



Home Learning – Week commencing 20.04.20

Year 4

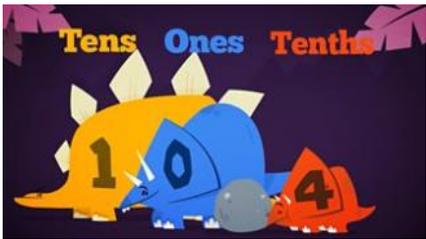
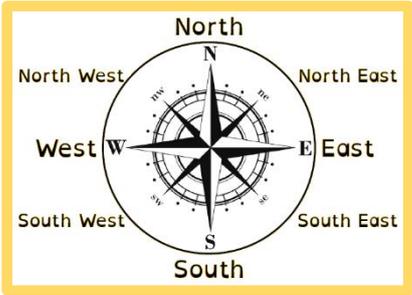
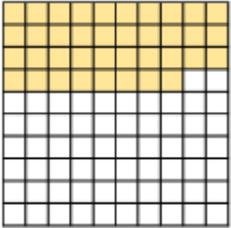
Dear Parents. Welcome back after Easter! Please look out for today's (17.04.20) newsletter detailing how we are adapting our approach to Home Learning during this closure. We understand how important it is for our children to maintain positive relationships with their teachers and how much they will benefit from two-way school and home communication. As such, we will be using 'Tapestry' (<https://tapestry.info/>) which will be familiar to some parents already and enabled safe and secure two-way home and school communication. We are working on getting this set up as soon as possible, remotely training teachers and setting up the software. We will release usernames, passwords and full information as soon as possible in early Term 5. We still seek to provide daily, meaningful learning activities that parents can provide some level of support with. We hope children will be encouraged to maintain their learning through the activities below as much as possible. Please can all recorded work be completed in the blank exercise book that has been sent home, apart from where the task dictates otherwise. Please use this area of our website for useful information: <http://bathwickstmary.org/home-learning-resources-2/> Please feel free to adapt or change the activity for your child if appropriate. Thank you for your on-going support. Mr. Purkiss

Dear Year 4,

I hope you've all had a wonderful Easter break, even though it may have looked a little different to this year! It was so lovely to see some of your work in Mr Purkiss' newsletter last term and I look forward to seeing more. It's super exciting this week because you are starting a new topic term 5 – 'Amazing Africa!'. I'm really looking forward to this one! In Science, you have finished learning about electricity and you're going to be learning about living things and their habitats this term. I hope you all have a fantastic week and enjoy your learning. Don't forget to send examples to Mr Purkiss if there's something you're working really hard on.

Mrs Williams

Note for parents: there are some additional worksheets mentioned in this week's home learning. None of these need to be printed if you do not have access to a printer. Remember, this is a guide, some children will do more and others will find it more of a challenge. Please do what you feel is best for your child and have fun! ☺

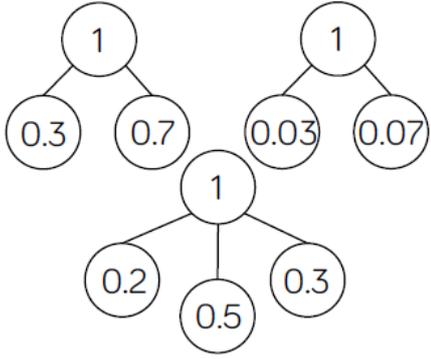
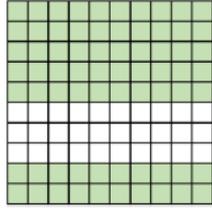
	English	Maths	Topic
1	<p>Below is the link for a video clip. https://www.youtube.com/watch?v=Lxk-Mz1q2ok</p> <p>When you watch the clip for the first time I only want you to listen and to not look at the screen. As you listen, can you answer the following questions:</p> <p>Where do you think the video is set? Does the music remind you of anything? Does it portray any type of weather or animals? Now watch the clip. Were your predictions correct? Think about what you know already about the girl in the video. Now write a list of questions you would like you to ask Zahra.</p>	<p>We are going to start thinking about something in maths called 'decimals'. Use the weblink below to spend some time today understanding what a decimal is. There is a video clip for you to watch and seom short activities for you to do. https://www.bbc.co.uk/bitesize/topics/zsjqtfr/articles/zsbd7p3</p> 	<p>Geography</p> <p>Use the slides to begin to learn about Africa. Today you will be locating the countries of Africa based on clues about their location. Can you remember what the eight points of a compass are? Let's recap:</p>  <p>Once you have read through the slides, use the clue sheet to complete the African Map Worksheet.</p>
2	<p>Re-watch the video 'Zahra'. As you watch, brainstorm the nouns you see. Now you are going to use these nouns to write expanded noun phrases describing those nouns. Can you extend your phrase through the use of a relative pronoun: which, who and where. E.g. The wiggly, ancient roots which lie in the scorching, fine sand.</p>	<p>Here is a hundred square.</p>  <p>How many hundredths are shaded? How many more hundredths do you need to shade so the whole hundred square is shaded? <u> </u> hundredths + <u> </u> hundredths = 1 whole</p>	<p>R.E.</p> <p>The question we will be investigating throughout the summer term is 'What is it like to be a Jew?', so this term we will be learning about the religion 'Judaism'. Judaism was founded around 1812BC with the covenant made between God and Abraham. Watch the video to find out more. https://www.youtube.com/watch?v=NdqrwGJYePQ</p>

Can you complete the part-whole models?
Don't forget the decimal point.

