Year 4

Home Learning Pack **14**

For Week Commencing 13/07/2020

This is Year 4's **Fourteenth** 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.

A message from Miss Bailey:

As it is officially last week of Year 4, this week we will be focusing on reflection and transition. All activities are optional this week, but it might make you feel better about getting older if you give them a go.

I have really loved being Class 4's teacher this year. Thank you for all making my year so awesome!

LIST OF KEY WEBSITES:

ENGLISH

MyON: https://www.myon.co.uk/login/

Lexia Online: https://www.lexiacore5.com/register

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

Julia Donaldson's Weekly Broadcast: https://www.facebook.com/OfficialGruffalo/

Audible Audiobooks: https://stories.audible.com/start-listen

Harry Potter Activities from JK Rowling: https://www.wizardingworld.com/news/introducing-hp-at-home

JK Rowling's new book, the Ickabog: https://www.theickabog.com/read-the-story/

- Don't forget to send in any of the illustrations you do to JK Rowling's competition and to our school so we can share them on our Twitter page.

MATHS

TTRockstars: https://ttrockstars.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/

Jacob's Maths Car Game: https://mathsframe.co.uk/en/resources/resource/548/Maths-Road-Turn

The Maths Factor by Carol Vorderman: https://www.themathsfactor.com/?r=2064492557

ENGLISH 1 – CREATING A TIME CAPSULE

A time capsule is a sealed container which is hidden, often buried in the ground, and holds things that are important to a person and the time which they live in. People create time capsules so that they can look at them in the future and remember what it was like to be that age. Often, people will also write a letter and put it in a time capsule so they can look at their writing too!

Today's Task:

Create a time capsule which is full of bits and bobs that mean a lot to you now. You might include your favourite food (as long as it is in a wrapper) or drink, a toy you liked, some work you have done which you are proud of or anything else that you can think of.

Then, write a letter to your future self. You might want to write to yourself one year into the future (Year 5), two years into the future (when you are leaving Primary School) or even ten years into the future (when who knows where you'll be). Make sure your letter has an introduction (telling future you why you are writing a letter to yourself), and two main paragraphs (one which reminds future you what your life is like and one which tells future you what you hope life is like in the future.

For paragraph one, think about:

- Who is in your family?
- Where do you live and where do you go to school?
- How old are you and what class are you in?
- Who are your best friends?
- What is your favourite thing to do?
- What is your favourite song?
- What is it like living in lockdown?
- How do you feel about it?
- And so much more.

For paragraph two, think about:

- Where do you hope you will be?
- What do you hope you will be doing?
- What do you hope the world will be like?
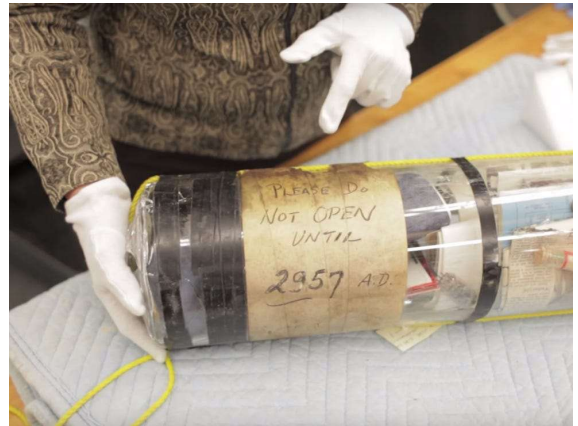
Challenge: Use powerful, emotive vocabulary to describe your hopes and dreams for your future self.

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ENGLISH 2 – REMINISCING ABOUT YEAR 4

This year has been very, very strange (and that's just with Miss Bailey)! Let's find an interesting way to remember it!

A diary entry is a piece of writing you do about yourself, where you reflect on events that have happened, your thoughts and your feelings.

Today's Task:

Write a diary entry about the different things that you have enjoyed this year. You should include an introduction to your diary (explaining why you are writing) and three main paragraphs on things which stand out to you about Year 4. You might what to think about what your thoughts and feelings are about: Your best friends, your teacher, your favourite subject or topic that we learnt about (eg. the Romans), or special events (eg. like Science Day). If you are writing about events, make sure you write in chronological order.

