



Year 4 Suggested Home Activities



Week Beginning 18.5.2020

As the term and the weeks keep rolling forward, the Year 4 staff are constantly in awe of the children's creativity and imagination. It has been lovely to hear all the ways the children are embracing these strange times and making their learning fun. Thank you again for all your emails and correspondence over the past week and we hope that you are all staying safe and well during this time at home. Please don't forget to check out the variety of Tennis, Dance and Music videos and challenges from our specialist teaching staff being uploaded to the school website on a weekly basis along with the video Mr Harris and Mrs Tomsett and Mrs Saint have recorded on the school website. Very well done to you all and please remember that these are 'suggested' activities; there is no right or wrong way to engage in learning at home. We appreciate that you will interpret and record the activities in your own interesting and exciting ways.

Photo challenge

We would like to start a photo challenge for you all and our theme this week will be pets/local wildlife.

We look forward to seeing snaps of your pets and the local wildlife in your local area.

The Year 4 staff will start you off... Happy snapping!

- Mrs Saint with Darcy.
- Mrs Tomsett's Bruce with his favourite football.
- Mr Harris' family dogs – Wilf and Maggie.



Physical and emotional well being

Exercise

Exercise helps to focus the mind and we would recommend starting the day with the Joe Wicks workout at 9.00. <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>.

Circuit training: Create a circuit; this will include different challenges at each station. For example press ups, squats, star jumps, lunges and running on the spot.

Dance: We are very fortunate to have some fantastic dance videos being produced by Laura on the school website. In addition, have a go at Oti Mabuse's (Strictly Come Dancing) children's dance class on Youtube. There are lots of great classes and lessons on various different dance styles.

<https://www.youtube.com/user/mosetsanagape>

Music: If you fancy an absolute treat in the middle of all the recent news updates please have a watch of the latest Music Challenge on the school website. Who knew Mr Miles would such a superb actor.

Have a watch of the video below...

<https://bridge.kent.sch.uk/school-life/coronavirus-covid-19/pupil-work>

PSHE

In these strange times it is important to be aware of our mental health and our self-esteem. We have included some ideas that may be beneficial in maintaining a positive mental attitude.

Raising Self Esteem

- Use a jam jar or box and fill it with positive notes of things that are said or happen in your home. After the Lockdown, open up the jar/box and read about all the positive things.
- Decorate some rocks with positive statements e.g. be kind, smile, be brave and place for others to find in your garden or round your house.
- Draw a self-portrait and write or draw all the things you are good at around it.

Suggested English Activities

Individual Reading

Our English task this week is to create your own poem based on the "Magic Box", a challenge for the children is to read aloud their poem to family members or even try and memorise a poem of their choice.

We are pleased to hear about how much reading is happening in Year 4. If your child would like to try a different genre of book the link below offers a range of online resources ranging from mythical creatures to hobbies and crafts. <https://readon.myon.co.uk/index.html>

Student Access to Accelerated Reader

Pupils can log in through the website <https://ukhosted14.renlearn.co.uk/6698607/>

Speech and Language Skills

Adjectives: Write 8 to 10 adjectives on individual pieces of paper and find a dice. Turn the pieces face down and taking it in turns roll the dice, you have to name that number of things with that description i.e. roll of the dice shows 3 and the adjective is 'shiny' now name 3 things that are shiny.

Feely bag: Put a number of items in a bag and without looking, ask your child to put their hand in and describe what they can feel, it is soft, smooth, bendy, hard, spikey, solid, fluffy, see if they can guess what it is.

Extension: Try putting things in the bag that are linked such as, sock, glove, hair brush, hair bobble, spoon, fork, pen, crayon. Then once everything is seen, ask them to pair up the objects as to what goes together, then ask why they think that; because you wear them or they may even say because they are mine! Any sensible answer is fine!



Where is it? Take pictures of their favourite teddy or toy positioned around your house and garden, then scroll through asking Where is teddy, see if they can recognise which room it was taken in, to make it more challenging be more specific, where exactly in the kitchen is it? It could be in the cupboard under the sink or in the garden under the table or may be in daddy's shoe! This could incorporate positional language too.

