

Year 4

Home Learning Pack 12

For Week Commencing 29/06/2020



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

This week, I would really like to push the use of MyON in line with it being such a success in Years 5 and 6 and a possible route to homework in the future. A video tutorial of how to use this site has been uploaded to YouTube under the following link: <https://youtu.be/nl8nJ3dUmKo>

As a reminder, please keep up to date with all news regarding our school reopening on our school website. <http://www.westcornforth.durham.sch.uk/category/news/>

LIST OF KEY WEBSITES:

ENGLISH

MyON: <https://www.myon.co.uk/login/>

Lexia Online: <https://www.lexiacore5.com/register>

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>

JK Rowling's new book, the Ickabog: <https://www.theickabog.com/read-the-story/>

- Don't forget to send in any of the illustrations you do to JK Rowling's competition and to our school so we can share them on our Twitter page.

MATHS

TRockstars: <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>

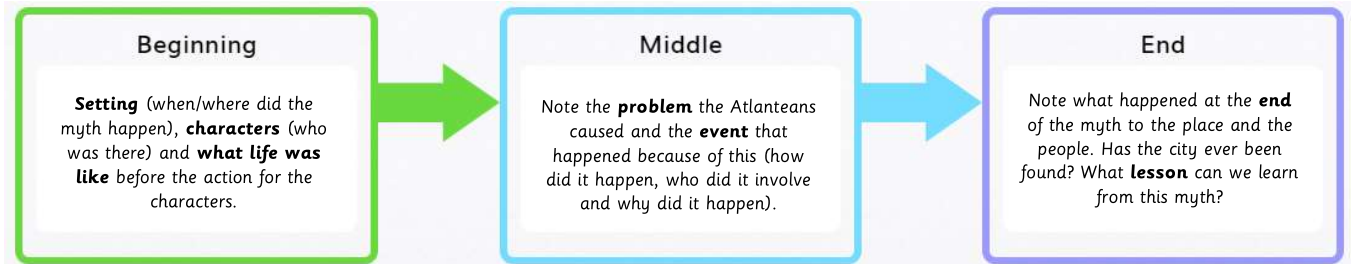


ENGLISH 1 – READING AND RECOUNT

Today’s Task:

Read through the myth of Atlantis, [which can be found at the end of the English portion of this Home Learning Pack](#), making key notes on the MyON graphic organiser or on a piece of paper as you go. When bullet-pointing important details, focus on the beginning, then middle and then end of the myth.

This short video may also inspire you after you have read the story: <https://www.youtube.com/watch?v=fVjDBXOjLx0>



Once you have finished making your notes, hide this Home Learning Pack and write a recount of the tale. Make sure that your recount tells the full myth as a story with a beginning, middle and an end. This means that your work should be at least three paragraphs long today with a good description of the set-up and events so that someone who has never heard the story before could understand and enjoy the myth.

***** Must haves:** Third person writing, eg. the people, the god, the Atlanteans.
Past tense writing, eg. was, were, had, went.

Challenge 1: Can you include **fronted adverbials** at the beginning of each paragraph to tell the reader when/where that part of the story is happening? Eg. *Over 2000 years ago, there was once a city more powerful, beautiful and advanced than any other.*

Challenge 2: Can you describe the setting, characters or event in detailed ways, such as using an **expanded noun phrase**. Eg. *The large, beautiful city with buildings made of gold and marble glistened in the sunlight.*

Note: If you cannot get access to MyON Projects due to device or internet access, please find an alternative method to submit your work, eg. Class Dojo Portfolios or on paper.

ENGLISH 2 – READING, RESEARCH AND A DIAGRAM

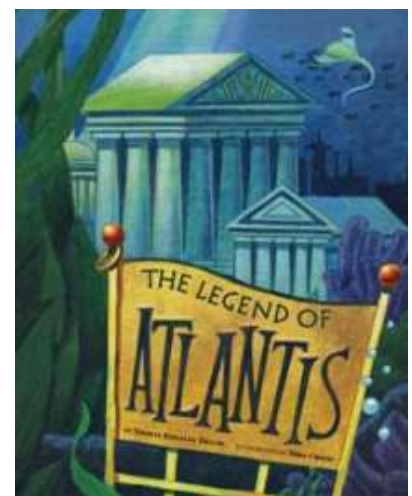
Today’s Task:

Read through the Legend of Atlantis book on MyON – this provides a good description of what the city looked like (according to myth). Then, conduct your own research into what the city of Atlantis may have been like.

