: Can you use expanded noun phrases to describe your main character?

★ ENGLISH 3 – THE BUILD UP

As we return to story writing this week, we return again to Story Mountain, a writing device used by authors to help structure an exciting tale:



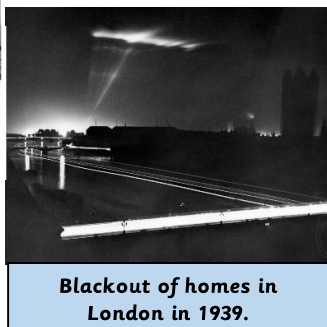
Now it's time to build up our story and add some excitement by **introducing our problem**, the **danger** that your main character is going to face. You should have planned the problem which your character will encounter last week. Whatever problem you have planned, hopefully it is something which could have happened in WW2.

Ultimately, your paragraph should show the moment that your character realizes that they are in danger. It needs to tell the reader, through **description** of the moment, **what** the danger is going to be, **when** and **where** your character is when the danger comes, **why** your character is in danger and **how** they know they are in danger without the danger actually starting yet. For example, if your action is based on the Blitz, you might describe the sudden sound of an air raid siren, the smoke trails of planes in the sky and the reaction of everyone that you are with without any bombs being dropped yet. Make sure that the reader knows what your character is going to **do** when the action arrives: **Will they run? Will they hide? Will they fight?**

Below are some images of air raid sirens, reactions to air raids and men preparing for battle to inspire you. To see an **example** of how to write a build-up before you start your writing, see Miss Bailey's YouTube video.



Imagine how loud a siren this big was!



Real US poster telling people what to do in blackouts.

WHAT TO DO IN – BLACKOUTS

- ★ **HOUSEHOLDERS**
 1. Stay at home.
 2. Put out lights in rooms not blacked out.
 3. Use no matches or lights outdoors.
 4. Let no light escape from your house.
- ★ **PEDESTRIANS**
 1. Walk carefully, don't run.
 2. Keep close to buildings and away from curb.
 3. Don't smoke
 4. Use no matches or flashlights.
 5. Cross streets at intersections.
 6. Get under cover.
- ★ **MOTORISTS**
 1. Park at curb – at once.
 2. Put out all lights.
 3. Seek shelter.
- ★ **WARNING:**
Emergency blackouts will be enforced by the police, assisted by Air Raid Wardens. Carelessness in observing these precautions may invite disaster.

DON'T GIVE 'EM A TARGET!
MASSACHUSETTS COMMITTEE ON PUBLIC SAFETY



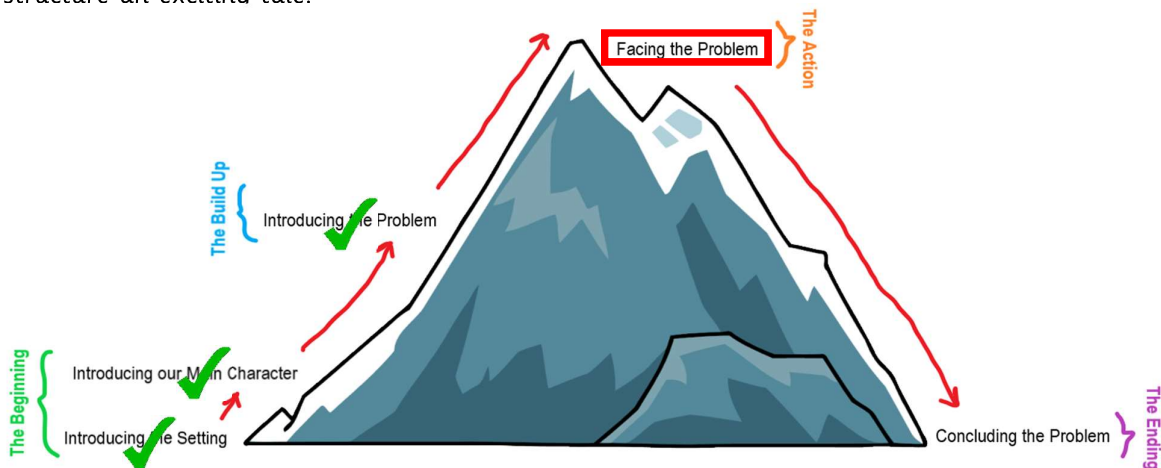
Today's Task:

Write a paragraph which build-ups to the action in your story by describing the moment that they realize they are in danger. Paragraphs should always be at least four sentences long. **Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.**

Challenge: Can you use an ellipsis to leave your reader in suspense before what happens in the action?

