



Home Learning – Week commencing 15.06.20

Year 4

Dear Parents,

Tapestry is now live: <https://tapestryjournal.com/> Please login and view the teachers' videos on the 'Memos' tab and share any learning or activities on the 'Observations' tab. Thank you! We 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,

Well done for making it through another week. It's great to see what you're doing at home on Tapestry. We have finished our English that was carried over from last term so we are starting a new book. We are going to be reading 'George's Marvellous Medicine' by Roald Dahl. If you have a copy of your own you can read your own, if not don't worry we will be reading it together through Tapestry. Some days I will read it to you, some days I will upload the chapter for you to read independently and other days you can listen to the audio version. You can access it via Audible



(https://www.audible.co.uk/ep/title?asin=B00MOLSAKK&source_code=M2M30DFT1BkSH101514006M&&ipRedirectOverride=true – you can access a free 30 day trial) or follow along using the YouTube link (<https://www.youtube.com/watch?v=63Rl-UspWdY>). Have a lovely week Year 4 ☺

Mrs Williams

	English	Maths	Topic																																																																																																		
1	<p>Using the audio links from above to listen to the first 5 chapters: Grandma, The Marvellous Plan, George Begins to Make the Medicine, Animal Pills and The Cook-Up. If listening to the YouTube link, stop at 28:21 and if listening on Audible stop at 28:21. After listening, can you remember what sorts of things George is putting in his medicine? What adjectives does Roald Dahl use to describe some of the ingredients? Create a spider diagram noting down lots of the great adjectives Roald Dahl has chosen. Next to some of the adjectives, can you write down the effect these adjectives have on us as readers?</p>	<p>To solve problems using information presented in tables</p> <p>Watch the video on Tapestry showing you how to answer questions on a table.</p> <table border="1"> <thead> <tr> <th colspan="4">YEAR 2</th> <th colspan="3">YEAR 3</th> </tr> <tr> <th>Height (cm)</th> <th>Weight (kg)</th> <th>Shoe size</th> <th>Name</th> <th>Height (cm)</th> <th>Weight (kg)</th> <th>Shoe size</th> </tr> </thead> <tbody> <tr><td>119</td><td>24</td><td>13</td><td>Emi</td><td>125</td><td>28</td><td>2</td></tr> <tr><td>129</td><td>28</td><td>2</td><td>William</td><td>137</td><td>31</td><td>3</td></tr> <tr><td>122</td><td>25</td><td>1</td><td>Amara</td><td>127</td><td>26</td><td>1</td></tr> <tr><td>116</td><td>20</td><td>12</td><td>Lance</td><td>120</td><td>22</td><td>1</td></tr> <tr><td>125</td><td>25</td><td>13</td><td>Miriam</td><td>131</td><td>29</td><td>2</td></tr> <tr><td>130</td><td>29</td><td>1</td><td>Carlie</td><td>136</td><td>31</td><td>3</td></tr> <tr><td>121</td><td>21</td><td>13</td><td>Jordan</td><td>125</td><td>23</td><td>2</td></tr> <tr><td>129</td><td>27</td><td>1</td><td>Alicia</td><td>135</td><td>32</td><td>2</td></tr> <tr><td>113</td><td>19</td><td>13</td><td>Lynna</td><td>118</td><td>23</td><td>1</td></tr> <tr><td>126</td><td>26</td><td>13</td><td>Ryan</td><td>131</td><td>29</td><td>2</td></tr> <tr><td>123</td><td>24</td><td>1</td><td>Tyrone</td><td>130</td><td>28</td><td>3</td></tr> <tr><td>118</td><td>25</td><td>13</td><td>Courtney</td><td>123</td><td>25</td><td>1</td></tr> </tbody> </table> <p>After watching my example, can you have a go on your own answering questions starting from SET A or SET B, depending on how confident you feel. You will find the table and the questions as two separate pdf documents on today's Tapestry post.</p>	YEAR 2				YEAR 3			Height (cm)	Weight (kg)	Shoe size	Name	Height (cm)	Weight (kg)	Shoe size	119	24	13	Emi	125	28	2	129	28	2	William	137	31	3	122	25	1	Amara	127	26	1	116	20	12	Lance	120	22	1	125	25	13	Miriam	131	29	2	130	29	1	Carlie	136	31	3	121	21	13	Jordan	125	23	2	129	27	1	Alicia	135	32	2	113	19	13	Lynna	118	23	1	126	26	13	Ryan	131	29	2	123	24	1	Tyrone	130	28	3	118	25	13	Courtney	123	25	1	<p>Geography</p> <p>Read through the slides on knowing how land in tropical climate zones is used to produce food.</p>
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2	<p>Over the next few days you are going to investigate how Roald Dahl skilfully manipulates words to achieve extraordinary effects. Read extract one (found on today's Tapestry post). Which words rhyme? Is there any rhyming pattern to the poem? You may have noticed that it is written in rhyming couplets. Why do you think Dahl used rhyming couplets? What effect does this have on the reader? Use the 'Revoluting Rhymes' (on Tapestry) to generate new rhyming words for Roald Dahl's poem.</p>	<p>Time Graphs</p> <p>The table below shows data that has been measured over time. It shows the temperature in the city of London over a period of 9 days. Therefore, we can present this data as a time graph.</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Temperature °C</th> </tr> </thead> <tbody> <tr><td>1</td><td>8</td></tr> <tr><td>2</td><td>10</td></tr> <tr><td>3</td><td>9</td></tr> <tr><td>4</td><td>10</td></tr> <tr><td>5</td><td>9</td></tr> <tr><td>6</td><td>9</td></tr> </tbody> </table>	Day	Temperature °C	1	8	2	10	3	9	4	10	5	9	6	9	<p>Music Dynamics</p> <p>https://www.bbc.co.uk/teach/live-lessons/ten-pieces-party-live-lesson/znn82sg</p> <p>Watch the clip using the link above. Listen and follow the instructions in the video and use the sheet on today's Tapestry post.</p>																																																																																				
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A time graph will allow us to visually see the rise and fall of the temperature over the nine days.