Spelling

Building on from the first spelling shed task of practising homophones we would like to encourage the children to move their spellings onto the next assignment – prefix in.

Week 1 (wc 20th April) assignment – “Homophones”

Week 2 (wc 27th April) assignment – “The prefix –In”

Week 3 (wc 4th May) assignment – “The prefix – il and ir”

Week 4 (wc 11th May) assignment – “The prefix – sub”

Week 5 (wc 18th May) assignment – “The prefix – inter”

Thank you for all your hard work with spellings and it has been great to see the children putting in huge amounts of effort. A special mention to Christina, Georgia, Ophelia and David who are top at the top of the year 4 spelling table this week.

In addition, there are two further assignments that cover all of the Key Stage 1 spellings (labelled “Year 1 & Year 2 KS1 Full List”) and Key stage 2 spellings (labelled “Year 3 & Year 4 LKS2 Full List”).

The list of common exception words that the children should be able to spell at the end of the year are on the parents section of the school website <https://bridge.kent.sch.uk/parents/supporting-learning-at-home/spellings>.

Writing

This week, we would like you to become a poet. Look and listen to the poem 'The Magic Box' by Kit Wright. (<https://www.bbc.co.uk/bitesize/clips/zkpmhyc>).



THE MAGIC BOX, by Kit Wright

I will put in the box

the swish of a silk sari on a summer night,
fire from the nostrils of a Chinese dragon,
the tip of a tongue touching a tooth.

I will put in the box

a snowman with a rumbling belly
a sip of the bluest water from Lake Lucerene,
a leaping spark from an electric fish.

I will put into the box

three violet wishes spoken in Gujarati,
the last joke of an ancient uncle,
and the first smile of a baby.

I will put into the box

a fifth season and a black sun,
a cowboy on a broomstick
and a witch on a white horse.
My box is fashioned from ice and gold and steel,
with stars on the lid and secrets in the corners.
Its hinges are the toe joints of dinosaurs.
I shall surf in my box
on the great high-rolling breakers of the wild Atlantic,
then wash ashore on a yellow beach
the colour of the sun.

Your Challenge This Week...

Can you write your own version of this poem using descriptive language and see if you can get some alliteration in there too.

What would you put in there? Are they funny things? Friendly? Scary? Mythical? Magical? Giant? What is your box made out of? What's on it?

Once you have written your poem, surround it with illustrations of the things from your box.

Can you perform it to your family?

Top Tips:

Verse 1 – Think of a Mythical/Magical Creature to add to your box. i.e. Phoenix, unicorn, werewolf, yeti, ogre, fairy or leprechaun.

Think about how you would describe these creatures.

- A fearsome, snarling werewolf
- A devious mischievous leprechaun
- A colossal enchanted ogre
- A mystical exquisite unicorn

I will put in the box,

***The flaming orange feather from an exquisite phoenix, mysterious footprints from an elusive yeti,
Magical wishes escaping from a fairy's wand.***

Verse 2 – Think of a wonder of nature to add to your box. i.e. snowflake, thunder, river, volcano, waterfall and rainbow.

Think about how you would describe nature.

- A meandering rippling river.
- An erupting devastating volcano.
- A powerful, roaring waterfall.
- An exotic, colourful rainbow.

I will put in the box,

***The rumble of thunder on a stormy night, sparkling ice crystals from a silver snowflake,
The tip of a fin from a great white shark.***

Verse 3 – Think of a human characteristic to add to your box. i.e. a sneeze, smile, baby, laughter, joke, tears and love.

Think about how you would describe human characteristics.

- A stupendous sneeze
- A hilarious joke
- Glistening, falling tears
- Raucous laughter.

I will put in the box,

***A curly lock of hair from a new born baby, an instant infectious smile,
And an abundance of love.***

Maths

<https://whiterosemaths.com/homelearning/year-4/>

Summer Term – Week 3 (w/c 4th May 2020)

Week 5 on White Rose will focus on multiplying 2-digit number by 1-digit number, multiplying 3-digit number by 1-digit number, dividing 2-digit by 1-digit number and dividing 3-digit by 1 digit number.