When you have a picture in your head of what this fantastic mythical utopia may have looked like, draw a detailed drawing of your version of Atlantis. As this is a diagram, make sure you include labels. Labels may include:

- Where you think Atlantis is now.
- The type of buildings which might have existed in Atlantis.
- The materials any buildings may have been made from.
- The artefacts you may find in an ancient city from the time of Greek civilisation.
- The kind of advanced inventions you the Atlanteans could have created.
- Whether you think there are still people (or creatures) living in Atlantis now and, if so, how they are surviving underwater.

Note: Complete your work on paper and send in a photo.



ENGLISH 3 – THE DIARY ENTRY OF A DIVER

Today's Task:

Imagine that you are a diver swimming in the Atlantic Ocean. Perhaps you are on holiday, perhaps you are a marine biologist looking to help animals or perhaps you are a historian who wants to find a lost city that you heard about once in a Greek myth...

Write a diary entry about coming across Atlantis in the water. Focus on making your work chronological and about how you feel about making this discovery.

Think about:

- Where your day began.
- Why you went diving and how you got to the middle of the Atlantic Ocean.
- What it would sound, taste and feel like to swim through the ocean.
- Where in the waters Atlantis would be.
- What Atlantis would look like at first and as you got closer.
- What you would do when you realised what you had found.
- Whether there were any dangers in the water.

***** Must haves:** First person writing, eg. I, me, my.
Past tense writing, eg. was, were, had, went.

Challenge: Can you write a **final paragraph**, in the present tense, which explains what your diver might do in the future. Remember to keep in the first person.

Note: If you cannot get access to MyON Projects due to device or internet access, please find an alternative method to submit your work, eg. Class Dojo Portfolios or on paper.



ENGLISH 4 – PLANNING A NEWSPAPER ARTICLE

BREAKING NEWS: A diver has just found the lost city of Atlantis!

Today's Task:

Explore the language and sections used when newspapers report on finding real lost cities:

- <https://www.nationalgeographic.com/news/2015/03/150302-honduras-lost-city-monkey-god-maya-ancient-archaeology/>
- <https://www.foxnews.com/science/mysterious-4000-year-old-lost-city-discovered>
- <https://www.bbc.co.uk/news/world-middle-east-49958657>



Then, plan a newspaper report that you can write about this main idea on the graphic organiser on MyON. Use what you have learnt about the myth of Atlantis, research and your own ideas to make **bullet-pointed** notes on topics that your report will need to cover, such as:

- When and where Atlantis was found.
- Who found it and why they were there.
- Where the myth comes from.
- What kind of artefacts were found there.
- Why this is an important discovery.



Note: If you cannot get access to MyON Projects due to device or internet access, please find an alternative method to submit your work, eg. Class Dojo Portfolios or on paper.



ENGLISH 5 – WRITING YOUR NEWSPAPER REPORT

Newspaper Reports:

A newspaper report is a type of recount which is told by a journalist, where information about an event that has happened recently is provided to the reader. Normally, the journalist was not at the event and so speaks in the third person about the story that they have heard. This means that, while newspapers are meant to provide factual information, the stories told are not always 100% accurate or without the writers opinion.



Regardless of what is being reported on, a newspaper report will almost always follow the same sort of structure with the same key features:

Headline - The title of the story designed to summarise the story. It should be short and snappy to grab the reader's attention.

By Line – A line detailing the name of the journalist who has written the report.

Orientation (Introduction) - The important first sentence or opening paragraph that summarises the story and answers as many as possible of the 5 W'S (Who? What? Where? When? and Why?) and H (How?) in a short snappy way. Longer information and little details should not be included here, as they will come later.

Body (Main Paragraphs) - The newspaper body includes all the details of the news story and should be split in paragraphs to help the reader digest the information. Each paragraph tells one part of the story e.g. Paragraph one: orientation, Paragraph two: more details about what has happened and when this was, Paragraph three: more details about who found Atlantis, why they were there and how they felt, Paragraph four: information about where the myth came from, **and so on**.

Reorientation (Conclusion) - The last paragraph should sum up the story and bring it up to date and tell the reader what to look forward to.

Quotation - Quotes are included to give the reader the viewpoint of someone involved in the story like an eyewitness or expert. They must use the exact words someone uses and this is shown by reporting those words as direct speech.

Photo and Caption – Usually a photo and caption (which explains what the photo shows) are used to interest the reader further. You could draw a picture separately to go with your newspaper article if you wanted to today.

Today's Task:

Write your newspaper article all about the lost city of Atlantis being found. Don't forget to include a news-breaking headline, an attention-grabbing introduction and paragraphs on each topic from yesterday. The main purpose of a news bulletin is to give information in a snappy way – so focus on making each sentence

***** Must haves:** Third person writing, eg. the diver, the people, the scientists.

Past tense writing, eg. was, were, had, went.