★ ENGLISH 4 – THE ACTION

As we return to story writing this week, we return again to Story Mountain, a writing device used by authors to help structure an exciting tale:



It's all been building to this. We know where the story is happening, who our main character is and what dangerous thing is about to happen to our main character. Now it's time to have our main character to **face the problem** in the **action** of our story. Today, I'd like your action to be made of at least two paragraphs.

Your first should focus on **building tension** as your character begins to face the problem. Tension is the suspense that makes your reader sit on the edge of their seat because they're not sure what is going to happen. As we said last time, tension can be built by describing the danger using the **five senses**. Imagine that, for your character, it feels like the world has slowed down as the action is happening. What can they see, hear, smell, taste and feel as they look around them? What makes this problem so scary?

Your second paragraph should focus on actually **describing the action**. As the dangerous thing happens, what makes it worse? Does something get in your character's way? Do they get injured? Does someone grab them? Does someone need help? Whatever dramatic, scary event you choose, don't just tell the reader that a bomb dropped or a bullet hit your character – **describe** it.

Below are some images of terrifying moments that actually happened in WW2 (real photos or in films). To see an **example** of how to write the action before you start your writing, see Miss Bailey's YouTube video.



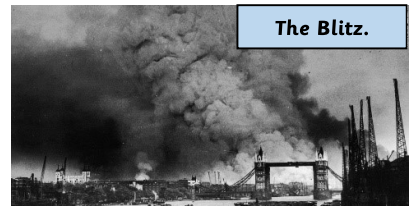
Children hiding in a makeshift bunker.



Soldier saving his injured friend (film).



Running into the battlefield.



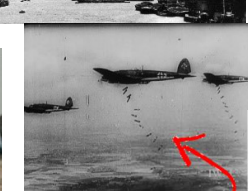
The Blitz.



Running in an air raid.



Soldiers also experienced bombings (film).



Look how many bombs they would drop at once.

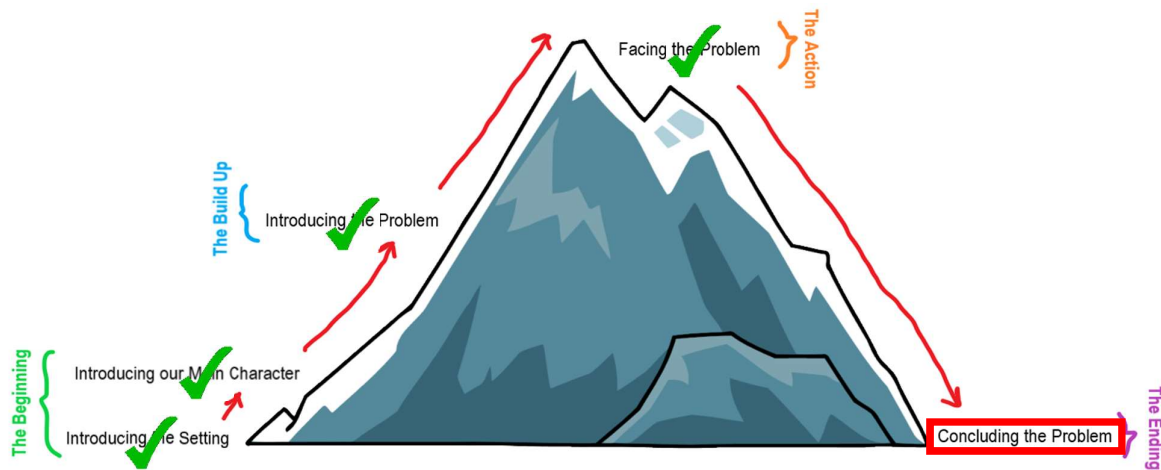
Today's Task:

Write some paragraphs detailing the action of your story. Paragraphs should always be at least four sentences long and your final paragraph today should be the climax. **Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.**

Challenge: Can you write a sentence which uses a fronted adverbial and an expanded noun phrase to describe your action?

