Year 4

Home Learning Pack **5**

For Week Commencing 04/05/2020

This is Year 4's **Fifth** Home Learning Pack. This pack includes information, support and questions for the five English and math tasks that children will be provided through the week.

Where possible, we would like that home learning include:

★ Daily reading through the MyON reading site: https://www.myon.co.uk/login/index.html
★ Daily times tables practise at home or online.
★ Completion of the daily English and the daily math task.
★ Completion of an additional learning activity (Miss Bailey will recommend activities related to a range of subjects through Class Dojo).

However, we do appreciate that this is a challenging time for families. As such, five tasks have been identified as those we would most recommend focusing on throughout the week.

Look out for this symbol (★) in this booklet and the weekly overview.

A message from Miss Bailey:

I'm starting to add English starter tasks as of this week to keep your child's core skills ticking over, like letter formation and spelling. These are optional tasks. Please let me know if they are helpful!

Every weekday I will continue to play TTRockstars between **9am** and **10am** on the Arena setting. If you ever have any worries, concerns or queries, please contact me via the Class Dojo site.

LIST OF KEY WEBSITES:

ENGLISH

Reading books: https://www.oxfordowl.co.uk/

Trapped: https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01

Parts of Speech: https://www.sheppardsoftware.com/grammar/grammar_tutorial.htm

Finish the Story: http://www.scootle.edu.au/ec/viewing/L1275/index.html#

Spooky Spellings: http://www.ictgames.com/mobilePage/spookySpellings/index.html

Julia Donaldson's Weekly Broadcast: https://www.facebook.com/OfficialGruffalo/

Audible Audiobooks: https://stories.audible.com/start-listen

Harry Potter Activities from JK Rowling: https://www.wizardingworld.com/news/introducing-hp-at-home

MATHS

TTRockstars: https://ttrockstars.com/

Marlon's Magical Maths Mission: https://mathsframe.co.uk/en/resources/resource/383/Marlons-Magical-Maths-Mission-Multiplication

Maths Fishing: https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication

Maths Archery: https://mathsframe.co.uk/en/resources/resource/399/Archery-Arithmetic-Multiplication

Hit the Button: https://www.topmarks.co.uk/maths-games/hit-the-button

Daily 10: https://www.topmarks.co.uk/maths-games/daily10

Time Games: https://www.teachingtime.co.uk/

Jacob's Maths Car Game: https://mathsframe.co.uk/en/resources/resource/548/Maths-Road-Turn

The Maths Factor by Carol Vorderman: https://www.themathsfactor.com/?r=2064492557

⭐ENGLISH 1 – EXPLORING RHYTHM IN POETRY

This week we are focusing on poetry in our English work. Poetry is a type of writing which tries to get a reader to **imagine vividly** or **feel** something **intensely**. This is done by choosing and arranging language in interesting ways based on its meaning and sound. Usually poems are written in **lines** which make up a **verse**, with each line beginning on a new physical line.

Task Support:

Today, we are going to be focusing on **rhythm** within poetry. Rhythm is the **beat** of the poem when somebody reads it aloud, similar to the beat of a drum in a song. However, this beat is not created with an instrument but the words we use. In particular, poets create a beat using the **syllables** of each word in each line.

Syllables are a single, unbroken unit of sound which usually contain a **vowel** and one (or more) **consonant**. The number of times you hear a vowel (a, e, i, o, u) in a word is sometimes equal to how many syllables it has.

Eg. Cat is a one syllable word, as is light. In contrast, rubber is a two syllable word (rub-ber) and lollipop is a three syllable word (lol-li-pop).

For more information on syllables, see the following site: https://www.theschoolrun.com/what-is-a-syllable

A Haiku is a form of Japanese poem which has a specific rhythm. Usually written about nature, these poems are three lines long and have **5 syllables** in line one, **7 syllables** in line two and **5 syllables** in the final line. They do not have to rhyme.

Eg. The warm, soft breeze blew, (**5**)
    Rays of gold ran to the Earth, (**7**)
    As summer began. (**5**)

A Tanka is an extended form of this type of poem. Historically used by men to gain the affections of a woman they loved, a Tanka is five lines long to allow for more storytelling. Their syllable structure is as follows: **5, 7, 5, 7, 7**.

