



Home Learning Year 4
Week beginning 1st June
Summer 2 Week 1



Religious Education

The Story of Saint Paul – part 1.

Did you know that Saint Paul was originally called Saul? He was a Jew who came from Tarsus. He grew up in a Jewish home. He was a Pharisee (part of a group of Jewish people who thought the Jewish religion should be about worship at the synagogue and very strictly following the laws) and did everything he could to be a good man. He kept every rule there was to keep, but he didn't like Jesus' followers. He did his best to wipe them out.

Watch the video of Saint Paul at <https://www.youtube.com/watch?v=IIXFy3zjJh4>

- q Who was Paul?
- q How did he change?
- q Why did he want to go all over the world spreading the Good News?
- q What was the Good News that he gave?
- q Why did Paul think it was important for him to do this?

From a Bible or the Seesaw activity, read Acts 13:1-14, 49-52 and 14:1-7, 21-26 to read about Paul's **first** missionary journey spreading the Good News. On the map of the Mediterranean, mark a dotted line to **show Paul's route**. (HINT: make sure you start in the correct Antioch. There are two...!)

Challenge: Paul went on four journeys altogether. Read the following bible verses and use a different colour pen to **add the routes** of each of these journeys on your map.

(2nd journey – Acts 15:36-41, 16:1-12, 17:1-16, 18:1-5, 18-22) **(3rd journey** – Acts 18:23, 19:1-4, 21-22, 20:1-6, 13-16, 21:1-19, 30-36) **(4th journey** – Acts 23:23-35, 25:10-12, 27:1-44, 28:1-2, 11-16)

English

Narrative: The Time-Slip Scarab part 2 (you'll need the word mat attached to this activity)

1. **Put these story words in alphabetical order** (*artefacts, iridescent, elongated, meandered, withdrew, oozed, procession, chant, hieroglyphs, jackal, striding*)
2. **Re-read the story** from the Seesaw activity.
3. **Talk about the questions** with your adult or record your answers on Seesaw:
Page 4: Where was the beautiful woman sitting and how do you know?
Page 5: How does the author make it seem like Emily has no way of escape?
Page 6: Find an example of an ellipsis and say why the author uses it.
4. **Task:** On page 1, **find and copy** down the sentence where Emily first 'notices' the scarab. Look at how **the colon ':'** is used to start a list of words and phrases that **describe** the scarab. From the word bank, **choose 3 different** Egyptian artefacts to be new 'portal' objects. **Use the sentence starters** to say how Emily notices them e.g. 'A mummified cat caught Emily's eye:' then use the word bank to make a list of words or phrases, starting with a colon, describing the object.

A /An _____ caught Emily's eye :

Emily suddenly noticed a /an _____ :

Emily's gaze came to rest on a /an _____ :

Non-negotiables: Capital letters, full stops, commas, best joined-handwriting, and thinking carefully about your language (picking the most effective word).

Success Criteria:

- Use **powerful verbs and adjectives**
- Use **colons** correctly
- Use **a or an** correctly

Read your work aloud to your grown-up to check it all makes sense.

Edit and improve your work. Can you look up spellings using a dictionary?

Maths Time

Make a prediction of how long some activities take to complete. For example, making a cup of tea, you might estimate that it takes 3 minutes 45 seconds or you might want to guess that running up your stairs takes 45 seconds.

Ask the other people in your house to take a guess of how long these activities will take.

After you have predicted how long these activities will take, use a timer to measure how long they really do take. If you have predicted some longer activities, then you can google how long these take.

Look at your family's answers. Who got the closest to the time?

EPR



It is world environment day on the 5th of June. Can you think of an invention or a way of living that could help the environment? For example, you might think of a machine to reduce plastic in the ocean or you might dedicate one day a year to plant trees. Think creatively and most importantly, think **GREEN**.

Investigate, Design and Make (Science and DT)

Classification keys part 2. Last week, you used classification keys to find out which group things belong to. This week, you'll need a packet of **liquorice allsorts** or use the pictures from the Seesaw activity. **Your task** is to use the skills you practised last week to **create your own classification key to sort out all the different sweets**. Remember that each question should have a **yes / no** answer. Start with more **general questions**, e.g. 'is it pink?' then make the questions more specific as you go. You can only have **one type of sweet in each of your final groups**. **Challenge:** Collect at least 8 different leaves and make a classification key to sort them out. Can you give the name of the tree or shrub that each of your leaves came from?