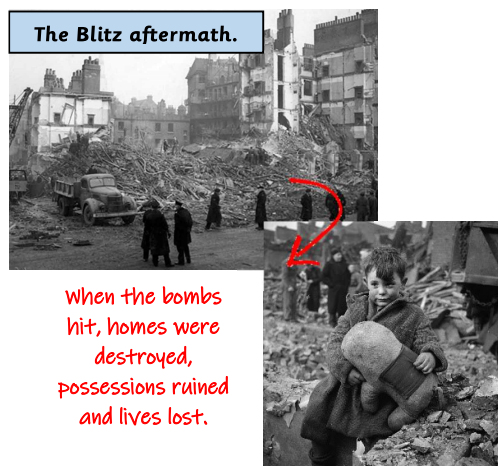
★ ENGLISH 5 – THE ENDING

As we return to story writing this week, we return again to Story Mountain, a writing device used by authors to help structure an exciting tale:



Finally, it is time that we **conclude** our story for this week. I have noticed that this tends to be the paragraph that children rush the most, but arguably it is the most important part of the story because it is the last opportunity that you have as a writer to make an impact on the reader and get a good review! The key is to think about what will happen to your character **at** and **after** the **climax**. We have looked at many types of story ending in Year 4 and it is up to you which you decide to write today. Perhaps a **resolution** where your character survives and the end of the war is celebrated, perhaps a **tragedy** where your character or someone they care about dies or maybe something in the middle like a **cliffhanger** where the problems are only resolved for now. Importantly, you must not just tell the reader what happens at the end. For example: *Sadly, when the bullet hit him, Henry died in Normandy.* Instead, **describe** what happens and how it happens at the ending in detail. Focus on how your main character feels as the ending happens and what their final thoughts are as the story stops. Are they hopeful? In pain? What are their final words? Whether your story ends straight after the action or 75 years on when your main character is celebrating VE Day, try using **emotive language** to make the reader feel something.

Below are some images of the aftermath of WW2 to inspire you. To see an **example** of how to write the ending before you start your writing, see Miss Bailey's YouTube video.



VE Day celebrated the end of the war and street parties were held. Sadly, we had to have socially distanced street parties on the 75th anniversary.



Today's Task:

Write a paragraph(s) that describes the ending of your story as a resolution, a tragedy or a cliffhanger. Paragraphs should always be at least four sentences long. **Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.**

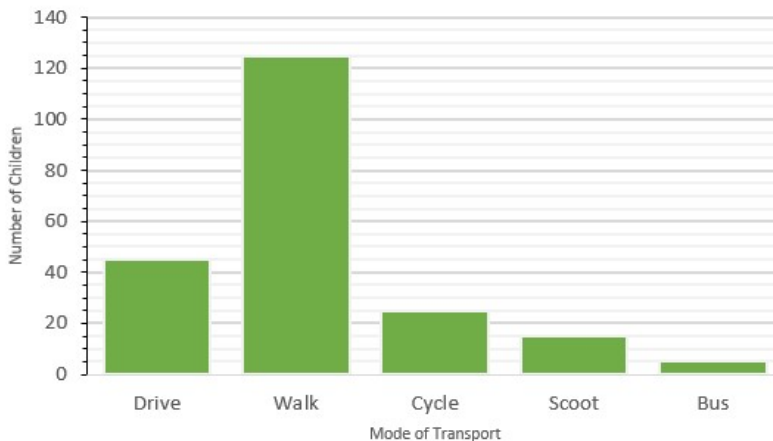
Challenge: Can you use fronted adverbials and/or embedded clauses in your concluding paragraph so the reader knows when, where or how something is happening?

MATHS 1 – INTERPRETING DATA

Discrete data is data that can be counted up to make a total **quantity**. Continuous data is data that has been **measured** and can take any value within a certain range (eg. a person's height). Watch Miss Bailey's support video for guidance on how we interpret data in different charts and graphs. See Class Dojo for the link.

Task 1: This discrete set of data collected by a Headteacher about her school.

Graph to show the quantity of children who travel to school in different ways.

