



Home Learning Year 4
Week beginning 8th June
Summer 2 Week 2



Religious Education

Reconciliation - Building bridges of friendship.

Look at the picture of the suspension bridge on the Seesaw activity or find one of your own. Think about what bridges do and why we need them. Think about how they are constructed. A bridge needs to be built from both sides. A bridge must be strong enough for people to walk on. Bridges span or stretch across things. A bridge needs to be cared for and looked after otherwise it will just fall down.

Read the short story from the Seesaw activity.

A friendship is like a bridge between people - it needs to be strengthened, maintained or repaired.

- q What brought Sara and Poppy together as friends?
- q Why do you think the friendship faded?
- q What do you think about Poppy?
- q What do you think Sara might do?
- q Has anything like this ever happened to you?
- q How did you feel?
- q What did you do to mend the friendship?

Task: create a bridge of words or pictures about friendship. Put yourself on one side of a river, road or valley, and your best friend/s on the other. Build a bridge between you and your friend with words or pictures showing what makes friendship strong, and how you can care for and repair your friendship.

English Narrative: The Time-Slip Scarab part 3(all the questions are also on the Seesaw activity).

1. **Sort these story words** into groups of your choice. Which word is the odd one out? (*artefacts, iridescent, elongated, meandered, oozed, withdrew, juttred, procession, Anubis, chant, hieroglyphs, comprehend, jackal, striding, surveyed*)
2. **Re-read the story. Describe Emily's feelings** as they change, using evidence from the text e.g.

Event	Feelings	Evidence
At the start	Bored/disinterested	It was only when they reached the Egyptian display that Emily became interested.

3. **Write your own time-slip story.** You could a) write a new adventure for Emily, and a different Egyptian artefact, b) choose your own character, a different Egyptian artefact and a different museum, or even c) time-slip your character to a different period e.g. the Romans.

Use this structure for your story making notes before you start: (divide this work up over 2 or 3 days)

Main character (MC) sees an historical artefact	<i>(You could choose an artefact from your work last week)</i>
MC touches the object and is transported back in time	
MC is threatened by something /someone	
MC flees but is chased	
MC touches the object again and returns to the present	
A character makes a final comment / action as a result	

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

Success Criteria:

- Use **colons correctly**
- Use **similes and metaphors**
- Use **historical details to bring the description alive**
- Include your **character's feelings (show don't tell)**

Read your work aloud to your grown-up to check it makes sense. **Edit and improve your work.**

Maths

Angles - Remember you are writing about angles, not angels.

Mild: Make yourself a right angle tool (fold a piece of paper to make a corner, or use the corner of a sheet of paper.) Find as many right angles as you can in your house and create a list of them. Remember that a right angle = 90 degrees.

Spicy: Learn these facts:

Acute angle: Greater than 0 degrees and less than 90 degrees.

Right angle: 90 degrees.

Obtuse angle: Greater than 90 degrees and less than 180 degrees.

Make yourself a right angle tool (fold a piece of paper to make a corner, or use the corner of a sheet of paper.) Find different angles in your house, making sure you have at least two acute, right and obtuse angles. Remember, acute angles will be smaller than your right angle and obtuse angles will be bigger.

Hot: Start off on spicy to help with your understanding.

Draw a variety of different shapes and label all the angles on that shape as either acute, right or obtuse. Colour in the biggest angle in green and the smallest angle in red.

Challenge:

As well as finding out what angles are in your shapes, can you think about what other properties your shape has? You might want to think about its symmetry, how many edges, vertices, what the name of the shape is. Create a list of properties based on each of your shapes.

EPR



Storytelling is a great way to bond with people and find out more about them. Spend this week talking to a family member (or family members) and ask them to tell you a story that you don't know about them. They might want to tell you a funny story that has happened in their life, or they might want to tell you a story about a time that they were brave. Listen carefully when your family member tells you their story, because it might be that you tell the same story to your children in years to come!

Investigate, Design and Make (Science and DT)

NEW TOPIC: ELECTRICITY. (see activity on Seesaw)

Watch the video. List the things you see that require electricity to work in words or pictures.

Which use batteries and which use mains electricity (the ones you plug in to a socket)? **Use a Venn diagram** to sort out the appliances that use batteries, mains electricity and those that use both. **Find other appliances** in your house to add to the diagram. Appliances that do not use electricity go outside the circles.

If you could only keep one thing, which would it be? Why?

CHALLENGE: Choose 3 electrical appliances and explain how they work. Why do they have to run using this source?



Computing

Coding with Scratch.

- You are going to be learning how to code using Scratch. Throughout the unit there will be videos to show you how and activities to challenge you each week.
- Lesson 1: Unplugged (you will need Lego or something similar) 1) Click the picture to learn more 2) Take a picture of your work 3) Then add your picture Seesaw 4) Save.



Discovery of the World (History/ Geography)

There are many mysteries around the great pyramids of Egypt but we do know that deep inside them lay the Pharaoh's burial chamber, filled with treasures and items for the Pharaoh to use in the Afterlife. The walls were often covered with carvings and paintings. Near the Pharaoh's chamber would be other rooms where family members and servants were buried. There were often small rooms that acted as temples and larger rooms for storage. Narrow passageways led outside and sometimes fake burial chambers or passages would be used to try and trick grave robbers. Imagine you are an Architect who has been given the role of designing the inside of the pyramids and draw the blueprints for this. Think about what treasures you would include for the afterlife, what paintings would be on the walls and add in any traps or secret rooms to keep the robbers out!



Physical development

Take part in 'virtual' sport games alongside your friends and teammates from school on seesaw. 🏆 Win medals, trophies and prizes, and strive to be the very best that you can in this virtual competition. Look out for the new sport challenges released every Monday. Practice, train & improve to get your best scores. 🕒 Choose your highest scores and send them in before 12 noon each Friday. Our school's total score will be calculated adding us to Nationwide Leader boards and Spirit of the Games awards.

Express Yourself (Music, Drama and Art) 🌸

Music: Horrible Histories have made a video about Cleopatra, a famous Egyptian queen. There are 2 films for you to watch on the Year 4 music clips page: one of them has the lyrics so that you can try singing along. Can you clap the pulse to the song? It's quite fast isn't it? Can you pick out some of the rhythms?

Art: Drawing a self-portrait is the best technique to learn proportion and scale used when drawing faces. We look at ourselves every day whether in reflections, photographs or mirrors, therefore without realising you know your face better than anybody else, hence drawing yourself is actually quite easy.

Task: use pencil to draw a self-portrait. Add tone and mark making to create realism.

Wellbeing 🧘

- Read a story or part of a story to somebody or something. Pick your favourite part of that book and share it with somebody else.
- Go on a wildlife safari in your garden or on your next walk. How many things that you find can swim/ fly/ have fur/ have beaks?

Daily tasks

Spelling: Words where the /ʃən/ sound is spelled 'sion'. Copy the words and underline the 'sion' in each one. Change each word into a VERB. Can you make a rule for adding -sion to verbs? (*division, collision, explosion, corrosion, conclusion, extension, comprehension, intrusion, evasion, confusion*)

Handwriting: Practise the **horizontal join to letter 's'**. *as, bs, cs, ds, es,* etc. Continue joining each letter of the alphabet to s. Then, 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 7s and 11s.

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!