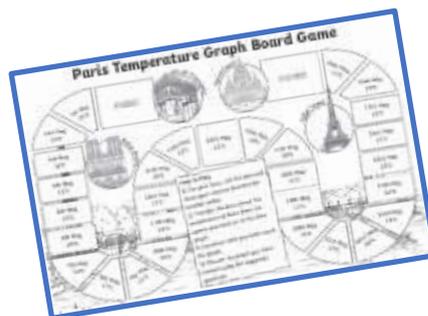
Watch the [video on Tapestry](#) to demonstrate how you would create a time graph and demonstrate how you would answer questions on a time graph.

After watch the video, you will find a worksheet for you to complete. You can also self-assess your work afterwards using the answer sheet. These can be found on today's Tapestry post.

3 Have a look at the well-known tongue twisters on today's Tapestry post. Can you say them faster than an adult? Why are they called tongue twisters? How does extract one compare with the tongue twisters? When words close together start with the same letter or sound it's called 'alliteration'. Why do you think Roald Dahl used alliteration? Watch the [video on Tapestry](#) as I make a medicine using alliteration. After watching the video, can you create your own list of things to put into your medicine using alliteration. Challenge yourself to use two alliterative adjectives, for example: 'slippery, sludgy slime'.

Time Graphs

Play the board game found on today's Tapestry post. You will also find a blank template for your time graph. As you play the game, you will need to transfer the data from the square you land on to the time graph. Once you have completed the game and your graph, discuss and answer the questions.



PSHCE Afternoon

Begin by making a 'feelings' graffiti board. On a piece of paper, jot down all of the words you can think of to describe feelings and emotions. Look at the images below. Thinking of images can help us describe strong or intense feelings. What feelings do these images make you think of? Can you write a sentence to match each picture and describe the feeling you think it best represents? For example: Like a little cat, outside and lost in a snowstorm, she felt lonely and afraid. Finish by watching the following video: <https://www.youtube.com/watch?v=gj9mTHs46DY&safe=true>



4 Watch the video and read through the information in the website link below: <https://www.bbc.co.uk/bitesize/topics/zmfc7ty/articles/z6vxxyc> You are learning about onomatopoeia. Try saying it: **on-oh-mat-oh-pea-yah**. Using the worksheet on Tapestry, can you think complete the table thinking of your own onomatopoeia.

Problem Solving

Today you are going to be solving problems involving time graphs. You will find SET A, SET B and SET C on today's Tapestry post. You can choose if you would like to complete SET A and B or SET B and C.



ICT

We are continuing our learning on programming Turtle Academy online. You will use the website below: <https://turtleacademy.com/> This week you are going to look at the lesson's 13 and 14.

5 Spelling

Times table focus

Art

<p>Look at the spelling rule 10 using the website below: https://spellingframe.co.uk/spelling-rule/10/3-The-sound-spelt-ou.</p> <p>Here are your words to learn this week:</p> <p>division invasion confusion decision collision television erosion fusion passion pension</p>	<p>This week you are focussing on the 4 times tables. Have a go at the 4 times table</p> <p>Multiplication Wheels on today's Tapestry post.</p> 	<p>Use the slides on today's Tapestry post to learn about the Italian artist Caravaggio. After reading the slides and discussing his work, can you create your own painting/drawing using fruit or vegetables you may have at home?</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 9 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 still delivering 30 minutes of exercise. https://www.youtube.com/channel/UCAxW1XT0iEJo0TY1Rfn6rYQ Super Pirates have a great choice of fun active session via their YouTube. You can access a range of activities through the link below: https://www.youtube.com/channel/UC5nV9gt3QP03_FzVsk57SNg</p>
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Weekly Extension Project / Challenge Activity

One day this week, I would like you to make your own sandwich or jacket potato for lunch. Before you make your sandwich or jacket potato, can you write a recipe for it. Below is my example to help you:



These three fillings are easy to make, and delicious in sandwiches or jacket potatoes!

Equipment

small mixing bowls
dessert spoons
a chopping board
a vegetable knife
a butter knife

Ingredients

Tuna Mayo filling:

2 tins of tuna
4 spring onions
1/2 a lemon
5tbsp mayonnaise
black pepper (optional)

Prawn Marie Rose filling:

300g cooked prawns
1tbsp tomato ketchup
2tbsp mayonnaise
1/2 a lemon
1 handful of cress
Worcestershire sauce (optional)

Egg Mayo filling:

4 hard-boiled eggs
1 handful of chopped chives
6tbsp mayonnaise

Method

Tuna Mayo:

1. Drain the tins of tuna.
2. Finely chop the spring onions.
3. Mix the tuna, spring onions and mayonnaise together. Add a squeeze of lemon juice and a pinch of black pepper.

Prawn Marie Rose:

1. Mix the ketchup and mayonnaise, adding a squeeze of lemon juice and a dash of Worcestershire sauce.
2. Stir in the prawns.
3. Chop the cress, then either mix it in or sprinkle it on top of the prawns when serving.

Egg Mayo:

1. Peel the boiled eggs and chop them into small pieces.
2. Finely chop the chives.
3. Mix the eggs, chives and mayonnaise together.