Challenge: Can you make your newspaper report more exciting by using **persuasive language** techniques to lure the reader in, eg. superlatives, alliteration, rhetorical questions, powerful words, power of three and similies?

Challenge 2: Can you include a quote, from the diver who found Atlantis, a historian or another source, which is quoted using full direct speech punctuation?

Note: If you cannot get access to MyON Projects due to device or internet access, please find an alternative method to submit your work, eg. Class Dojo Portfolios or on paper.

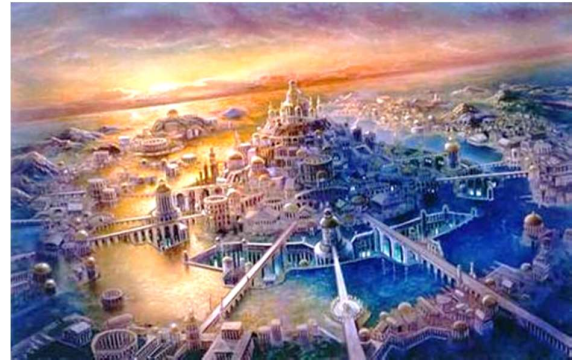
ENGLISH RESOURCE

The Lost City of Atlantis

More than 2000 years ago, around the year 350BC, a Greek man and teacher called Plato wrote about the story of Atlantis. In his writings, he described how the Greek God of the Sea, Poseidon, was once gifted a beautiful island by his brother, and King of the Gods, Zeus. This island was said to be HUGE, the size of Libya and old Asia combined, and covered in the most amazing, rare and exotic wildlife.

The shape of the island was circular, a large hill in the centre, surrounded by three or five rings of rich, green land that were separated by glistening water canals and only connected by tunnels for small ships. On top of the hill, mighty Poseidon built a large palace for his human wife and temple to himself. On the other rings, houses, libraries, markets, temples, harbours and docks were built out of white, red and black stone and adorned with gold and silver for a new civilisation of people.

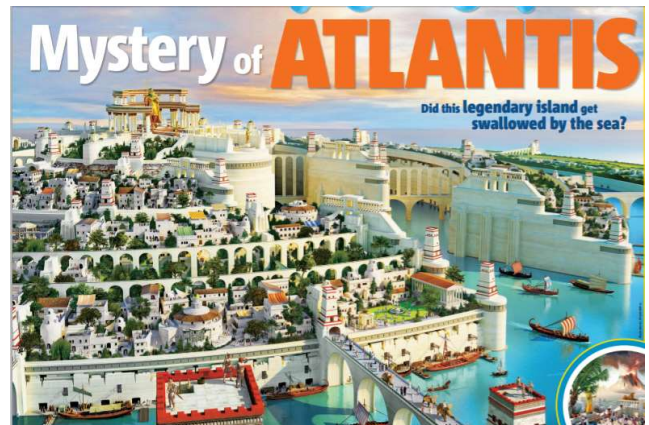
The people of Atlantis were born to be special, described by Plato as half-man and half-god. Because of this, the Atlanteans were said to be skilled builders, farmers and engineers, far beyond their time of life, who created fountains that could spray both hot and cold water, the first seedless bananas and wonderful water systems. They were ruled over by Poseidon's ten sons, who each took a different part of the island and were determined to make their Atlantis a greater, more powerful kingdom each time.



Over generations, the people of Atlantis created a large and fierce navy which went to war with many parts of the world and claimed many lands, mainly in Africa. Unfortunately, the Atlantean's war tactics were vicious and forceful, and with each success their greed grew such that they wanted more, and more, and more. Eventually, Plato tells that the Atlanteans began to fight with each other across the kingdoms. Zeus, King of the Gods, saw this destruction of peace and kindness and thought at that the people of Atlantis were selfish and needed to be taught a lesson for being so ungrateful.

Using his mighty powers of thunder and Earth, Zeus created a great earthquake that rattled through the island, toppling buildings which crashed down and destroyed gleaming statues of gold. As the earthquake continued, Zeus used the wind to whip up the waves and opened the heavens so that lightning and storms rained down on the people. Being full of canals, the island soon flooded dramatically and, within just a day and a half, vanished completely into the depths of the sea along with the war-hungry men who lived there.