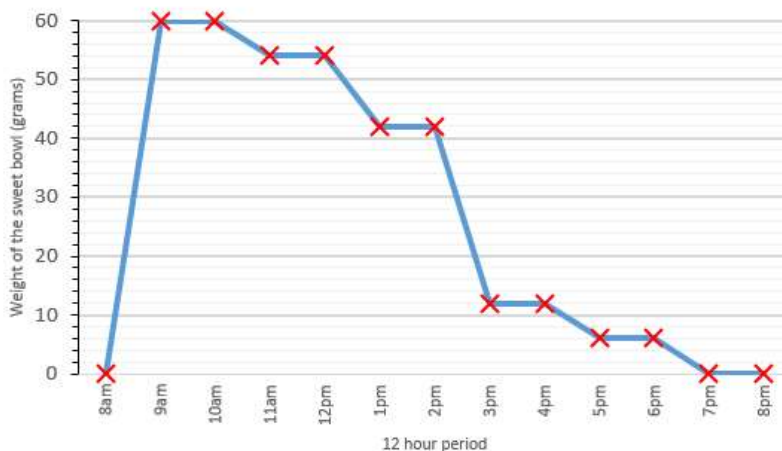


1. What big (major) interval is the scale increasing in?
2. What small (minor) interval is the scale increasing in?
3. What is the total number of children who take a four-wheeled vehicle to school?

4. What is the difference between the number of children who choose to cycle and the number of children who choose to scoot?
5. How many more children walk than drive when they travel from home to school?
6. The least popular mode of transport has 20 votes less than which other category?

Task 2: This continuous set of data collected by a mother who is watching how many sweets her son eats.

Graph to show the weight of the sweet bowl across 12 hours of the day.



1. What big (major) interval is the y-axis scale increasing in?
2. What small (minor) interval is the y-axis scale increasing in?
3. How many sweets did the boy eat between 10am and 11am?
4. At what time did Mum put the left over sweets away?

4. Why do you think that the number of sweets increases between 8am and 9am?
5. Between which hours do you think the boy snuck over to the sweet bowl and stuffed his face with Haribos?
6. Why do you think that between 3pm and 4pm the line doesn't increase or decrease?

MATHS 2 – PRESENTING DISCRETE DATA

Discrete data is data that can be counted up to make a total **quantity**. Watch Miss Bailey's support video for guidance on how we present this data. See Class Dojo for the link.

Task 1: Transform this set of discrete data into a pictogram.

Think carefully about the best way to present your data. What symbol could you use? What could each whole symbol represent?

| Favorite Flower | Tally |
|-----------------|-------------------------|
| Daisy | ### ### ### ### ### ### |
| Sunflower | ### ### ### III |
| Poppy | ### IIII |
| Violet | ### ### II |

Pictogram to show people's favorite flower:

Task 2: Transform this set of discrete data into a bar chart.

*Think carefully about how important it is for your intervals to increase by the same amount each time (this is in number and also in the size of your intervals on the page – they should all be equal). **Make sure you do this for both axis.***

N.B. If you don't have access to a printer, why not complete this activity on a plain page but measure your intervals with a ruler so that you are still being accurate.

| Type of animal. | Number of animals who visited the |
|-----------------|-----------------------------------|
| Dog | ### ### ### III |
| Cat | ### ### I |
| Guinea Pig | ### I |
| Rabbit | ### ### ### ### II |

Graph Checklist:

- Title
- X-Axis Title
- Y-Axis Title
- Equal Intervals

MATHS 3 – PRESENTING DISCRETE DATA 2

Discrete data is data that can be counted up to make a total **quantity**. Watch Miss Bailey's support video from yesterday for guidance. See Class Dojo for the link.

Today's task is to run your own investigation on one of the following topics which will provide you with discrete data.

Topic options:

- Types of toys you have in your house (eg. cars, teddies, xbox games).
- Types of plant you have in your garden or local area (eg. daisies, bushes, trees).
- Types of clothing you own (eg. t-shirts, jumpers, dresses).

