

Year 4

Home Learning Pack 6

For Week Commencing 11/05/2020



This is Year 4's **Sixth** 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:

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://trockstars.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 – USING SCIENCE TO CREATE KENNINGS

This week we are finishing off some poetry work in English work before changing focus in preparation for story writing next week. **Remember:** 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**.

Task Support:

Today, we are going to be looking at combining our science knowledge from our learning yesterday and an ancient type of poetry called Kennings.

A Kenning is a type of poem which comes from Anglo-Saxon times (which you will be learning more about in History this term). They were an old form of riddle poem, written to entertain an audience who had to guess what the poem was about.

Each line of a Kenning begins with the determiner **A** or **An** as you are about to give away a clue. Following this, there are only two words in each line, a **noun** (thing, place or person) and a **verb** (doing word) put together using a **hyphen** (dash) and ending in the **suffix -er**. This noun and verb combination should provide a description which might give away the topic of the poem.

Eg. A **heat-giver** or a **light-maker** might be a way to describe the sun.

While Anglo-Saxons mainly used these cryptic descriptions to name their swords, like Skull-Splitter or Blood-Taker, we still use Kennings to describe some things around us in everyday life today.

Eg. A large tower block is often called a **sky-scraper**.

A sad film is often called a **tear-jerker**.

Somebody who seems to know what you are thinking is often called a **mind-reader**.

Since we have been learning about them, we know a lot of information about vertebrate animals which might make them easy to write a Kenning poem about. The key is to think about the questions in the support box and leave your best clue 'til the end.

Eg. A backbone-user,
A lung breather,
A meat-muncher,
A sun-bather,
A swamp-dweller,
A scaly-creeper,
A snappy-biter,
A pirate-eater.

Can you guess who I am? A crocodile!

Support Box:

- Does the animal use a backbone?
- Does the animal breathe through lungs or gills?
- Does the animal have warm or cold blood?
- What is the skin of the animal like?
- What does the animal look like?
- What does the animal sound like?
- What does the animal like to eat?
- What does the animal like to do?
- Where does the animal live?
- Is there anything special/stand out about this animal?

Today's Task:

Write at least one Kenning riddle poem, with at least five lines, that describes a vertebrate animal of your choice.

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

Challenge: Can you use scientific language in your Kenning?

ENGLISH 2 – PERFORMANCE 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:

Over the last week, you have created Haikus, Odes, Clerihews and Kennings. Each of these poetic forms are special in different ways, whether it is their rhythm, figurative language, rhyme scheme or structure but poetry isn't just meant to be looked at, it is meant to be read aloud and enjoyed – it is meant to be **performed**.

Today, we are going to be focusing on how the **performance** of poetry can be broken down into four key skills: tone, intonation, volume and actions.

Tone refers to whether you read your poem in a **low** or a **high** voice. This is important for creating **mood** and **feeling** in your poem reading. A low tone might suggest that you are sad or angry whereas a high tone could suggest that you are happy or excited.

Intonation refers to whether you read your poem **quickly** or **slowly**. This is important for creating a **rhythm** in your poem reading. Also important for this is when you **pause** in your poem. Having a little one second pause at the end of each line in a poem can create a nice effect.

Volume refers to whether you read your poem in a **quiet** voice or a **loud** voice. This is important for creating **drama** in your poem reading. You don't have to keep the same volume the whole way through your poem – you might shout one part to show it is important or whisper one part to make it sound interesting.

Finally, sometimes poets add **actions** when performing their poetry. This can be important for **entertaining** the audience and it might make one line funnier or emphasize an important word.

Today's Task:

Create an ultimate poem using any and/or all of the skills that you have developed though the poetry tasks so far. Your poem can be any genre you like (eg. romance, drama, comedy, horror) and about any topic you like (eg. nature, lockdown, a character, an animal).

Once you have written your **best** poem, practise and perform your poem to your family, thinking carefully about what **tone**, **intonation**, **volume** and **actions** might go best with your poem.

Complete this written part of this task on paper at home or on Class Dojo Portfolios.

Challenge: Can you use powerful descriptive vocabulary (WOW words) in your poetry today?