ENGLISH 3 – A LETTER TO YOUR NEW TEACHER

Today's Task:

It's time to leave Miss Bailey and Mrs O'Sullivan behind in Year 4 and move on up to Year 5 – and a new year means a new teacher!

Write a letter to your future teacher today with an introduction and a couple of paragraphs. You should include important information you might want your new teacher to know, like:

- What are the things that you like about school?
- What are the things that you find hard in school?
- What your hopes and worries about Year 5 are.

You might also want to know more about them – **who are they?**

Challenge: *Use a fronted adverbial in your letter to impress your new teacher.*


ENGLISH 4 – AUTOBIOGRAPHY TIME!

Today's Task:

Remember last week, when we created a biography for Aquaman or Ariel? Well an **auto**biography is when you write a biography about yourself!

Spend today writing an autobiography about yourself which can be attached to your letter to your letter to your new teacher so they can learn all about you. You might want to include paragraphs on your appearance, personality, life in school so far and life at home so far. Don't forget to write in chronological order and use your subtitles!

Challenge: *Impress your new teacher by describing yourself using an expanded noun phrase, eg. I am a ==**funny, kind**== teacher ==**with high standards**==.*
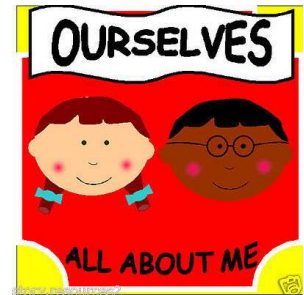
ENGLISH 5 – A LETTER TO YOUR FRIENDS IN CLASS 4

Today's Task:

It has been a long time since we have all seen our Class 4 friends, and I am sure that you are all missing each other terribly.

Let each other know that you miss them – oh, and what awesome things that you have got up to over the past few months – in an informal letter. Remember to write about your thoughts and feelings in chronological order. Eg. At the beginning of lockdown, I … Then, after a few weeks, I…..

Miss Bailey will post all of your letters on Class Dojo so that you can see how each other are doing.

N.B. If you want to include photos then that would be amazing but you do not have to.

MATHS 1 – MAZES AND LABYRINTHS

Can you find your way to the treasure in the range of math mazes and labyrinths today? You will need to use your knowledge and learning from Year 4 carefully.

Maze 1 (Horse)

START	6×4	24	3×9	27	4×5
	20		33		20
	9×2	15	6×3	40	8×5
	18		18		30
	5×7	21	7×4	24	6×9
	35		28		54
	3×4	14	6×6	36	FINISH

Maze 2 (Dog)

START	8×6	48	9×12	98	6×7
	56		108		42
	12×4	36	7×9	81	7×7
	48		63		49
	11×11	121	12×12	120	12×11
	101		144		132
	9×5	45	8×8	64	FINISH

Maze 3 (Robin)

START	26×3	72	43×6	229	53×4
	78		258		212
	33×5	155	18×9	162	28×5
	165		177		132
	21×4	84	50×4	150	23×7
	88		200		161
	35×8	28	31×3	93	FINISH

Maze 4

Follow the equivalent measurements to solve the maze!

Start	1 km	1,000 m	3,000 m	3,000 km	300 cm
	1 km		3 km		3 m
	1,000 km	10 cm	100 cm	1 m	500 cm
	1 m		2 m		5 m
	5 km	500 cm	2,000 m	4 km	4,000 m
	5 cm		2 km		50 cm
	5,000 m	6 cm	800 cm	8 m	Finish

Maze 5

Help the knight combat the dragons and trolls and get to the gold! Work out what the fraction of each amount is and follow the correct path through the maze.