Eg. The warm, soft breeze blew, (**5**)
    Rays of gold ran to the Earth, (**7**)
    As summer began. (**5**)
    Her long hair danced in the haze, (**7**)
    More beautiful than Venus. (**7**)

Today's Task:

Write at least one Haiku about nature. It might be the weather, what you see outside your window, a season, a place or something else but it **must** follow the Haiku rhythm.

For more support before you start, see Miss Bailey's YouTube support video on Class Dojo.

Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

Challenge: Can you extend your Haiku(s) into Tanka(s)?

ENGLISH 2 – SIMILES METAPHORS AND ODES

This week we are focusing on poetry in our English work. Poetry is a type of writing which tries to get a reader to **imagine vividly** or **feel** something **intensely**. This is done by choosing and arranging language in interesting ways based on its meaning and sound. Usually poems are written in **lines** which make up a **verse**, with each line beginning on a new physical line.

Task Support:

Today, we are going to be focusing on the **description** used within poetry to emphasize the imagery or feeling the poem expresses. Poets often use figurative languages, where what you mean goes beyond what you say, to describe. In particular, they often use **similes** and **metaphors**.

A **simile** is where you **compare** one noun to another noun by using the words **as** or **like**. You do this to **exaggerate** (go over the top) about something that you think is similar between them (even though it isn't quite true).

Eg. Mo Farah is **as** fast **as** a cheetah. *I am trying to exaggerate that Mo Farah is fast by comparing him to the fastest mammal on Earth.*

A metaphor is also where you **compare** one noun to another noun to **exaggerate** similarities; however, a metaphor will say that they **are** the same thing by using the words **is** or **was**.

Eg. The moon **was** a pearl in the sky. *I am trying to exaggerate that the moon is round, shiny and white like a pearl by saying it is a pearl.*

For more information on similes and metaphors, see: https://www.theschoolrun.com/what-is-a-simile

An Ode is a form of Ancient Greek poem where a person expresses their feelings about a particular person or thing that they love or want to thank. It is made as an honor to that person or thing. While odes are traditionally serious, funny odes can be made about things that you may surprised someone is passionate about. They do not have a specific rhythm and do not need to rhyme.

Eg. **An Ode to Toilet Paper**
As I sit here on my throne and think,
I notice you nearby the sink,
Perfect for so many things,
That life and my body brings,
Soft like a pillow against my cheeks,
A net to catch when water leaks,
From my eyes or a burst pipe,
Or that stuff that runs on a snotty night.

Today's Task:

Write at least one Ode about something that you couldn't live without during this lockdown. It might be something serious (like your family) or something funny (like toilet paper).

For more support before you start, see Miss Bailey's YouTube support video on Class Dojo.

Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

Challenge: Can you use a simile **and** a metaphor in your ode(s)?

⭐ENGLISH 3 – EXPLORING RHYME AND RHYME SCHEMES

This week we are focusing on poetry in our English work. Poetry is a type of writing which tries to get a reader to **imagine vividly** or **feel** something **intensely**. This is done by choosing and arranging language in interesting ways based on its meaning and sound. Usually poems are written in **lines** which make up a **verse**, with each line beginning on a new physical line.

Task Support:

Today, we are going to be focusing on **rhyme** within poetry. Rhyme is where two (or more) words **end in the same sound** which creates a melodic effect. Words do not have to be spelt using the same letters to rhyme, so long as the sound itself is the same.

Eg. Br**ight** and n**ight** are rhyming words which have the same sound at the end AND are spelt in the same way.

In contrast, c**ow** and m**ow** are not rhyming words even though the spelling is the same at the end because they do not sound the same.

Meanwhile, p**ause** and L**aws** are rhyming words which have the same sound at the end BUT are NOT spelt in the same way.

Rhyme often follows a pattern in poetry rather than being random and muddled up. The pattern of the rhyme in a poem is known as its **rhyme scheme**. We can show that we know which lines rhyme together by giving them a **matching symbol**. Poets usually do this by giving lines which **rhyme together** the **same letter** notation, starting with the letter A and moving through the alphabet.