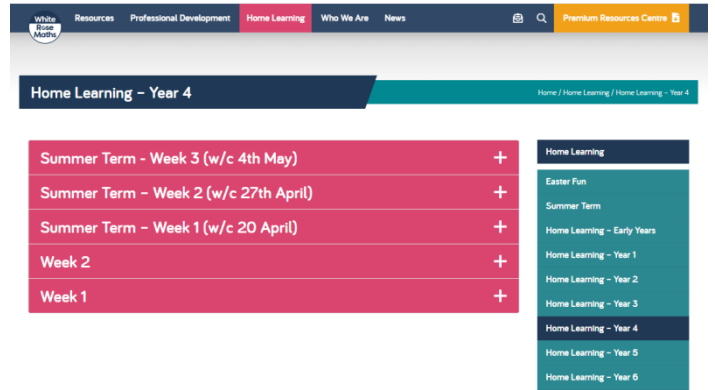
To find the activity sheets for this week please go to the year group page on the school website (<https://bridge.kent.sch.uk/pupils/classes/year-4>).


When multiplying, remember you are partitioning numbers into its tens and ones in order to make the calculation more straightforward. For example, 35×5 is equivalent to 30×5 and 5×5 .

If you are struggling to visualise a number, remember to use manipulatives. They can be items from around the house or even small offcuts of paper labelled 10 and 1.

In addition, we are always available via email to help overcome any areas that may be a struggle. We will endeavour to provide further examples on a specific area to help the children's learning.

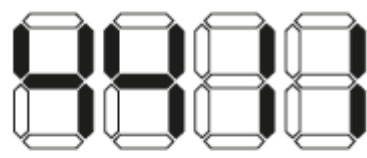
Finally, we have also included an open-ended maths problem for the children to investigate and explore.



 **The Puzzler**

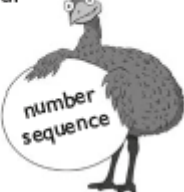
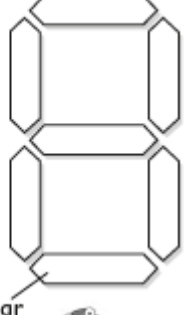
The display on the calculator uses seven light bars to create each of the digits from 0 to 9.


The four-digit number below uses 12 light bars.




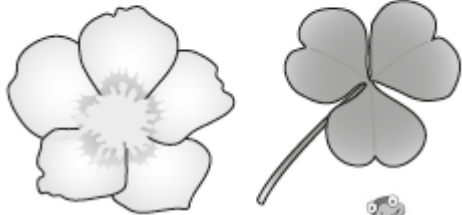
Using exactly 12 light bars, what is the smallest number you can show?

Using exactly 12 light bars, what is the largest number you can show?



 **Focus on Science**


Buttercups have 5 petals and clovers have 3 leaves.



One day Grace found a total of 28 buttercups and clovers.

Altogether she counted 110 petals and leaves.

How many buttercups did Grace find?


 **Let's Investigate**

Step 1: Write down a known times-table fact. $3 \times 4 = 12$

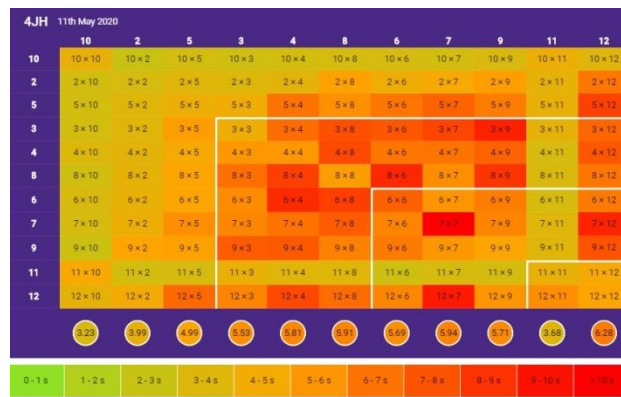
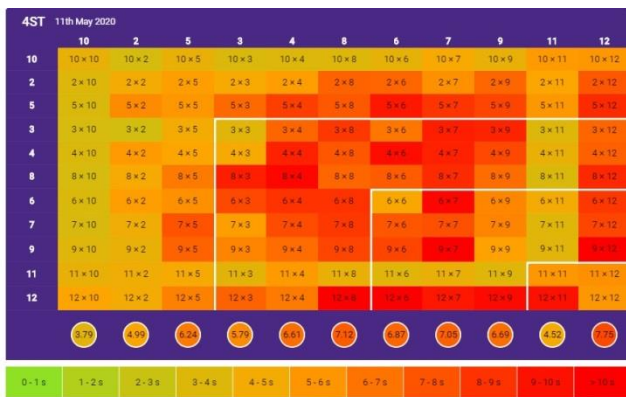
Step 2: Double each of the two numbers you multiplied together to make a new calculation. $6 \times 8 = 48$