$\frac{1}{6}$ of 42	8	$\frac{2}{5}$ of 25	10	$\frac{3}{5}$ of 15	5	$\frac{1}{7}$ of 21
7		9		9		3
$\frac{1}{8}$ of 32	3	$\frac{3}{4}$ of 12	6	$\frac{2}{10}$ of 50	5	$\frac{1}{8}$ of 16
4		14		10		14
$\frac{1}{7}$ of 56	8	$\frac{2}{3}$ of 21	10	$\frac{4}{5}$ of 40	32	$\frac{3}{4}$ of 28
7		6		28		21
$\frac{1}{6}$ of 12	2	$\frac{1}{8}$ of 64	8	$\frac{2}{10}$ of 30	14	$\frac{3}{4}$ of 24	18

Show your working out.

Eg. $\frac{3}{4}$ of 16,   16 ÷ 4 = 4,   4 x 3 = 12 so go to that answer (12) and on to the next question.

Challenge:

Why not have a look through the PowerPoint provided and create your own labyrinth for your family to solve?

MATHS 2 – FANTASY FOOTALL/DREAM ZOO

Solve the following addition and subtraction problems, which are about the footballers on the given PowerPoint, thinking carefully about the language used.

West Ham want to buy Valencia and Mendy. What would the total cost of the transfer be?

Newcastle want to by Mendy and Pogba. What would the total cost be?

Crystal Palace are thinking about buying a player. They are choosing between Neymar and Neuer. Which is the cheaper player? How much cheaper are they?

Manchester City want to by Ronaldo, Pogba and Bale, what would this transfer cost altogether?

Chelsea could either buy Messi and Suarez or Bale and Suarez. They will choose the more expensive transfer package if the difference in price is less than £4,500. Which transfer package should they choose?
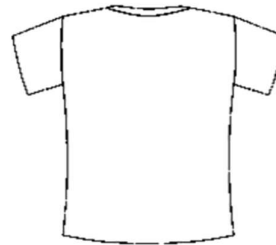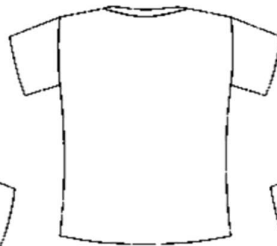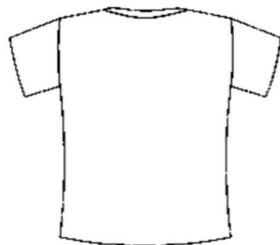
Dream Team!