Eg. My dog is n**ice**,   A
    My dog has l**ice**.   A
    My dog is f**at**,   B
    Who needs a c**at**?   B
    This poem has an AABB rhyme scheme.

Eg. My dog is n**ice**,   A
    My dog is f**at**.   B
    My dog has l**ice**,   A
    Who needs a c**at**?   B
    This poem has an ABAB rhyme scheme.

Eg. My dog is n**ice**,   A
    My dog is f**at**.   B
    My dog is c**ute**,   C
    Who needs a c**at**?   B
    This poem has an ABCB rhyme scheme.

For more information on rhyme schemes, see: https://www.theschoolrun.com/rhyme

Today's Task:

Choose a few of the poems below and identify the rhyme scheme which is used in each.

Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

The Frog

- [ ] I saw a little frog,
- [ ] He was cuter than can be,
- [ ] He was sitting on a log
- [ ] And I'm sure he croaked at me!

Friends

- [ ] True friends are always by your side
- [ ] Through it all.
- [ ] True friends will always be there
- [ ] To catch you when you fall.

The Dog

- [ ] The truth I do not stretch or shove
- [ ] When I state that the dog is full of love.
- [ ] I've also found, by actual test,
- [ ] A wet dog is the lovingest.

Ogden Nash

Pig Limerick

- [ ] There was a sad pig with a tail
- [ ] Not curly, but straight as a nail.
- [ ] So he simply ate oodles,
- [ ] Of pretzels and noodles,
- [ ] Which put a fine twist in his tail.

Arnold Lovel

Ladybug

- [ ] Ladybugs all dressed in red
- [ ] Strolling through the flowerbed.
- [ ] If I were tiny just like you
- [ ] I'd creep among the flowers too!

Maria Fleming

Chair Swinging

- [ ] There once was a boy called Pete,
- [ ] Who liked to swing on his seat,
- [ ] But once he fell down,
- [ ] He looked like a clown,
- [ ] Chair swinging he wouldn't repeat.

Humming Birds

- [ ] I think it is a funny thing
- [ ] That some birds whistle, others sing.
- [ ] The Warbler warbles in his throat,
- [ ] The Sparrow only knows one note;
- [ ] But he is better off than some,
- [ ] For Humming Birds can only hum.

Betty Sage

A Queer Twig

- [ ] Out in the woods I found today
- [ ] A queer thing, without doubt-
- [ ] A wee twig that did not stay still,
- [ ] But tried to walk about.

Alice Crowell Hoffman

The Crocodile

- [ ] How doth the little crocodile
- [ ] Improve his shining tail,
- [ ] And pour the waters of the Nile
- [ ] On every golden scale!

- [ ] How cheerfully he seems to grin,
- [ ] How neatly he spreads his claws,
- [ ] And welcomes little fishes in,
- [ ] With gently smiling jaws!

Lewis Carroll

Is the Moon Tired?

- [ ] Is the moon tired? She looks so pale
- [ ] Within her misty veil.
- [ ] She scales the sky from east to west,
- [ ] And takes no rest.

- [ ] Before the coming of the night
- [ ] The moon shows papery white;
- [ ] Before the dawning of the day
- [ ] She fades away.

Christina Georgina Rossetti

⭐ ENGLISH 4 – RHYME SCHEMES AND CLERIHEWS

This week we are focusing on poetry in our English work. Poetry is a type of writing which tries to get a reader to **imagine vividly** or **feel** something **intensely**. This is done by choosing and arranging language in interesting ways based on its meaning and sound. Usually poems are written in **lines** which make up a **verse**, with each line beginning on a new physical line.

Task Support:

Today, we are going to continue to focus on **rhyme** within poetry.

Recap: Rhyme is where two (or more) words **end in the same sound** which creates a melodic effect. Words do not have to be spelt using the same letters to rhyme, so long as the sound itself is the same. Rhyme often follows a pattern in poetry known as a **rhyme scheme** where rhyming lines are given matching letters.