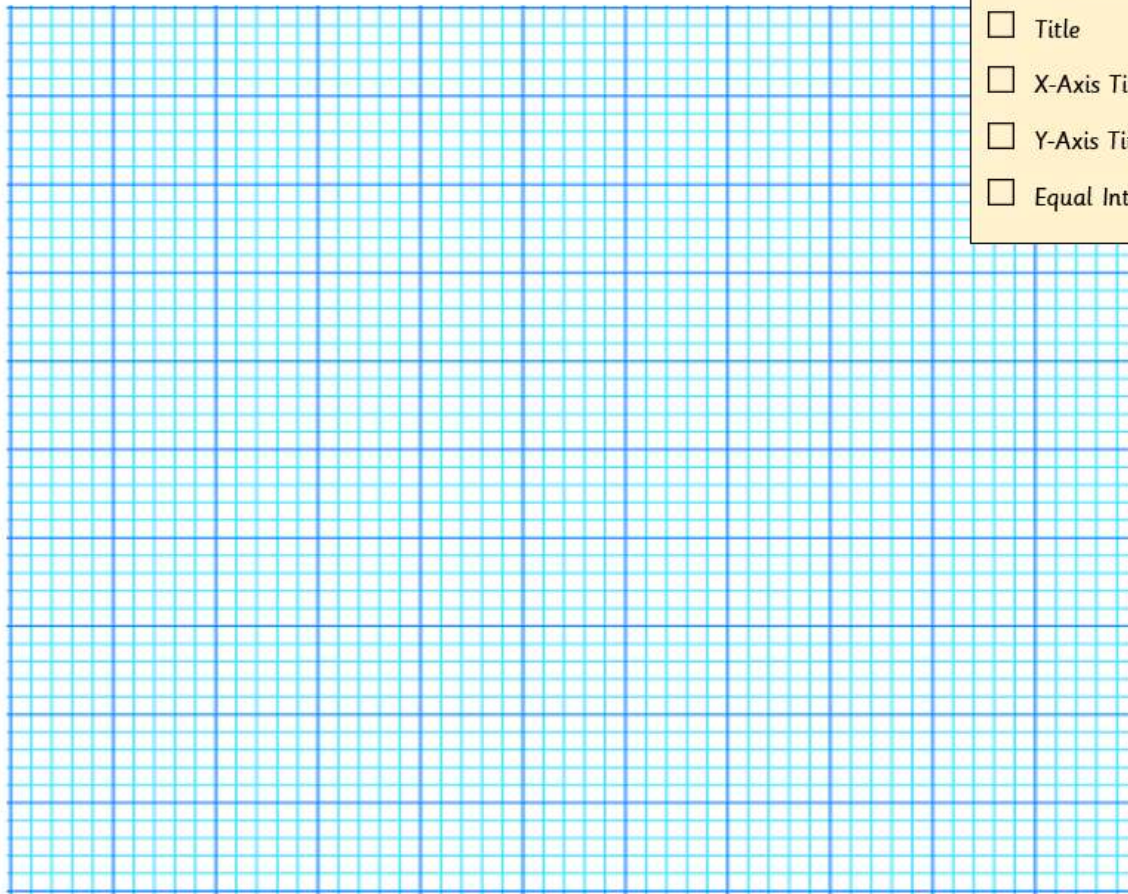
Gather your data on at least four categories in a results table like the one below:

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

Then transform your data into a bar chart.

*Think carefully about how important it is for your intervals to increase by the same amount each time (this is in number and also in the size of your intervals on the page – they should all be equal). **Make sure you do this for both axis.***

N.B. If you don't have access to a printer, why not complete this activity on a plain page but measure your intervals with a ruler so that you are still being accurate (like you did yesterday).



Graph Checklist:

- Title
- X-Axis Title
- Y-Axis Title
- Equal Intervals

MATHS 4 – PRESENTING CONTINUOUS DATA

Continuous data is data that has been **measured** (eg. a person's height). Watch Miss Bailey's support video for guidance on how we present this data. See Class Dojo for the link.

Task 1: Transform this set of continuous data into a time graph.