Step 3: Keep doing this for as long as you can. $12 \times 16 = ?$

What do you notice about the answers?
Does this always work?
What if you only double the first number?
What if you only double the second number?
What do you notice?



Keep up the great work on here – we can see that more of you are logging on and hopefully you are noticing an improvement in your personal recall speed. Here is our ‘heat map’ for our recall time (as a class) on the different multiplication facts since last week. *Notice – we recommend that you allow a maximum of 20 minutes a day.*



Art

Let your imagination go crazy with this week’s art and writing challenge! You will read the nonsense poetry of Spike Milligan and then write and illustrate your own nonsense poem. We want both your written and illustration work to be utterly bonkers!

Mrs Smith and Mrs Allen have set the school a new art project featured on the school website. It would be lovely to see what different ideas you come up with (<https://bridge.kent.sch.uk/school-life/coronavirus-covid-19/school-closure-learning-packs>).



Bringing wildlife into your life.

On Sunday, Mrs Tomsett I was watching BBC Countryfile and saw a young man called Xander talk about his interest in wildlife, in particular ants and how he has brought the wildlife to his garden.

It’s only a 5 minute clip if you have access to the internet.

<https://www.youtube.com/watch?v=RaF9yuUllw8>

If not, basically, he has introduced a range of bug hotels, bird feeders, nest boxes, bird baths and plant pots into his garden.

Our challenge to you is to research and create something to attract nature to your garden. If you don’t have a garden, don’t worry you may be able to find a place, whilst out for your daily exercise, that you can use or make something to give to someone who does have a garden.

Xander had lots of ideas and there are loads of ideas on the internet. Here is one that I found which is really simple.

<https://www.youtube.com/watch?v=OexxoXo9uFk>

And here is one that Mrs Tomsett made just using a very old plant pot, 4 cardboard tubes and some bits and pieces I found in the hedge and in my green house. I wonder who will visit me?



Here I have pine cones, bamboo, broken pottery, dried leaves, wood pellets, rolled cardboard, twigs and sheep wool.



Let us know what you make and what wildlife you attract.

Contact Details

Thank you for your emails with examples of the children's fantastic work. It has been great to see how the children are working hard on their writing, maths and art. This week we have also heard about learning how to recognise bird calls, top gardening tips and even more baking. Please continue to email any of your child's work to us as we can help with additional activities or challenges.

joe.harris@bridge.kent.sch.uk

amanda.saint@bridge.kent.sch.uk

susan.tomsett@bridge.kent.sch.uk

Please don't hesitate to contact us; we will aim to respond to any questions or queries you have within 24 hours.

Please keep safe and take care.

Kind regards,

Mr Harris, Mrs Saint and Mrs Tomsett

PAELLA

Ingredients	How to make it
• Fish (We used Haddock)	1) Cut the Haddock into 1 cm cubes.
• Prawns	2) Chop the Garlic Coarsely.
• Chicken	3) Mix: Fish, Prawns, Olive oil, Lemon Juice and White Wine Vinegar in a deep Frying pan. Leave to Marinate for about 30 minutes.
• A little bit of Sage and Bacon.	4) Chop the chicken, Onions and
• 2 Onions / Leek	
• 4 Garlic cloves	
• Rice	



Thank you for all your artwork, recipes, stories and photographs.

(Clockwise) A selection of photographs received this week.

- Euen and his paella recipe.
- Millie and her fantastic baking.
- Oscar and his artwork.
- Georgia's cookies.
- Renee's baking.
- Elada's gardening.
- Christina's baking.