Here is a chart to help you think about different rhyming sounds in today's work:

-eer	-air	-urn	-oy	-aw	-ole	-ay	-ate	-ush	-ird	-ee
beer	chair	burn	joy	claw	pole	bay	ate	push	bird	see
cheer	fair	turn	toy	flaw	sole	clay	date	much	third	bee
deer	hair			jaw	stole	hay	crate	gush		glee
peer	lair	-ern	-oil	paw	vole	pray	gate	rush	-eard	knee
	pair	fern	boil	raw	whole	say	grate	lush	heard	tree
-ear	stair		spoil	thaw		stay	hate	shush		
clear	tear	-earn	oil		-oal	spray	late	bush		-ey
dear	where	earn	coil	-ore	coal	stray	plate			key
fear		learn	foil	bore	foal	tray	skate	-oosh		
gear	-are	stern	toil	chore	goal	way		whoosh		-ea
hear	bare			core			-eight			pea
near	dare			more	-oll	-ey	Eight			sea
rear	fare			score	roll	grey	Freight			tea
spear	glare			store	stroll		weight			
tear	mare			shore	scroll	-eigh				-y
year	stare			sore		Neigh				pity
	share			tore		sleigh				city
	spare			wore						holy
	square									moly
				-our						

A Clerihew is usually a humorous type of poem about another person. It is made up of two rhyming couplets (a four line verse which follow an **AABB** rhyme scheme). The first line <u>must always</u> tell you or allude to who the poem is about.

Eg. The enemy of Harry Potter,	A
Was a murderer, a scheming plotter,	A
He never felt guilt, pity or shame,	B
And people were too scared to say his name.	B

Eg. US President, Mr Trump,	A
It's no wonder he's a grump.	A
When being a famous billionaire,	B
Still can't buy you a good head of hair.	B

Today's Task:

Write at least one Clerihew about a character you like or hate in a book, tv programme, game or film. Remember: It <u>must</u> follow the **AABB** rhyme scheme.

Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

MATHS 1 – SEQUENCES

Today you will be looking at different sequences, thinking carefully about what the pattern in each sequence and then applying it yourself. See Miss Bailey's support video if you would like more guidance before having a go yourself. See Class Dojo for the link.

Complete the next two numbers for each of the sequences below.

Hint: Think carefully by what it is increasing or decreasing by each time and __check__ the pattern.

A) 12, 16, 20, 24, 28, _____, _____

B) 65, 60, 55, 50, 45, _____, _____

C) 1200, 2200, 3200, 4200, _____, _____

D) 183, 163, 143, 123, 103, _____, _____

E) 13.5, 14.0, 14.5, 15, 15.5, _____, _____

F) 48, 56, 64, 72, 80, _____, _____

G) 2.81, 2.83, 2.85, 2.89, _____, _____

Find the pattern in each sequence and fill in the missing numbers.

A) 12, _____, _____, 21, 24, _____

B) 1.6, _____, 3.6, _____, 5.6, _____

C) 175, 150, _____, 100, _____, 50, 25

D) 132, _____, 110, _____, _____, 77

If each of the cards below came from a sequence I was making. What could my sequence be increasing by each time?

44   **88**   **132**

Give at least three different possibilities.

