

## Year 4 Accessing Learning From Home – April 2020 – Year 4

### Online Learning Portals

We will continue with using Purple Mash, Sumdog and also Active learn. Activities will be allocated and checked, marked and reset as appropriate.

### WB 20.4.20

### Maths: Decimals Week 1

By the end of this week children will learn to identify and represent:

1. Recognise tenths and hundredths
2. Represent tenths as decimals
3. Represent tenths on a place value grid
4. Represent tenths on a number line
5. Tenths when dividing 1-digit by 10

Please access <https://whiterosemaths.com/homelearning/year-4/> - Spring term week 1. Each lesson has a video lesson, activity sheet and answers (which they should not look at!). The activity sheet can be open on the screen and children can record their answers on paper or printed out. The first page is easier and the second page provides more challenging problem solving and reasoning questions.

White Rose Maths has partnered with BBC Bitesize Daily to create a 12 week maths progression for the summer term. If you don't have a premium subscription you can sign up here <https://resources.whiterosemaths.com/content-restricted/> or simply use the free content!

Decimal work on Sumdog and purple mash will also be set and children can apply the skills they have learnt to solve these and consolidate their learning.

**Spelling:** Accessed via purple mash and active learn – this week's focus will be the creation of verbs from nouns – active becomes activate. How many words can you find? This pdf has a great range of ideas linked to the concept -

[https://catalogue.anspear.com/education/samples/SPAG\\_Rules\\_Reinforcement\\_samples.pdf](https://catalogue.anspear.com/education/samples/SPAG_Rules_Reinforcement_samples.pdf)

### Punctuation and Grammar: Verbs and Adverbs:

Using characters both known and made up from books or their imagination, children will practice creating complex sentences containing: commas to mark clauses, fronted adverbials for when/where, powerful adjectives and adverbs as well as appropriate end punctuation.

For example:

The girl went to the pond at the bottom of the garden.

Hardly daring to breathe, the girl crept silently towards the dark, overgrown pond that hid at the bottom of the mysterious garden.

**Reading:** In the pack folder is the Twinkl folder. In this folder you should be able to locate the mixed reading resources file. This file contains a mixture of comprehension challenges related to non-fiction texts. Children can complete whichever tasks catch their interest – I particularly enjoyed learning about Tour de France, there is also a pack of fossil questions!

## **Writing: Taking Flight** <https://www.literacyshed.com/takingflight.html>

This week's task will be to create a short story based on the short film: Taking Flight. A five day step by step task has been created with the aim of mimicking the process followed in school.

1 – Watch the clip twice. Once to watch and enjoy, the second time to watch closely and pick up on details missed in the first viewing. Once the clip has been watched, create a story map of events.

2 – Think of the three characters: the boy, father and grandpa. Create a character role on the wall for each. What are their thoughts? Feelings? What do they look like? How do they act? What do we learn about them?

3 – Rewatch the clip – focus on the settings: the garage, street.... What other settings are there? For each setting, create a bank of powerful adjectives to describe them and enable a reader to imagine them. Use online thesauruses to find different words.

4 – Rewatch the clip – using your story-map, create a short story for a year four child, which contains all of the year four skills you know about. Your outcome is a story of no more than 4 different paragraphs that is based on the clip. You can write about the boy and keep the characters the same. Or, if you fancy a change – change the child, change the adults, you could even change the settings so it feels like its set in Penwortham!

5 – Continue writing your story today. Once you think you have finished it, then you need to check it through carefully and edit and make changes as needed. The final step – is to read it to somebody! Have a go at practising beforehand, change your tone of voice, add dramatic pauses, experiment with expression... have fun with it!

## **Science: Classification:** <https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx>

Watch the clip carefully, check your understanding by telling an adult what classification is and that make sure your child understands what similarities and differences are. For your task this week – we want you to investigate different animals on each day:

[https://www.kidzone.ws/animals/animal\\_classes.htm](https://www.kidzone.ws/animals/animal_classes.htm) has a great breakdown of the kinds of classes there are. So for mammals: pick two mammals and describe what makes them different and also what makes them similar. This can be extended to identifying up to five mammals. The next day you could do the same task, but for birds, or fish, or reptiles or amphibians. The goal is to develop knowledge of types of animals and be able to describe what makes them similar and different.

## **Topic: Rivers**

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8> Children will be learning about rivers by themselves this week. Over five days, they need to make sure they have watched the first clip twice and jotted down the key vocabulary such as source, river bank, tributary. They need to learn about the parts of a river and be able to draw their own, labelling it carefully and being able to tell another person about what they have learned. As this is independent: children may record their ideas how they wish. I'm a big fan of colour coding, each key word could be a different colour – such as source, and the related information could be written in that colour onto post it notes and stuck around the house to enable practice of key information. Learning about rivers will extend into their history work on Ancient Egypt so once confident about rivers, they can access: <https://www.bbc.co.uk/bitesize/clips/z3rwmp3> - the next week will have activities linked to the Nile.

## **Extra Information – Including if you do not have access to the internet**

Some of the following activities do not need the internet.

### **English**

One of our school improvement focus areas this year is reading. It is important that the children continue to read as much as possible during the time school is closed.

Children can stretch themselves easily and in the following ways –

Use dictionaries (online or paper) to check the meaning of unfamiliar words in different texts you may have at home.

They can create character profiles to describe physical and personal attributes in their own stories.

They can mindmap effective vocabulary found in different texts.

Take time to listen to their reading and challenge their use of expression. They can experiment with different volumes and tones of voice for different characters.

Visit the poetry archive website listed in the links. There is a fantastic range of poems that children can learn by heart and perform for an audience!

Appropriate magazines and texts are a gold-mine of story starter ideas.

Try looking at adverts and bringing them to life by writing scenes, you could even create your own adverts of products you have at home.

Create your own blurbs for stories that you have read at home, can you make them as persuasive as possible?

Practice your handwriting – make sure your ascenders and descenders are correctly positioned.

Bug Club is another excellent online resource, children are all aware of how to access this.

### **Maths**

Complete challenges on Times Tables Rockstars. (login details are in homework books or jotters).

Visit [www.topmarks.co.uk](http://www.topmarks.co.uk) and play some of the maths games from the maths 9- 11 section.

If you just want to practice what we have learnt so far then you could practice:

- 4 column addition and subtraction

- Multiplication of 3 digit by 1 digit numbers using the grid method.
- Short Division (using the chunking method)
- Times tables and division facts.
- Place value of numbers up to 1000
- Ordering and comparing numbers up to 1000
- Rounding numbers to the nearest 10, 100, 1000
- Negative numbers
- Try using and applying your maths by problem solving - <https://nrich.maths.org/advancedps> is particularly useful for advanced problem solving that requires lots of thinking and different strategies.
- Play countdown at home! Give children 5 numbers of any size and then a target number. The challenge is to use each of the 5 numbers *once* to make the target. All operations permissible.
- Log into Sumsdog

### **Useful websites**

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

<https://www.nasa.gov/kidsclub/index.html#.VpP5hDZH3zI>

[http://www.bbc.co.uk/schools/websites/4\\_11/](http://www.bbc.co.uk/schools/websites/4_11/)

<https://www.nhm.ac.uk/>

<https://mathsframe.co.uk/en/resources/category/22/most-popular>

<https://www.brain-games.co.uk/Math+Games>

<http://www.sciencekids.co.nz/>

<https://childrens.poetryarchive.org/>

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>