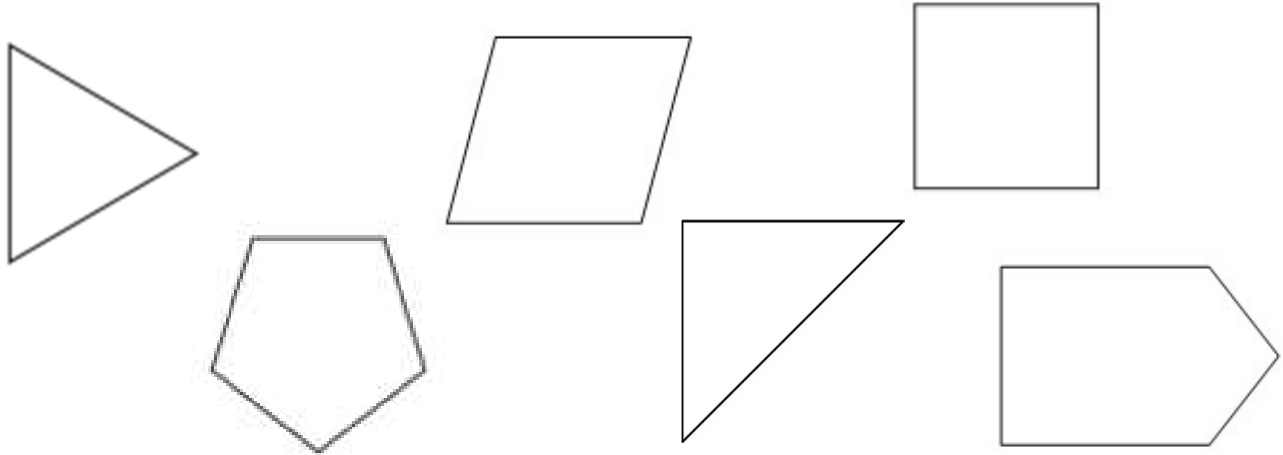
It is said that the lost city of Atlantis has remained at the bottom of the ocean ever since, never to be found again. When Plato ended his story like this, he encouraged many people to want to search for Atlantis and, while many now accept that Atlantis was always a fictional place, some explorer who love the story continue to search for it today.



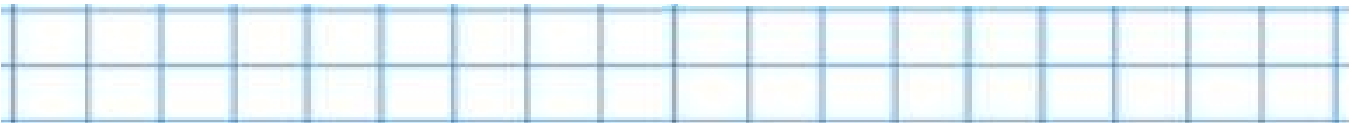
MATHS 1 – LINES OF SYMMETRY IN SHAPES

A line of symmetry within a shape refers to the ability to cut a shape exactly in half so that if it were to be folded along the line, both halves would match exactly. This means that the two halves should be the exact reflection (opposite) around the line. Recap this on the following support video: <https://www.youtube.com/watch?v=2rWx9JLHCdE>

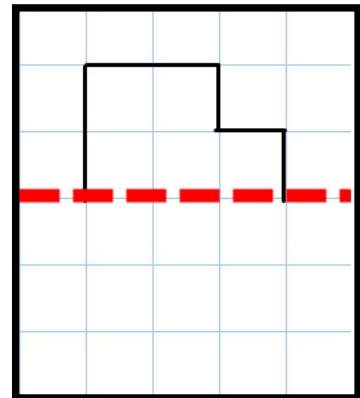
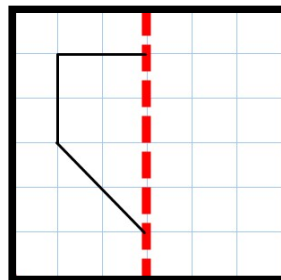
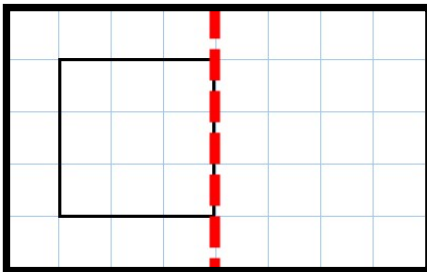
Find the lines of symmetry in these different polygons.



What **pattern** do you notice between the number of lines of symmetry and the number of sides in the **regular** shapes?



Complete each shape by **reflecting** the half shown so far in the mirror line (representing the line of symmetry in the shape).