Optional Practical Maths
Why not create a sequence of your own and see if people can guess the pattern? You could use numbers or even make a sequence out of things around you.
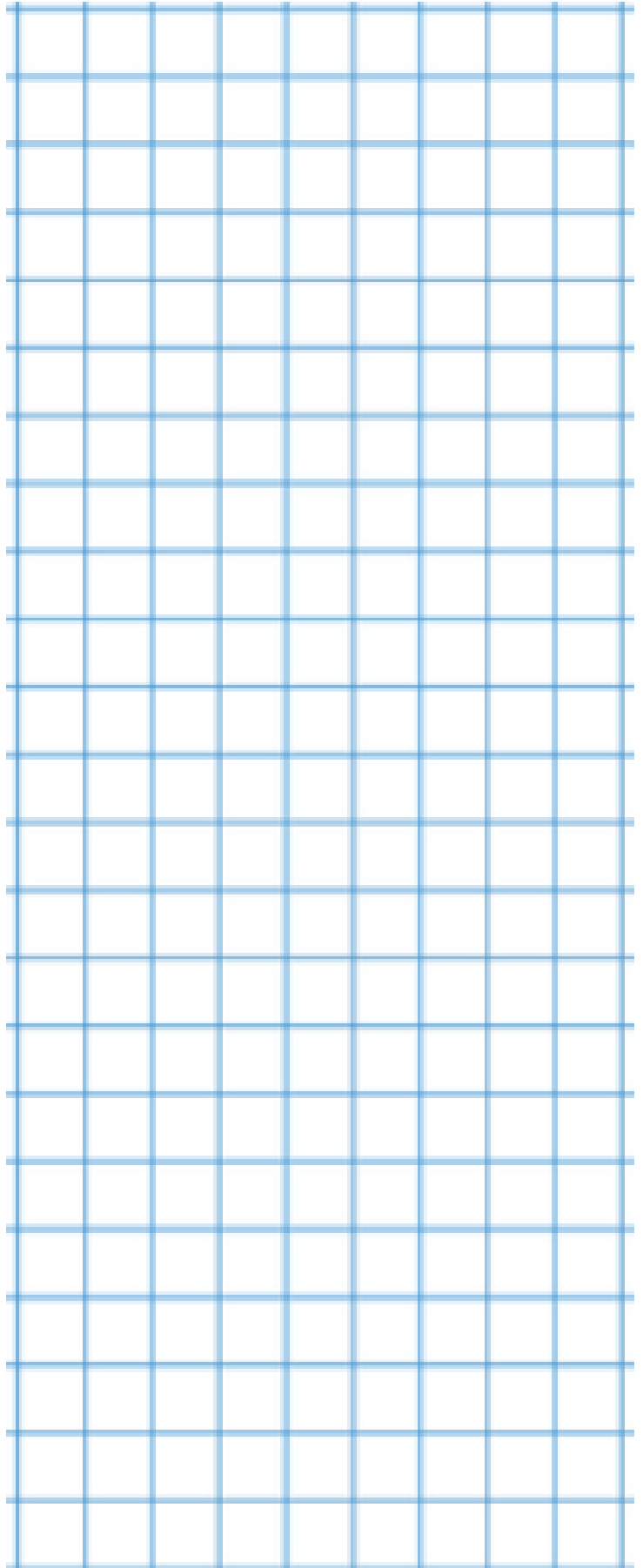
⭐ MATHS 2 – ROUNDING NUMBERS

Today you will be revising how to round numbers to the nearest ten, hundred, thousand or whole number. See Miss Bailey's support video if you would like more guidance before having a go yourself. See Class Dojo for the link.

Complete these rounding calculations.

Hint: Write out your place value columns to support you <u>every time</u> and make sure you read each question carefully.

Round these numbers to the nearest ten:

A) 47
B) 64
C) 189
D) 2835

Round these numbers to the nearest hundred:

A) 124
B) 362
C) 5489

Round these numbers to the nearest thousand:

A) 2437
B) 8742
C) 5150

Round these numbers to the nearest whole number:

A) 4.7
B) 8.2
C) 15.5

<u>Optional</u> **challenge: Round this number to the nearest ten.**

3476.5

Constance says,
"The nearest hundred to 1505 is 1600".

Do you agree with Constance? **<u>Explain</u>** why or why not using place value language.

A number is rounded to the nearest 10. The rounded answer is **260**.

Give all the possibilities that the original number could have been.

MATHS 3 – ESTIMATION THROUGH ROUNDING

Today you will be applying what you were looking at yesterday (rounding) to a series of estimation calculations. See Miss Bailey's support video if you would like more guidance before having a go yourself. See Class Dojo for the link.

Estimate the answer to these calculations by **rounding each number** to the nearest **ten**:

A) 53 + 28 is roughly…
B) 97 + 14 is roughly…
C) 138 + 139 is roughly…

Estimate the answer to these calculations by **rounding each number** to the nearest **hundred**:

A) 146 + 122 is roughly…
B) 1872 + 111 is roughly…

Use the different number cards to make different addition and subtraction calculations which will have an estimated answer of **70**.