Once you have watched and understood the story, can you write a play script to show the covenant being made between Abraham and God? In your script you will have the characters God, Abraham and Sarah.

3 Today you are going to create a Zahra Dictionary. Take the nouns from yesterday and explore all the possible adjectives which could be used to describe it. You will use this later on to aid your writing.

Which part-whole model does not match the hundred square?



Explain your answer.

Science
All living things do certain things to stay alive. These are called **life processes**. All animals, including humans, do these things. Plants do too, although they do them in different ways. Watch the video to learn what the life processes are.

<https://www.bbc.co.uk/bitesize/clips/ztbw2p3>

All living organisms share these characteristics. This is how we know they are alive! Living things have lots of other similarities, and many differences too. We can use these similarities and differences to sort the living things into groups. This is a

	Lives in water	Lives on land
Has legs	Crab Sea otter	Horse Spider
Does not have legs	Whale Fish	Snake Worm

Carroll diagram.
Could you put a plant in the diagram? What about a dandelion? Or seaweed? Fill it with any other animals you can think of.

4 Read my example character description. Can you decide what is good about it? What types of words does it contain? Why do we need these words? Have I used any interesting punctuation? How have I started the sentences? Can you write a character description for Zahra? Use the checklist to help:

- Full stops and capital letters
- Coordinating and subordinating conjunctions
- Interesting adjectives
- Fronted adverbials

What number is represented on the place value grid?

Ones	Tenths	Hundredths
●	●	● ● ●
0	1	3

Fill in the blanks:
There are ___ ones, ___ tenths and ___ hundredths. The number is ___.

In your book, draw 10 of your own place value grids. Can you create your own numbers and write the matching sentences to show your understanding of numbers with decimal points?

French/ICT
Using the website below to log in with the following details:

Username: bathwick
Password: See email

<https://www.linguascope.com/>

- Go to the beginner section
- Click on the French flag
- 'Moi at ma famille'
- 'Le corps' and 'Le visage'

5 **Spelling**
Look at the spelling rule for the week – the /u/ sound spelt 'ou'. Using the words on the list, can you write them out using rainbow writing. Use coloured pencils in a way

Times table focus

Art

These patterns offer animals a form of camouflage, which is important for survival. Animals need to hide from predators and their patterns help to break up their silhouette, making them harder to spot. Predators need to

<p>that you find it helpful to remember the word. For example:</p> <p style="text-align: center;">young</p>	<p>This week you are going to be focussing on the 7 times tables. Create a bookmark with the 7 times table written on it. Use the bookmark over the next week as you read your book daily.</p> 	<p>blend in so they can hide from their pray, making them more successful hunters.</p> <p>Can you sketch a repeating pattern like the patterns below?</p> 
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Daily activities and practice:

<p>Daily reading: Please record this in your reading diary. Can you write an extended book review for every book you complete, or draw a picture of a key part of the story?</p>	<p>Daily spelling/phonics practice: Look at spelling rule 3 (the /u/ sound spelt 'ou') from the website below. https://spellingframe.co.uk/spelling-rule/10/3-The-sound-spelt-ou Use the 'Spelling Tiles' section to help you learn the words throughout the week. On Friday, there is a lesson linked to these spellings. Use this opportunity to test yourself on the website in the 'Practice/Test' section or ask an adult to test you.</p>	<p>Daily Times tables/mental maths: Please practice the following times tables, ensuring you know the inverse operation for each (e.g. divide). Year 3-6: https://play.trockstars.com/auth/school/student/32670 Year 1-2: https://www.topmarks.co.uk/maths-games/hit-the-button</p>	<p>What can you do to be active and get fresh air and exercise? Daily at 9am, Joe Wicks is going to be your P.E. teacher while you can't be at school! Hit the link below to have a daily live P.E. lesson. https://www.youtube.com/channel/UCxW1XT0iEJo0TYIRfn6rYQ</p>
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Weekly Extension Project / Challenge Activity

Over the course of this term you are going to investigate African instruments and design, make and evaluate your own African instrument. With this in mind, you might want to start a small collection of materials to help you with this. Before you put anything into the recycling bin you might want to save it for your instrument.

Music is an integral part of African culture and society. For many cultures it is an important part of religious ceremonies, rituals and everyday life. Everyone will take part by singing, dancing or playing an instrument. You're going to investigate some African instruments. Use the internet (remembering all you have learnt about e-safety) to find out about a kalimba, caxixi and vuvuzela.

Also – don't forget the 'Share a million stories readathon'!