Sort each letter into the Carrol Diagram:

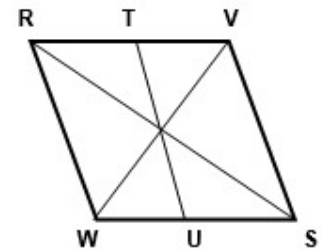
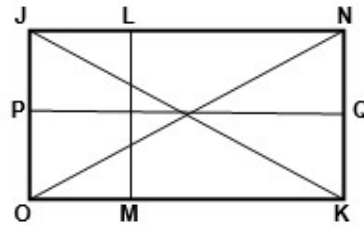
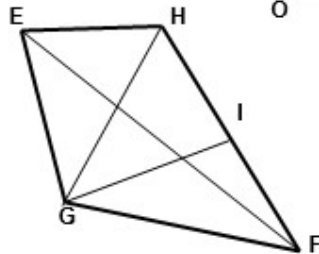
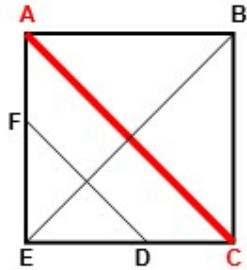
A B C D E F G H I

	Has a vertical line of symmetry	Does not have a vertical line of symmetry
Has a horizontal line of symmetry		
Does not have a horizontal line of symmetry		

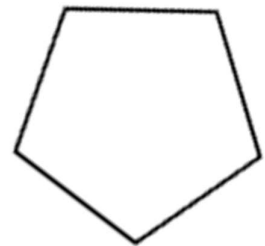
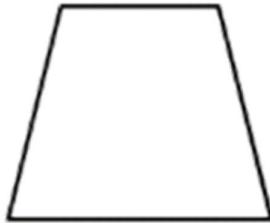
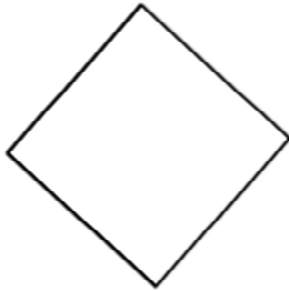
★ MATHS 2 – DIAGONALS IN SHAPES

A diagonal is a straight line which joins two **non-adjacent (not-touching) corners** within a polygon. Learn about this on the following support video: <https://study.com/academy/lesson/finding-the-number-of-diagonals-in-a-polygon.html>

Look through the shapes and **identify** whether each line (connecting two letter points) represents a **diagonal** or not. **Example:** Line A-C is a diagonal.



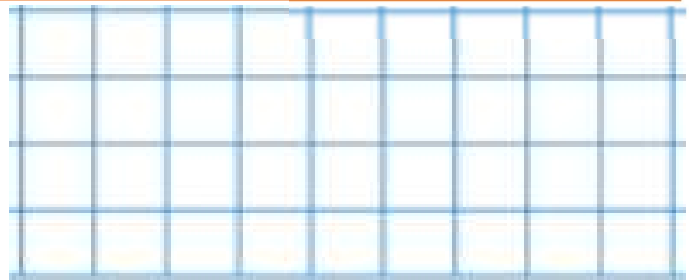
Find the **diagonals** in each shape by connecting the **non-adjacent corners** using a ruler.



Is it possible for a triangle to have a **diagonal**?

Investigate by drawing a triangle and looking for a diagonal.

Explain your conclusion.

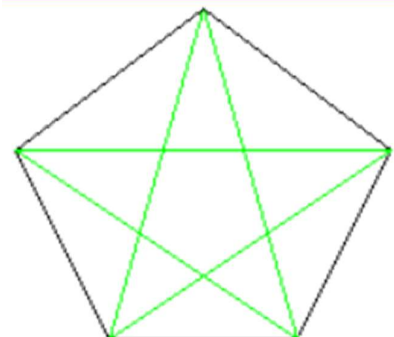


A regular pentagon has 5 diagonals.
You can trace over the diagonals without lifting your pencil and without going over any more than one.

Try it out with the pentagon to the right.

Can the same thing be done with a hexagon (6 sided shape)?

Find out by drawing a large, regular hexagon and **testing it yourself**.

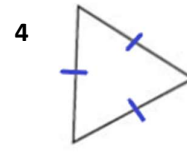
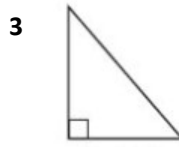
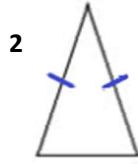
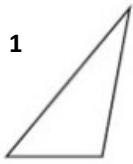




MATHS 3 – DIFFERENT TYPES OF TRIANGLE

Triangles are three sided shapes that can be regular or irregular; but did you know that there are actually over 4 different types of triangle? Learn about the different types of triangle in the following support video: <https://www.youtube.com/watch?v=i95n30i00q8>

Match the name to each **triangle**. Connect them with lines or match them using their given numbers.
Remember: The matching little blue marks mean that the sides are equal (same length).