You have just been given £100,000 to buy you dream 5-aside football team.
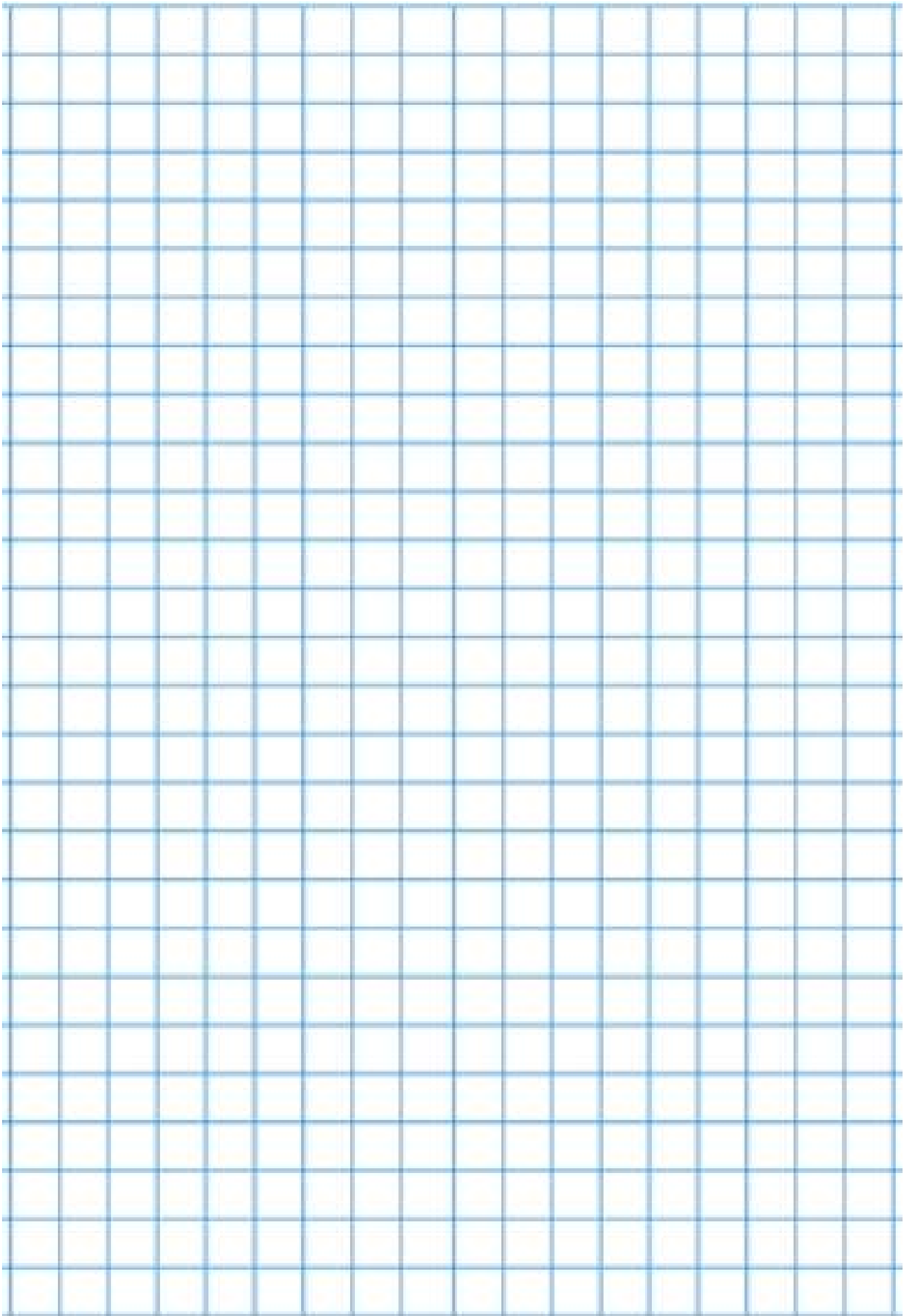
Choose you **_five favourite players_** and then calculate their **total cost** to see if you can afford them.

This is a multistep problem with **FIVE** steps, be careful.

N.B. If you are not interested in football players, choose you favorite animals from the second slide instead.

WORKING OUT PAGE

MATHS 3 – BEAT THE TIME – LEGEND EDITION

What fun we've had learning times tables this year! Maths zombies, online games, Super Movers, the tests (ok, maybe not those)…my favourite was Beat the Time! Have a go at beating the times today and submit your scores. Even if you don't beat other people's times, you might just be setting yourself a challenge to beat over the summer. Legend status for each times table will be announced at the end of the day. Good luck!

Times Table:	Time to Beat:	Set By:	Your Time:
2	NOT SET	COULD BE YOU	
3	46 seconds	Sophie W	
4	34 seconds	Oliver N	
5	39 seconds	Georgia P	
6	43 seconds	Kayla H	
7	35 seconds	Oliver N	
8	42 seconds	Oliver N	
9	NOT SET	COULD BE YOU	
10	26 seconds	Kaylem C	
11	39 seconds	Georgia P	
12	47 seconds	Amealia S	

MATHS 4 – TREASURE HUNTING AT HOME

Use your new (Year 4) and old (Year 3) knowledge of shapes and angles to find treasures in your home that match the descriptions. Can you find all the treasures in your treasure hunt? How fast did you manage to complete the activity?

1. Find an object which has six quadrilateral faces.
2. Find an object whose sides are parallel.
3. Find an object which has at least one perpendicular side.
4. Find an object which can bend into an obtuse angle. Prove it.
5. Find an object which has a triangular face. Name the type of triangle its face uses.
6. Find an object which is spherical (a sphere shape).
7. Find an object which is cylindrical (a cylinder shape).
8. Find an object which is cone shaped.
9. Find an object which has an acute angle.
10. Find an object which has no straight edges.

How fast did you do it in?

Which 2D shape did you find was the most common shape used for 3D faces?