121   33   48   41

398   328   255

Molly goes to a shop. She has a budget of **£80**.

Rounding to the nearest **ten**, do you think Molly's trolley is within budget?

£26
£8
£19
£31

Practical Maths

Look at the menu of a restaurant that you would love to visit right now. Imagine ordering a 3-course meal **or** get your family to order one meal each and estimate the total price of the bill by rounding each price to the nearest ten.

Optional bonus: Can you work out the true total by adding the amounts together with column method?
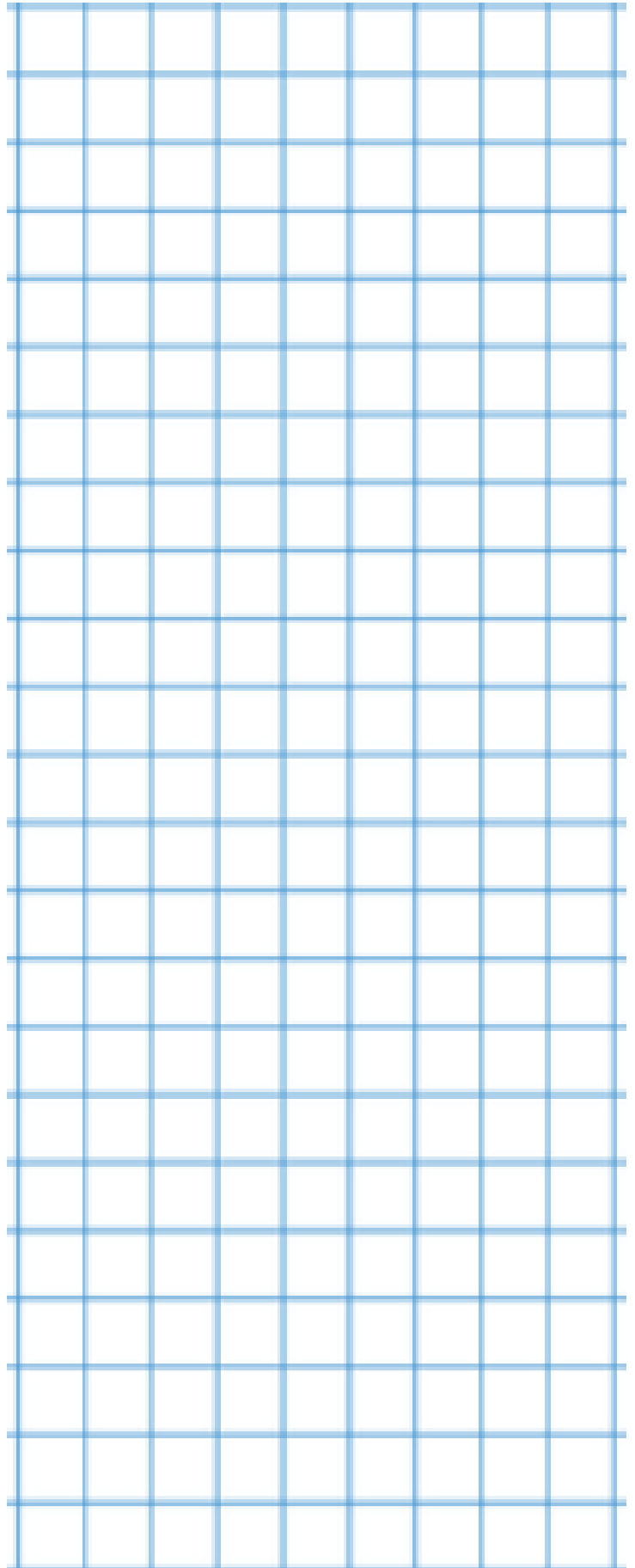
MATHS 4 – ROMAN NUMERALS

Today you will be revising the Roman numerals that we learnt earlier in Year 4. See Miss Bailey's support video if you would like more guidance before having a go yourself. See Class Dojo for the link.