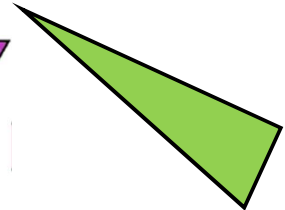
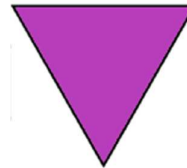
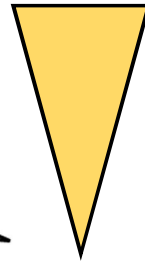
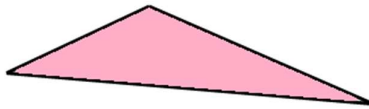
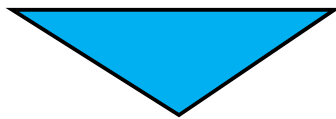
Equilateral Triangle

Isosceles Triangle

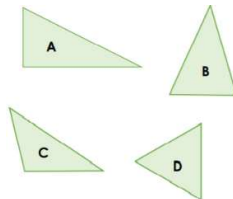
Scalene Triangle

Right-Angled Triangle

Then apply this to naming each of these triangles which are in different orientations. **E** (equilateral), **I** (isosceles), **S** (scalene), **R** (right-angled).



Which triangle is the **odd one out**?
Explain your reasoning.

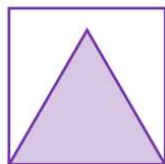


Use this information to solve the following questions.

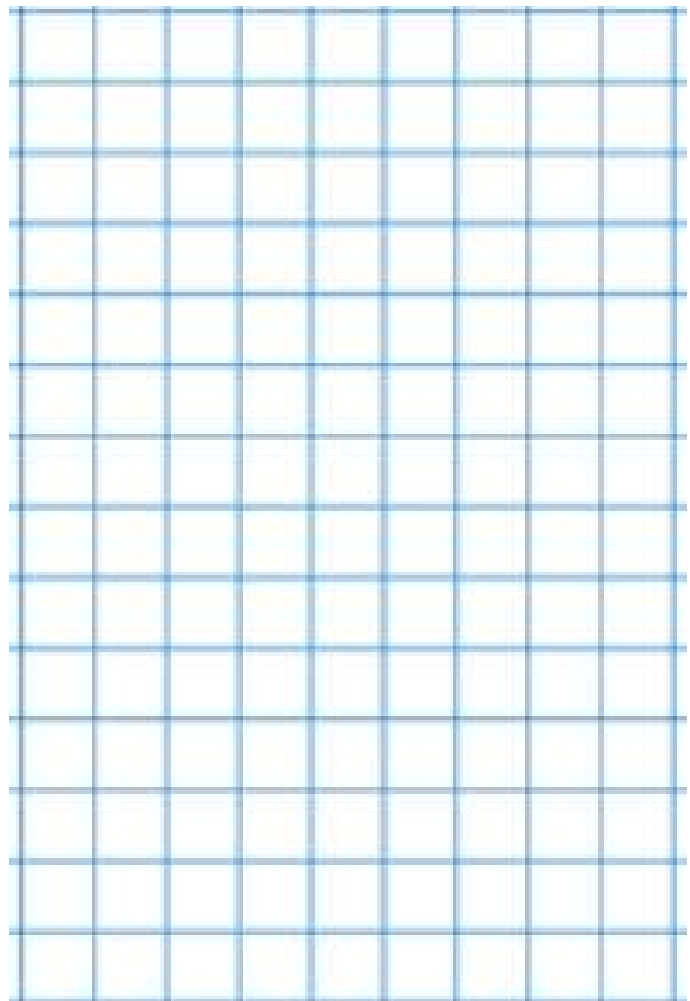
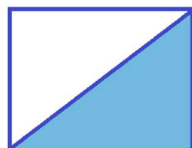
*The **perimeter** of a shape is the **total length of all the sides**. This can be calculated by adding all the sides together.*

*The **area** of a shape is the **amount of space taken up by the surface (inside) the shape**. This area of a **quadrilateral** can be calculated by doing the length x width.*

1) Here is a square. Inside is an equilateral triangle. If the perimeter of the square is 20cm, **what is the perimeter of the triangle?**



2) Here is a rectangle. The length of the rectangle is 4cm and the width is 3cm. It has been cut in half to make two triangles. **Find the area of one triangle.**