MATHS 5 – PLANNING A MEASURING ACTIVITY

Continuous data is data that has been **measured** (eg. a person's height). Continuous data ca n be displayed over time in a visual way by using a line graph. We call these line graphs **time graphs**.

Hopefully you will have received something in the post from Miss Bailey in the past few days. Today's task is to create a graph which you could use for a longitudinal (long) investigation into how tall your seeds grow.

Plant your seeds, caring for them with light, water and warmth, and to run your investigation.

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

Time (weeks).	Height (cm).

With your graph axis drawn and labelled, you can then plot your data as it happens!

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.
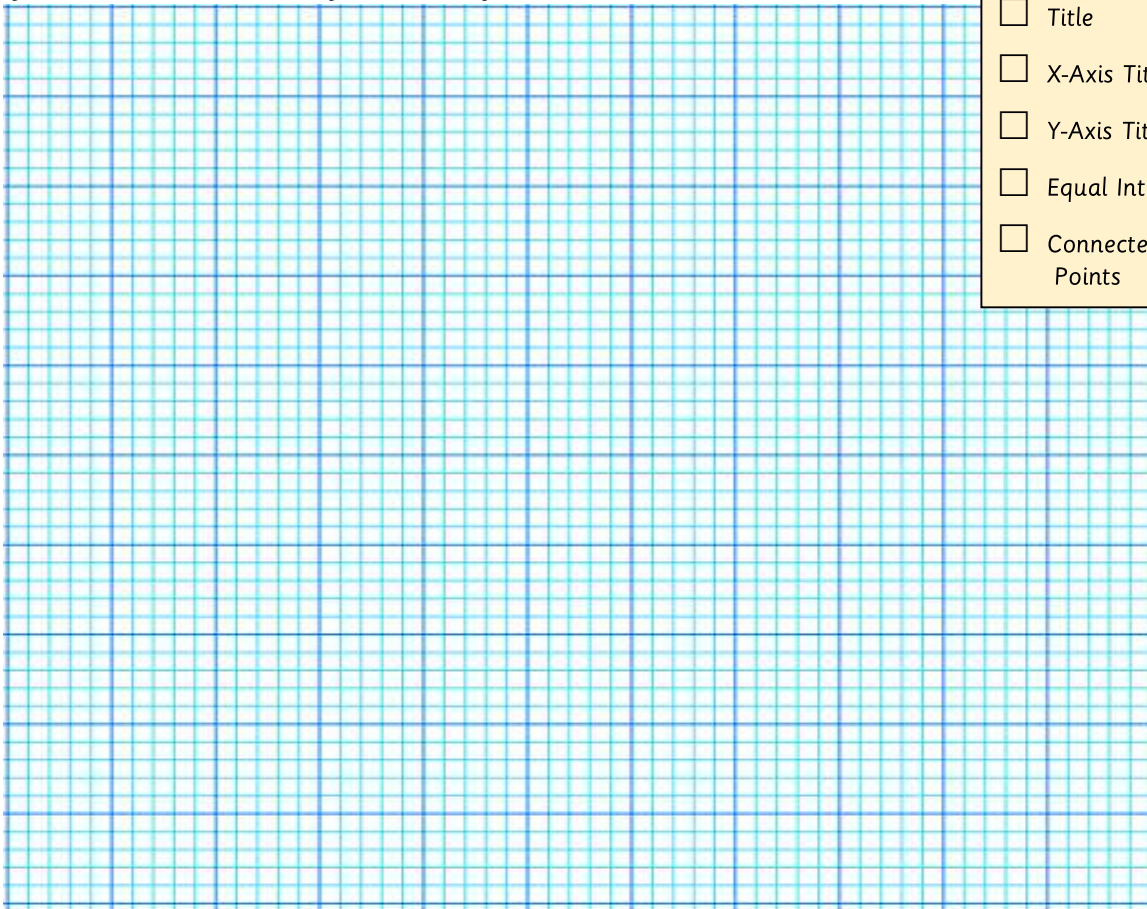
Graph Checklist:
- ☐ Title
- ☐ X-Axis Title
- ☐ Y-Axis Title
- ☐ Equal Intervals
- ☐ Connected Data Points