★ ENGLISH 3 – DESCRIBING IMAGES FROM WW2

Last Friday there was a bank holiday in England which celebrated VE Day. This special anniversary marked 75 years since the end of WW2. Britain, alongside the US, Russia and others, fought against Germany when they invaded different countries and killed innocent people. For the remainder of this week and next, you will be learning about WW2 in English.

Watch the following BBC video which explains how the war began: <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-outbreak-of-world-war-2/z7d847h>

Here are some real photos taken from WW2.



A) American soldiers who were injured while storming Normandy, France on D-Day in 1944.



B) American soldiers approaching Omaha Beach during the invasion of Normandy on D-Day in 1944.



C) Woman carrying belongings after a bombing of houses in London in 1941.



D) British spitfire plane in flight over Britain on the way to support troops during WW2.

Today's Task:

Look through the WW2 photos above. Can you come up with a detailed description of each photo?

Think about describing: Where the photo might be, who appears to be in the photo, how the person might feel, what might be happening, what the person might be able to see/hear/smell around them.

Complete this task on paper at home or on Class Dojo Portfolios.

Emotive language are words that make a reader **feel** something. These words might be really good (eg. wonderful, heart lifting, beaming smile) or really bad (eg. haunting, gruesome, heart breaking).

★ **Challenge:** Can you use emotive language and a simile to make an impact with your descriptions?

★ ENGLISH 4 – RESEARCHING WW2 FOR INSPIRATION

Next week you will be writing a fictional story which is set during **WW2**. To be able to write a story based on a different time that you have not lived through, you will need to understand what Britain was like in the 1930s and 1940s and what life was like for different people during the war. Complete this **research sheet** to learn about different people and their lives during WW2. This research will help you when planning your story tomorrow.

<p>Daily Life (those in Britain)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Daily Life (those fighting abroad)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>The role of men</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">WW2 Research</p> <p>Extra Information</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The role of women</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>The experiences of children</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The Blitz and D-Day</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Questions to think about:

Daily Life (Britain)

- What was dangerous about living in Britain during WW2?
- What was an air raid siren?
- How did families hide from bombs?
- What was rationing?
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-rationing-in-the-uk/zbgby9g>

Daily Life (Fighting)

- Where did soldiers sleep in WW2?
- What did soldiers eat in WW2?
- What did British soldiers wear in WW2?
- What was a Prisoner of War?

Men

- What is the British armed forces?
- What did men in the British armed forces do in WW2?

Women

- What jobs did women do in WW2?
- What was code breaking in WW2?
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-codebreaking-in-world-war-two/zdq2jhy>
- Which women were in the most danger during WW2?

Children

- Where did children go during WW2?
- How long did they live there?
- What was school like during WW2?
- What toys did children play with?

The Blitz and D-Day

- What was the Blitz?
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhy>
- How long did the Blitz last?
- How many died in the Blitz?
- What was D-Day?
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-d-day/zf49rj6>
- How many died during D-Day?



ENGLISH 5 – PLANNING A STORY WITH A HISTORICAL SETTING

I want to see your best creative writing.

Develop a plan to a story that you can write next week all about someone living through **WW2**. Use this **planning sheet** provided to guide and structure your ideas. You could use your research from yesterday to inspire your characters and storyline.

Beginning

Who is your **character**? What is their **name** and what are they like (**appearance** and **personality**)? *Possible ideas: A man fighting in the war, a women with an important job (e.g code breaker, factory worker or nurse), a child living in Britain.*

Where will your story be set **at the start**? *Possible ideas: Their home in London, their job building, the house they've been evacuated to, a sleeping hole in Normandy, an air raid shelter, a hospital bed.*

What is their **daily life** like **before** the main action begins? Think about the typical day for someone like your character. What are they doing? *Possible ideas: Waking up, eating, doing school work, talking to their friends, playing with toys.*

Middle

Problem:

What **problem** starts to happen? It could be something that is your character's fault (*like getting lost in the countryside*) or a scary thing that could have happened to a person in WW2 in Britain or when fighting overseas (*like an air raid*). You could even use a specific historical event to inspire you (*like the Blitz or D-Day*).

Action:

What will your character **do** to **tackle the problem**? Tip: Give **details** to make writing this section with **tension** easier next week. *Eg. What they can see/hear/smell, how do they feel, how does the problem get worse as it is happening, what does your character do to protect themselves or help to others?*

Ending

How will your story end? **Think about:** If your character survives, is everyone safe? If your character dies, how do they die? What might your character be **thinking** and **feeling** at the end of their story?