Write these Roman numerals as their Arabic numbers (the numbers we use today):

A) III
B) VI
C) IV
D) XVII
E) LXX
F) CLXXX
G) CXL
H) CCXXXVI

Optional Challenge:

CCXCIX

What is the biggest number you can make out of the following Roman numerals?

WARNING: You can only use each number as they appear once.

V	**X**	**C**
C	**I**	**I**
L	**I**	**X**

Charlie went to a fair. He really wanted to go on the Ferris Wheel but the queue was really long. Below is the time Charlie began queueing and the time Charlie got on the ride.

How long did Charlie have to queue for?

Started queueing: *Went on ride:*

Practical Maths

Write your age and the age of each person in your family as a Roman numeral. Then put these Roman numerals in order from youngest to oldest.
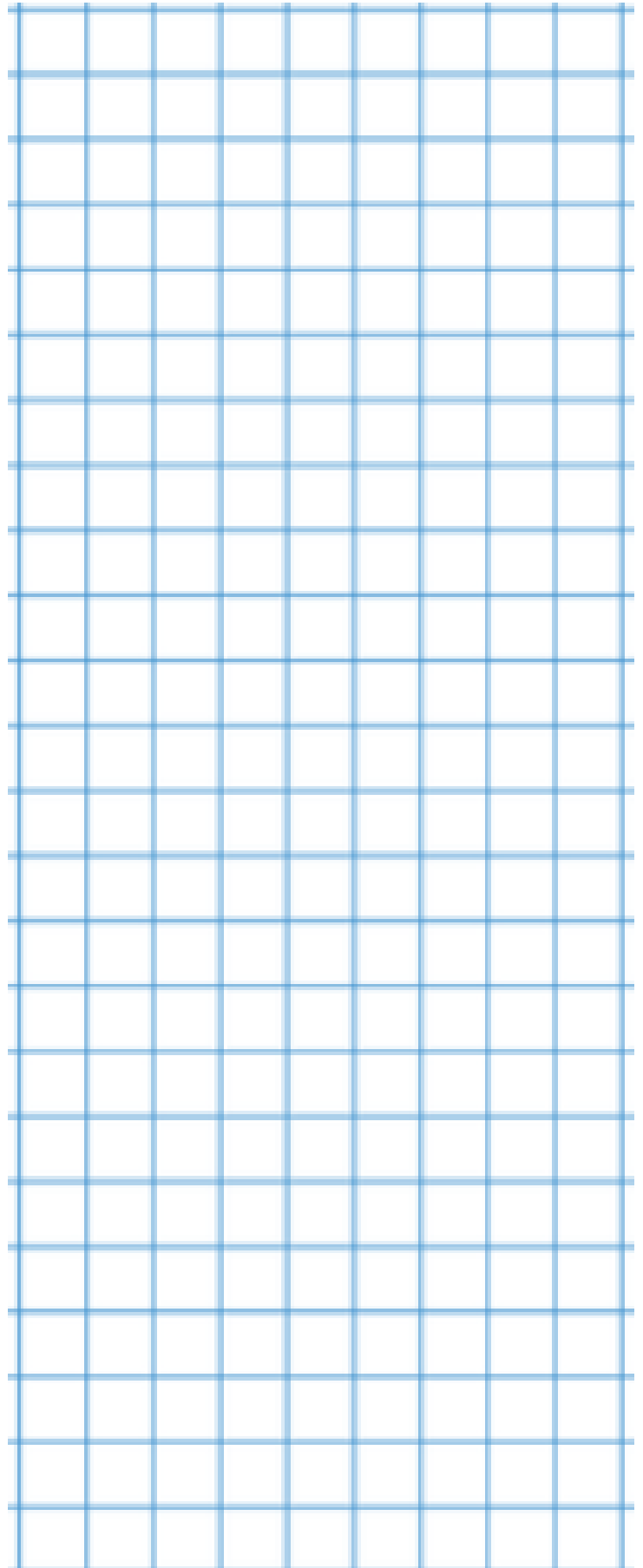
FRIDAY 8th MAY: VE DAY

VE Day, or Victory in Europe Day, marks the day towards the end of WW2 where fighting against Nazi Germany came to an end in Europe. This year, Friday 8th May, will mark the 75th anniversary of VE day. As such, today have a go at one, some or all of the following activities to celebrate this important occasion with your family.