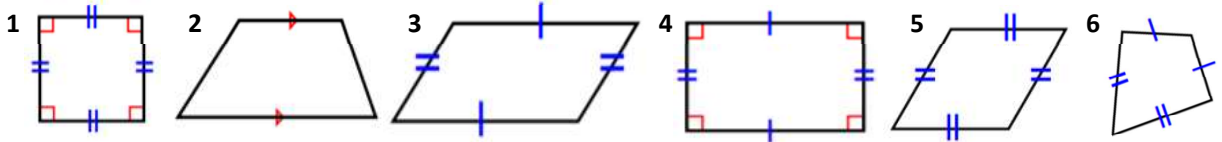


★ MATHS 4 – DIFFERENT TYPES OF QUADRILATERALS

Quadrilaterals are four sided shapes that can be regular or irregular. There are several different types, distinguished on their properties. Learn about the different types of quadrilateral in the following support video:

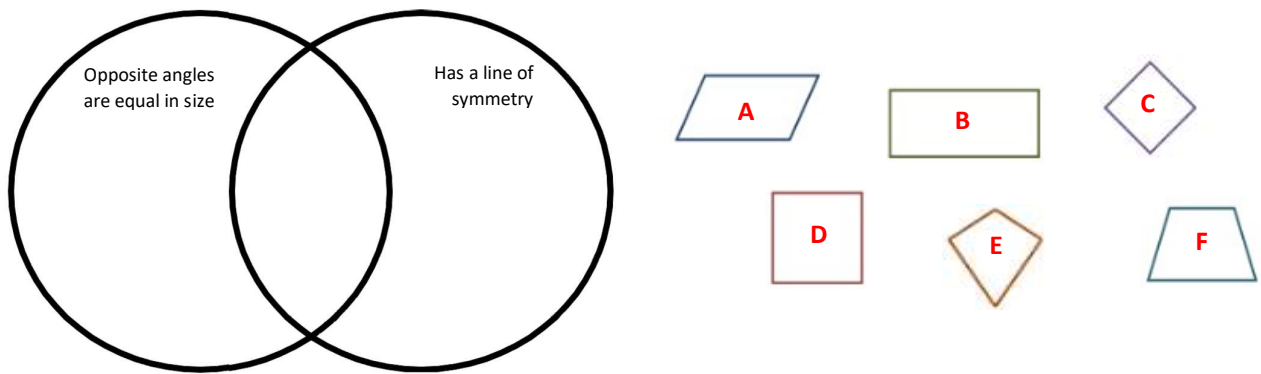
<https://www.youtube.com/watch?v=D37lgOSY6w0>

Match the name to each **quadrilateral**. Connect them with lines or match them using their given numbers. Remember: The matching little blue marks mean that the sides are equal (same length).



Square **Rectangle** **Parallelogram** **Rhombus** **Kite** **Trapezium**

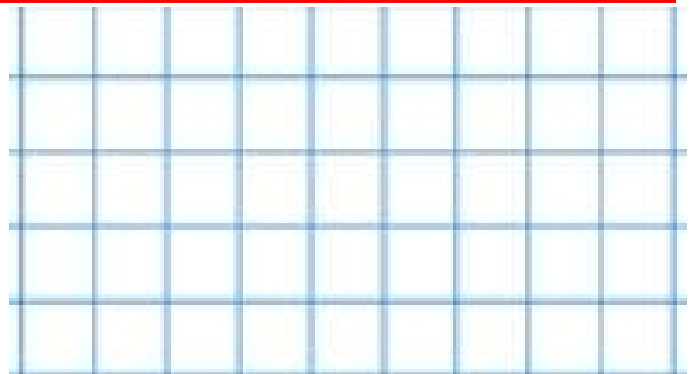
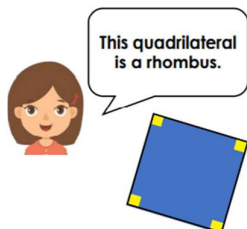
Complete the Venn diagram by classifying the **quadrilaterals** in the right place based on their **properties**:



Complete the Carroll diagram by classifying the **quadrilaterals** in the right box based on their **properties**:

	4 equal sides	2 pairs of equal sides	1 pair of parallel sides	
4 right angles				
No right angles				