MATHS 2 – NEGATIVE NUMBERS

In Year 4, we haven't just been looking at positive integers, we have also been looking at negative integers – numbers which are **less than zero**. But how can you have less than nothing? See the support video linked on Class Dojo to remind you.

Complete the missing numbers in each negative number sequence below:

- A) -9, -8, -7, -6, -5, _____, _____
- B) -18, -16, -14, -12, -10, _____, _____
- C) _____, -15, _____, -5, 0, _____, 10
- D) -21, _____, _____, _____, -9, -6, -3
- E) _____, -12, -8, _____, 0, _____, 8

Spot the mistake in this number sequence:

24, 18, 6, 0, -6, -12, -18, -24

Use the **greater than** and **less than** symbols to show which number in each pair is larger.

Clue: Remember that bigger numbers are always further right on a number line.

- A) 10 and - 11
- B) -1 and 0
- C) -9 and - 3
- D) -7 and -6
- E) -119 and 10



Zain is counting up (forwards) in lots of three.

He starts at -17.

Does he say the number 2?

Prove it with a number line.



Optional challenge:

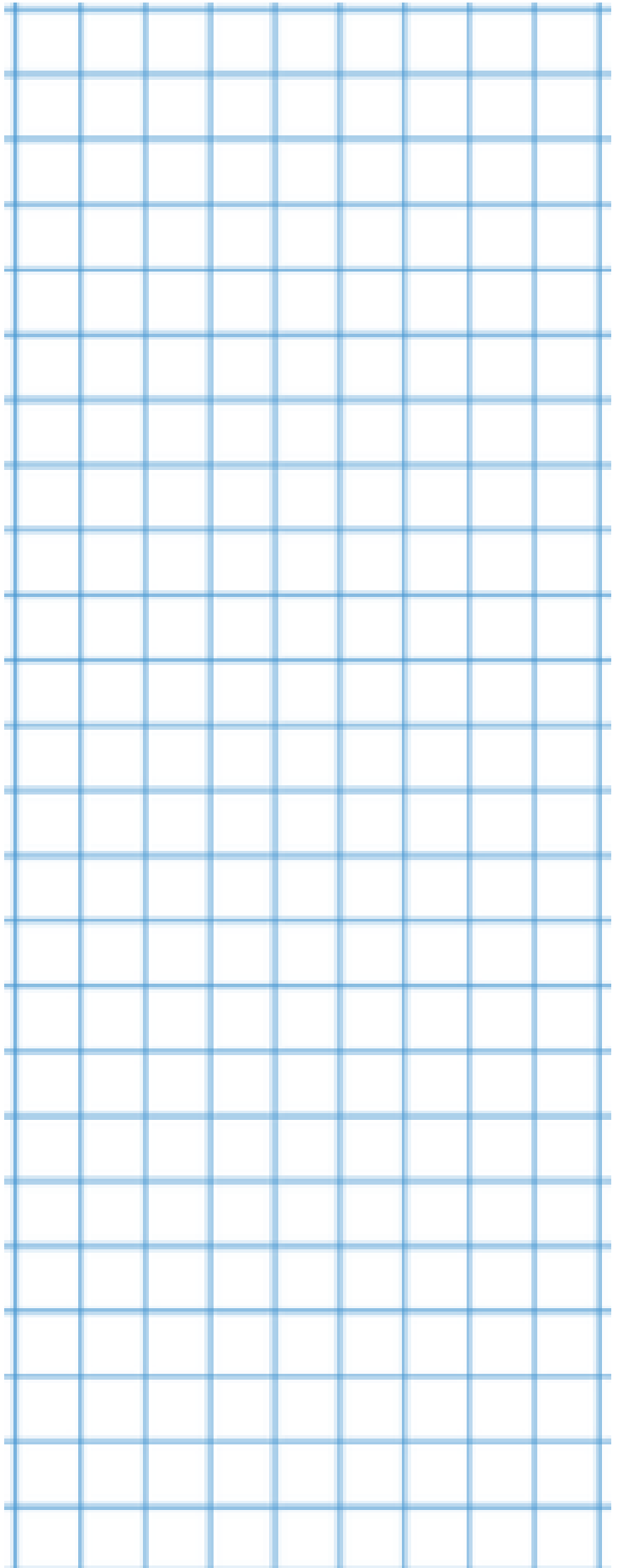
Guess my number from these clues.