VE DAY

'Stay At Home' Street Party

Read this article on Newsround and look closely at the photographs. **How did people celebrate in 1945? Plan your own 'stay at home' street party.** What games could be played? What decorations would be put up? What food would be eaten? Who would be there? Is there anyone in your family who went to a VE Day party you could speak to?

For something more simple, you could design your own **VE Day party invitation** or create your own **Union Jack flag bunting** or make a Union Jack flag out of Lego!

Understanding World War Two/VE Day

On 8th May 1945, Britain celebrated the end of World War Two. To understand why VE Day was so important, you need to understand WW2. Visit these sites to help in your research:

Primary Homework Help - WW2
A Brief Overview of World War II – Video
BBC Teach - VE Day
What Is VE Day?

Can you create a timeline of important events leading up to VE Day?

Wartime Recipes

With one rationed egg and a packet of powdered milk in the larder, World War II's home cooks had to be creative. Find out what families were eating over 75 years ago.
Create some delicious meals using the recipe booklets below. You could serve them at your *'Stay at Home Street Party!'*

Wartime Recipe Booklet
Wartime Ration Recipes
WW2 Cake
Wartime Scones
Jam Tarts

Crack The Codes

A	Alfa	N	November
B	Bravo	O	Oscar
C	Charlie	P	Papa
D	Delta	Q	Quebec
E	Echo	R	Romeo
F	Foxtrot	S	Sierra
G	Golf	T	Tango
H	Hotel	U	Uniform
I	India	V	Victor
J	Juliett	W	Whisky
K	Kilo	X	X-ray
L	Lima	Y	Yankee
M	Mike	Z	Zulu

Phonetic Alphabet
The phonetic alphabet that was used in RAF ransmissions during the war. Learn to spell your name using the phonetic alphabet e.g.
Ted = Tango   Echo   Delta

Morse Code
Morse code is a communication system that represents the alphabet and numbers with a series of dots, dashes or a combination of both as shown here. Watch this video to find out more about Morse Code.
Can you write a secret coded message for your family to crack?

VE Day Songs

Try and learn the Horrible Histories VE Day song and perform it to your family.

Create your own motivational song. Listen to some of the following clips for inspiration. Click here to listen to some more traditional war time songs as well as the links below.

Wartime song lyrics
Run, rabbit, run!
Long way to Tipperary/ Pack up your troubles
We'll meet again
The White Cliffs of Dover

Learn step-by-step how to Swing dance (The Lindy Hop) which originated in the late 1920s and early 1930s in Harlem, New York City.

Winston Churchill

Who was Winston Churchill? Why do we remember him today? Produce a fact file/ poster displaying your information.
Create a mind map or list of facts about Winston Churchill.
What was his job?
Why was he so important during WW2?
What was one of his famous phrases?
Can you describe his characteristics?
Why he was important?
You can read more about Churchill using these links from Twinkl and Ducksters. You may present this information in any way you choose or use this template.
CHALLENGE: Can you learn Winston Churchill's Victory speech and record yourself presenting it?

Make, Do and Mend

During WW2, there was a shortage of materials to make clothes. People were urged to "Make, do and mend".
Do you have any clothes or accessories that you could 'upcycle' into new clothing or something completely different to give it another purpose and a new lease of life?

Europe during the Second World War

Colour in the countries on the map (here) according to whether they were Allies, Axis, Axis controlled or Neutral.

You could print the map from Twinkl (code UKTWINKLHELPS) or create a list.

NatGeo Kids - WW2 History

Spitfire Science

Design and make your own Spitfire. You could make it out of paper, wood, recycled materials, etc. Test out your design. How far does it glide?
Does the material used for a paper plane affect the distance it travels? Try using newspaper, card, tinfoil, etc and carry out a test. Remember, only change ONE thing to make it a fair test.