Computing My Digital Footprint: See activity on Seesaw

1. Tap the add button to begin the activity.
2. Use the label tool to create labels to show ways you can create a positive digital footprint. Use the sample for ideas.
3. Tap the microphone and share how you will be a good digital citizen.
4. Tap the check to add to your journal.



Discovery of the World (History/ Geography)

The Ancient Egyptians loved garlic. They also ate green vegetables, lentils, figs, dates, onions, fish, birds, eggs, cheese, and butter. Their staple foods were bread and beer. Research what other kinds of food and drinks the Ancient Egyptians enjoyed. Wealthier Egyptians ate differently to the poorer Egyptians, which would be interesting to research too.

Can you create a menu for an Egyptian feast? Think about what were delicacies of that time and what they might have had for their dessert. You might want to think about where the food is sourced from and what ingredients go into the food. You could even have a go at making your own Egyptian feast and upload pictures of that to Seesaw!



Physical development

You need **a ball or balloon or something like a ball e.g. rolled up socks, scrunched up paper, and 2 cones or something like cones e.g. stools, cushions, toys etc.** You have to run back and forth between the 'cones' keeping your 'ball' in the air with your hands. **RULES:** your 'cones' must be at least 2m apart, you have to touch each 'cone' with your hand as you reach it, the 'ball' mustn't touch the floor. How many times can you touch the cones in 1 min?

Express Yourself (Music, Drama and Art) 🎨

Art: Iconography in art is widespread, the image of Mary with child is possibly the most iconic religious image. In art, painters find mood and emotion through brushstrokes, colour and composition. Graphic designers use similar methods, with sharp angles and block colour to create inspiring masterpieces.

Task: Poster Design (Seesaw activity). Copy or print the image of Mary to fill an A4 page, then design and decorate the page **in the style of artist, Frank Stella. You MUST put the school name somewhere on your poster.** Post your work to Seesaw (some will be chosen for display in the art room).

Music: The Ancient Egyptians were into 'mummification'. **Listen to the Egyptian mummies song** on the music clips page and **try learning it.** Don't eat your tea at the same time! The recording is very fast! Listen first time. Second time, try learning with the 'echo' track to help you catch the words. The song words are all available on the PDF. The song is called 'Mummy Rag'- I wonder if you can work out the 'joke' of the song. **Why is it called the 'Mummy Rag' and in a 1920's style?**

Wellbeing 🧘

- Find a rock. Decorate the rock as you please and put it in your pocket. Every time you touch it, say something you are grateful for.
 - If you have a garden, water any flowers that are growing there.

Daily tasks

Spelling: Words where the long /ay/ sound is spelled 'ai'. Copy the words and underline the 'ai' in each one. Write each word in a sentence. (*paid, tail, email, sail, pain, chain, snail, waist, paint, stain*)

Handwriting: Practise the **horizontal join to letters with ascenders** ob, of, ol, ot, fl, ft, rk, rl, rt, wh. Next, find a word that uses each of these letter patterns and practise a line of each word. Finally, use your best joined handwriting to practise your spelling words.

Reading: 20 minutes daily reading. Ask and respond to questions about the text that you are reading.

Times tables: Log in to times table rockstars and keep practising on soundcheck for rapid recall of times tables. Focus on your 3s and 4s.

Mymaths: Log in to mymaths and work through tasks provided.

Bugclub: Log in to bug club and read through books that have been set. Answer any comprehension questions given.



Don't forget, Seesaw is a fantastic way for pupils and teachers to interact.

There are some tasks that are computer based, however mostly it is a great platform for you to upload photos or videos of any home learning you have done, for example painting, baking, reading, writing, maths activities.

We miss you very much and Seesaw is a great way to keep the interaction between teacher and child going during this time.

If you need any advice or help with navigating Seesaw, please don't hesitate to email your child's class teacher and we will be happy to help!