My number is between 6 and -30.

It is a multiple of 6.

*It is a negative number **smaller** than -18.*

It is also a multiple of 3, 4 and 8.







MATHS 3 – NEGATIVE NUMBER PROBLEMS

It is actually really important that we understand negative numbers because they occur in the real world so much. See Miss Bailey's support video for guidance on how to solve negative number problems. See Class Dojo for the link.

Using a number line if you would like, find the answer to each of the questions below:

- A) What is 4 **more** than -10?
- B) What is 5 **less** than -3?
- C) What is 8 **more** than -1?
- D) What is 4 **less** than 1?
- E) What is 7 **less** than -8?
- F) What is 10 **more** than -5?

Look at the bank account statements below.

Bank	Account Name	Account Balance
 BARCLAYS	Anton	£12
 Santander	Anna	- £3
 LLOYDS BANK	Jamie	- £8
 HSBC	Paula	£5

1. Which person has the **least** money?
2. Which person has the **most** money?
3. What is the difference between the money in Anton's bank account and Anna's bank account? *Tip: Use a number line.*
4. How much would Jamie have if he got paid £17 for washing his neighbours' cars? *Tip: Use a number line.*

°C

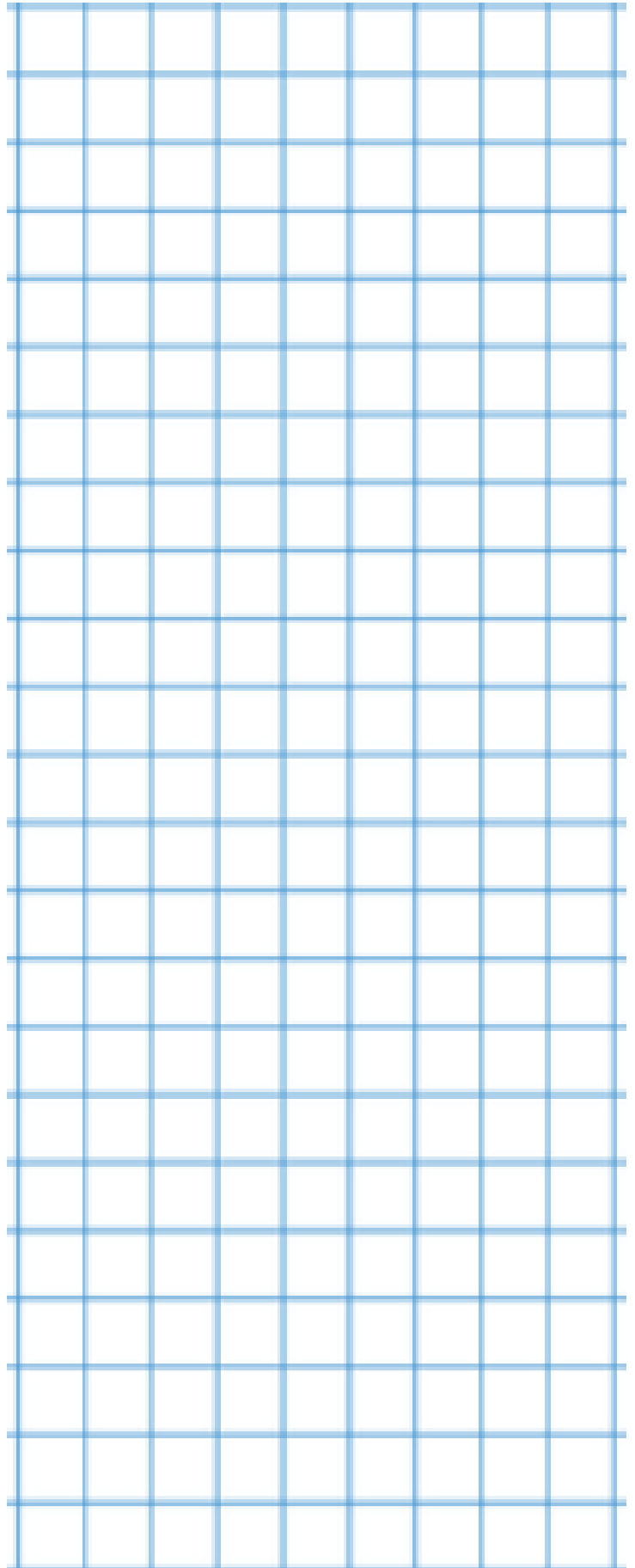


The thermometer on the left shows the average temperature in December in Finland.