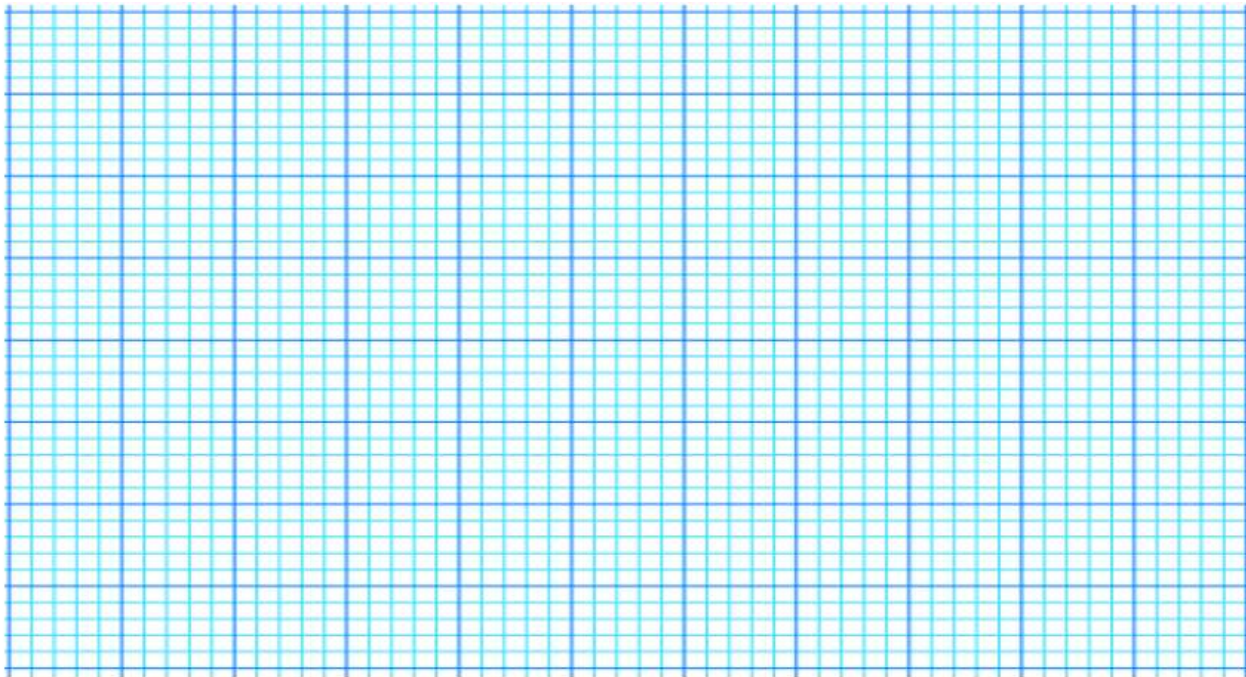
Think carefully about how important it is for your intervals to increase by the same amount each time (this is in number and also in the size of your intervals on the page – they should all be equal). **Make sure you do this for both axis.** N.B. If you don't have access to a printer, why not complete this activity on a plain page but measure your intervals with a ruler so that you are still being accurate.

Data collected about the travel a man did in his car across a day.

| Time of Day | Distance from Home (km) |
|-------------|-------------------------|
| 8am | 0km |
| 9am | 10km |
| 10am | 20km |
| 11am | 20km |
| 12pm | 25km |
| 1pm | 20km |
| 2pm | 20km |
| 3pm | 20km |
| 4pm | 10km |
| 5pm | 0km |

Graph Checklist:

- Title
- X-Axis Title
- Y-Axis Title
- Equal Intervals
- Connected Data Points



Task 2: Add a second condition by filling in the key and a second line based on this second data set based on his wife's travel on the same day.

| Time of Day | Distance from Home (km) |
|-------------|-------------------------|
| 8am | 0km |
| 9am | 0km |
| 10am | 5km |
| 11am | 0km |
| 12pm | 30km |
| 1pm | 30km |
| 2pm | 0km |
| 3pm | 10km |
| 4pm | 10km |
| 5pm | 0km |

Graph Key:

- Man
- Wife

MATHS 5 – PRESENTING CONTINUOUS DATA 2

Continuous data is data that has been **measured** (eg. a person's height). Watch Miss Bailey's support video from yesterday for guidance. See Class Dojo for the link.

Today's task is to run your own investigation on one of the following topics which will provide you with continuous data. You will only be looking at **one** condition so you do not need a key.

Topic options:

- Measure the volume of water in a jug every couple of hours when left in the sun (evaporation rate).
- Measure your heartbeat every couple of minutes before, during and after some exercise.
- Measure the amount of time you spend doing schoolwork over the space of a few days.