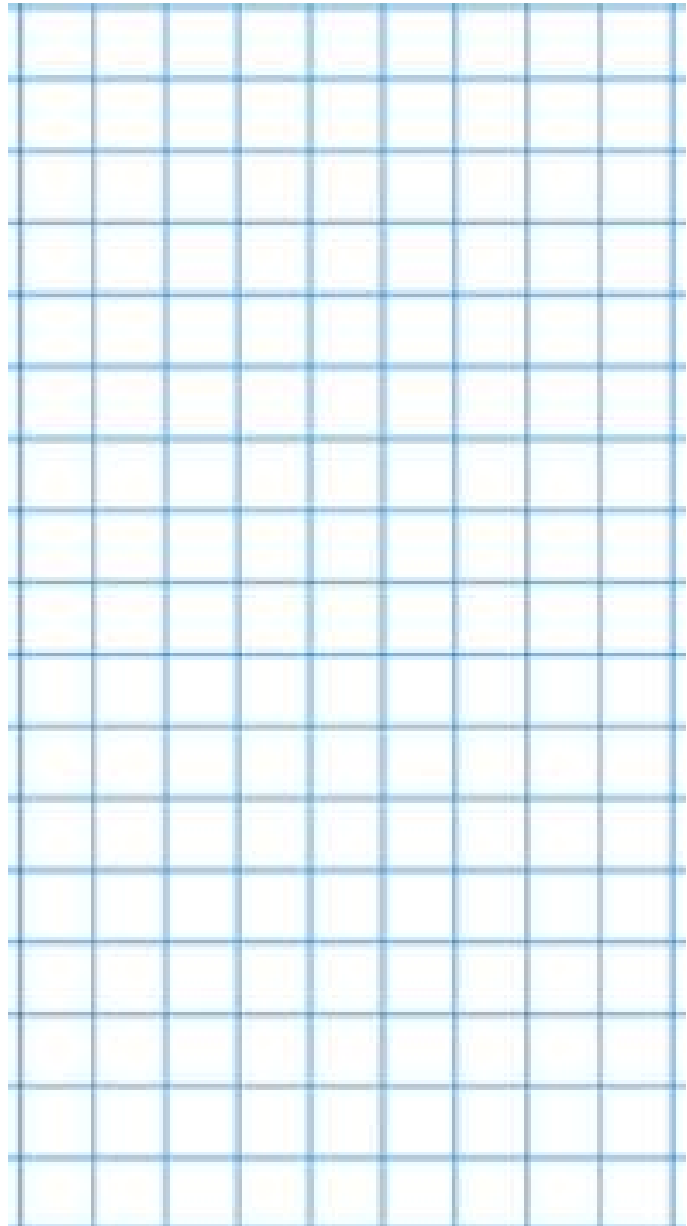
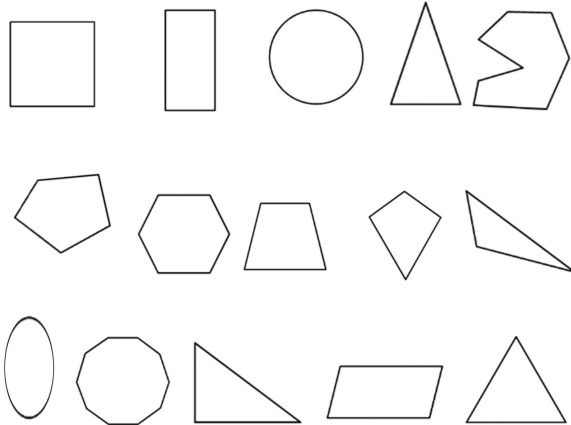
Tilly thinks that the shape matches her statement. Is she correct? **Explain** your answer.



MATHS 5 – DRAWING AND IDENTIFYING POLYGONS

Now that you know all about shape regularity, lines, sides, vertices and their angles, symmetry, diagonals and types of shape, you should be able to identify, classify and create a range of polygons.

Arrange each of these shapes into **four groups** using their names. You can classify them any way that you like, as long as you **explain** what the rule is to be included in each group.



Can you **identify** each shape based on a set of clues?

- 1) I have 4 sides. I have 4 right angles. I am an irregular shape.
- 2) I have 3 sides but none of them are equal. One of my vertices has an obtuse angle.
- 3) I have three sides. I have one line of symmetry but not all of my angles are equal.
- 4) I have 4 sides. I have 2 pairs of parallel sides. I have no right angles.

Can you **draw** each of the shapes, according to their profiles, on a spare bit of paper?

What shapes have you drawn?

Shape A	
Sides	Four sides each measuring 4cm.
Vertices	Each vertex measures 90°.
Symmetry	Four lines of symmetry

Shape B	
Sides	One side measures 3cm. Another measures 2cm. These are connected by a final side.
Vertices	Two vertices measure 30° each.
Symmetry	One line of symmetry.

Shape C	
Sides	Four sides with no parallel lines. Two sides measure 3cm, two sides measure 4cm.
Vertices	One pair of equal angles opposite each other.
Symmetry	One line of symmetry.