The average temperature of Finland in January is 4 degrees colder. What is the average temperature in Finland in January?

Can you draw this temperature on the blank thermometer (right)?

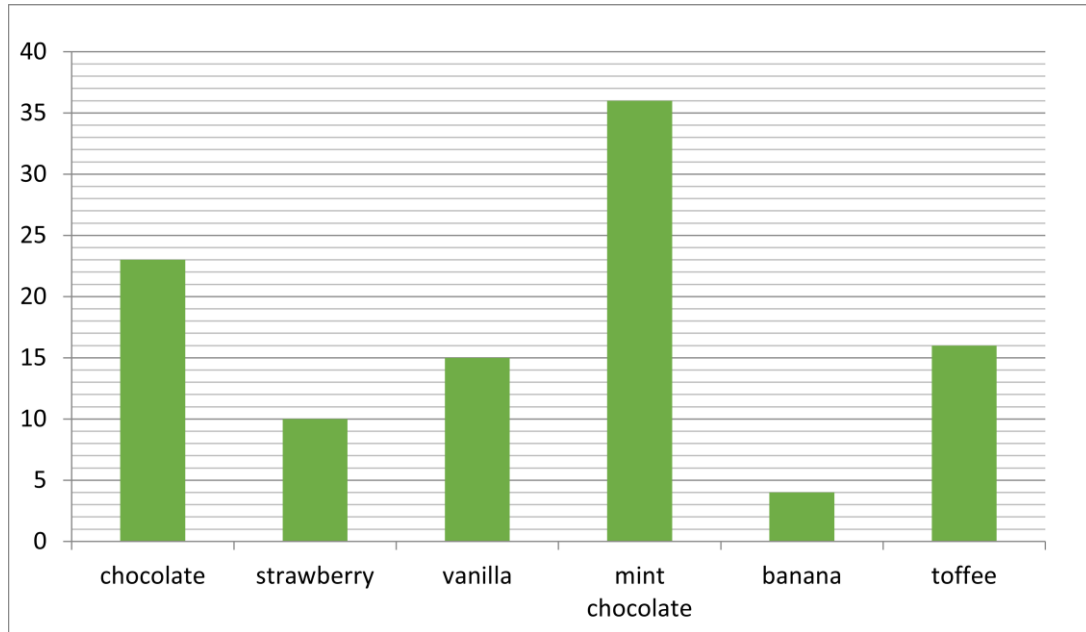
°C



MATHS 4 – DISCRETE DATA

Discrete data is data that can be counted up to make a total **quantity**. It can only take on certain values (eg. you can't have half a child). See Miss Bailey's support video for guidance on how we interpret discrete data in **bar charts**. See Class Dojo for the link.

Chart to show children's favorite ice-cream flavour.



Ice cream flavours.