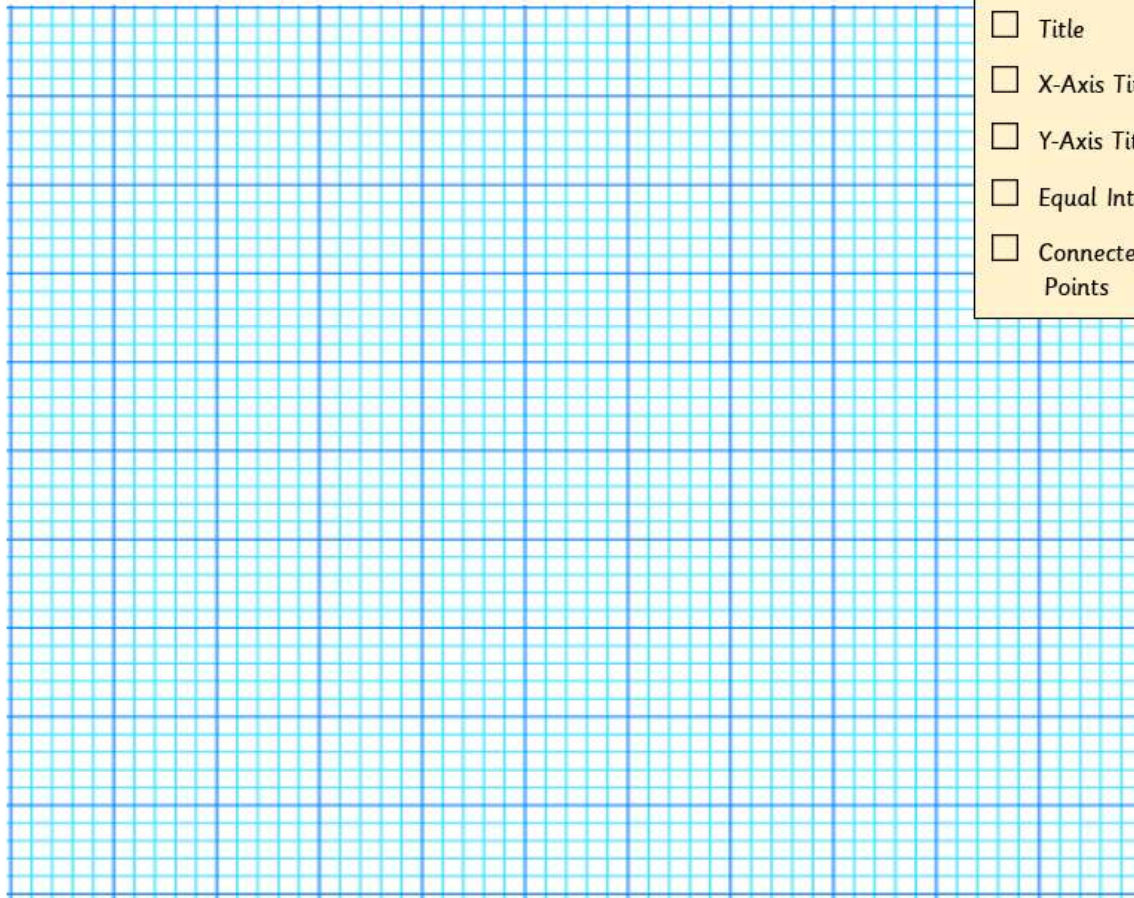
Gather your data at regular time intervals in a results table like the one below:

| Time Intervals (eg. minutes, hours, days). | Measurements (eg. ml, heartbeats, hours). |
|--------------------------------------------|-------------------------------------------|
| | |
| | |
| | |
| | |

Then transform your data into a time graph.

Think carefully about how important it is for your intervals to increase by the same amount each time (this is in number and also in the size of your intervals on the page – they should all be equal). **Make sure you do this for both axis.**

N.B. If you don't have access to a printer, why not complete this activity on a plain page but measure your intervals with a ruler so that you are still being accurate (like you did yesterday).



Graph Checklist:

- Title
- X-Axis Title
- Y-Axis Title
- Equal Intervals
- Connected Data Points