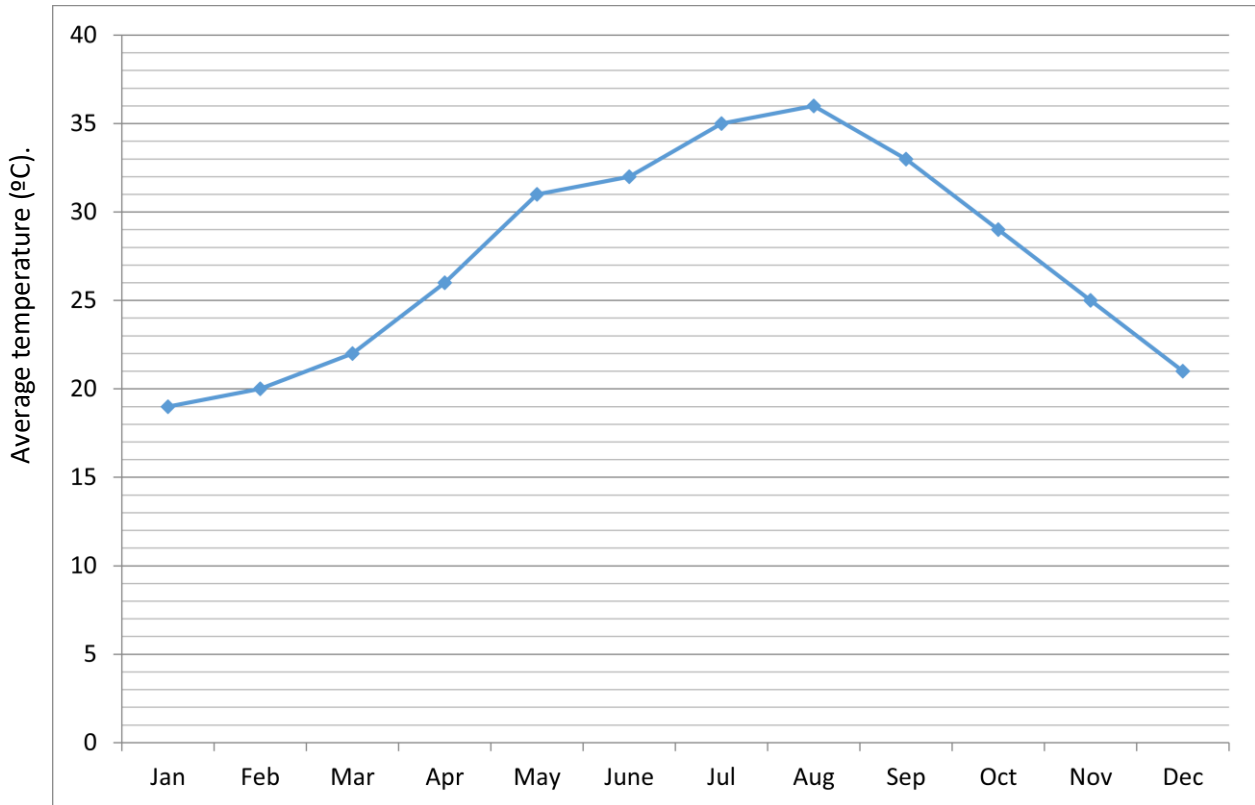
1. Can you label the **Y axis** on this bar chart so that we know what it is showing?
2. Which was the **most popular** ice-cream flavour in this group of children?
3. What is the **difference** in popularity between strawberry and vanilla ice-cream?
4. What is the **total number** of children who like fruity flavoured ice-cream?
5. **How many more** children like chocolate ice-cream **than** toffee?
6. **True or false**, if we combined the amounts in each bar we could find out how many children were surveyed altogether?
7. Raspberry Ripple ice-cream was researched. 12 children changed their mind after seeing this new flavour. The new data is shown in the table below. How many children changed their mind from each flavour? The first one has been done for you.

Ice-Cream Flavour	New Tally	Difference from old data
Raspberry Ripple	### ## II	N/A
Chocolate	### ## ### ## I	2 people less
Strawberry	### ##	
Vanilla	### ## III	
Mint Chocolate	### ## ### ## ### ## I	
Banana		
Toffee	### ## ### I	

MATHS 5 – CONTINUOUS DATA

Continuous data is data that has been **measured** and can take any value within a certain range (eg. a person's height). See Miss Bailey's support video for guidance on how we interpret continuous data in **line graphs**. See Class Dojo for the link.

Graph to show the average temperature in Dubai across a year.



1. Can you label the **X axis** on this line graph so that we know what it is showing?
2. Which month had the **highest** temperature in Dubai? What was it?
3. Which month had the **lowest** temperature in Dubai? What was it?
4. In which month was the temperature **20°C**?
5. How much did the temperature **fall** from August to December?
6. For how many months did the temperature stay above 20°C in Dubai?
7. The temperature in Juneau (USA) was also measured across the year. According to the line graph and the table below, what is the difference in temperature between Dubai and Juneau for each Spring and Summer month? The first one has been done for you.

Month	Average temp in Juneau	Difference from Dubai
March (Spring)	2 °C	20 degrees colder
April (Spring)	5 °C	
May (Spring)	9 °C	
June (Summer)	12 °C	
July (Summer)	14 °C	
August (Summer)	14 °C	