

Dear Hazel Class,

I hope you enjoyed the lovely weather this week. It has been so bright and beautiful outside. I hope you have been protecting yourselves with lots of sun cream, water and hats! Don't forget to check the school website for this week's challenge! Here is your learning for this week. I have put lots of different suggestions on there so there will be something everyone enjoys. Please don't feel like you have to complete every task but if mums and dads ask you to, it is really important that you do because I have asked you to!

The key tasks I would like you to complete are:

- Daily Spellings
- Daily maths (White Rose, times tables or arithmetic)
- I have written your writing activities for this week in the writing section! There are 3 different ones.
- At least 15 minutes of reading a day
- A reading task

Thank you to all the children who have been sending me their fantastic work. I really enjoy seeing your wonderful projects and reading your stories. Keep up all the good work! We are fast approaching the summer holidays where you can have a well-earned rest! Not long to go now.

Missing you all lots,

Miss Storey ☺

[VStorey@chestertonprimary.org](mailto:VStorey@chestertonprimary.org)

A CHILD WHO CARRIES  
A BOOK WITH A BOOKMARK  
IN IT IS IN TWO PLACES  
AT THE SAME TIME.  
of Tony Abbott ☺



## Year 4 Home Learning Menu

Week beginning 29.6.20

### P.E.

### Creative (Music, Art, Drama)

Joe Wicks has become the UK's PE teacher. Go on you tube at 9.00am every day to follow along.  
If you have not access to You tube, can your child make up their own workout for you and the rest of the family to have a go at.

There are some online classes being offered for example Emma Scott runs an art session online at 2pm every day.

The Daily Mile – 1 mile or 15 minutes of exercise a day!! I've been going on a daily walk of 5km – 3miles!  
I wonder if you can record your walking/running/hopping/jumping distance and covert them?

Drama: PSHE Linked

**Standing Long Jump**  
A two-footed horizontal jump from a standing position.

**Instructions**  
Start by standing with both feet as close to the take-off line as possible.  
Both feet must stay in contact with the ground until the start of the jump.  
No part of the body must touch in front of the take-off line prior to take off.  
Jump as far as possible from a standing position, with a two-footed take off.  
Land on both feet.  
You are not required to hold the landing position and may step forward after the jump. However, if you step back, fall back or touch the mat or floor behind your heel, a no jump will be recorded.  
Measure from the take-off line to the back of the closest heel on landing.

**How to do the Standing Long Jump Step-by-Step**  
You may prefer a crouching or a rocking motion prior to the jump.  
Bend ankles, knees and hips.  
Keep eyes focused forward.  
Swing arms behind body.  
Straighten legs.  
Both feet leave the ground together.  
Arms swing forward and up.  
Land on both feet at the same time.  
Ankles, knees and hips bend to absorb impact.

Heel closest to the take-off line  
Take-off line  
Tape measure

twinkl



1. What do you think of these boys?
2. Could you make friends with them? Would you?

Athletics!

In the summer months, athletics are a great sport to get into! Have a go at creating your own long jump. I wonder what records you can set in your family?

3. Imagine you are stood in front of them: how does their body language make you feel?
4. Give this image a title. Explain your choices.

Music:

Looking at the weather forecast, can you create a piece of music that describes the weather?

What noises can you make for:

- The sun
- The rain
- Storms
- Lightening
- Thunder
- Wind

**Weekly Subject Focused Project:  
Science**

**What did this poo?**

Find out what we can learn from a poo!

Science Objectives

- i) Describe the simple functions of the basic parts of the digestive system in humans.
- ii) Identify the different types of teeth in humans and their simple functions.
- iii) Construct and interpret a variety of food chains, identifying producers, predators and prey.

Videos to watch:

[Steve Backshall - poo](http://www.bbc.co.uk) from www.bbc.co.uk

[Animal facts](http://www.nationalgeographic.com) from [www.nationalgeographic.com](http://www.nationalgeographic.com)

Plan:

Remind child what they discovered about human digestion in the last two sessions. Point out that many animals have similar digestive systems to humans. Explain that different animals have different sorts of diets. Make 3 columns on paper and write the terms carnivore, herbivore and omnivore at the top. Ask the child if they know the meaning of these words. Write the definitions under the words (a meat & fish-eating animal, an animal that feeds on plants (including plant products such as nuts, berries, grains & cereals), an animal that feeds on both plants and animals). With a partner/sibling, child to think of 3 examples to go under each of the headings. Explain that human and animal diets partly depend upon what is available. Humans in other parts of the world eat different fruits, vegetables and animals than in the UK because different plants & animals thrive in that particular climate and terrain, e.g. Inuit eat seals, Peruvians eat guinea pigs, Japanese people eat a lot of seaweed. Can they think of other examples? Do they like trying different foods if they go on holiday to another country? Animals have slight adaptations to parts of their digestive system depending on their diet. Remind them of the different teeth they looked at during the first session. Explain that they will be researching the diets of different animals using the National Geographic website

Children to follow the link to <http://www.nationalgeographic.com/animals/index/> and research different animals.

Focus: I can use the internet to research the diet of different animals and know if they are a carnivore, herbivore or omnivore.

With your partner, use the internet to search for the National Geographic website and find the animal fact page. Choose 3 different animals to research, 1 herbivore, 1 carnivore and 1 omnivore. Find out the information needed to complete the table below.

<b>Animal Name</b>	
<b>Type (mammal, reptile, etc.)</b>	
<b>Habitat (Where are they found?)</b>	
<b>Diet (carnivore, herbivore or omnivore)</b>	
<b>Diet facts (What do they eat?)</b>	

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Suggested Text to go alongside: 'The Mole who knew it was none of his business' (a book about how animals do different poos).

Can they come up with a reason why different animals do different sorts of poos? It depends largely on what their diet is. Scientists, doctors and vets can tell a lot about a human or animal by looking at their poo – they can track them, see what they have eaten, and work out if they are unwell!

## Spelling and Grammar

This week's focus is adverbials of frequency and possibility.

1. Regularly
2. Occasionally
3. Maybe
4. Perhaps
5. Frequently
6. Usually
7. Rarely
8. Certainly
9. Possibly
10. Probably

Activities:

Look, see, cover, write and check every day

Draw a picture using the word to show its meaning:



Rainbow writing to show sounds or parts of the word:

Watching or Watching

### Key Grammar Videos and Quiz

Fronted Adverbials: Video and Quiz

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3>

Co-ordinating conjunctions:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv>

Subordinating conjunctions:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3>

Prepositions:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd>

Modal Verbs:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk>

Grammar:

Have a go at writing your own sentences using adverbials for frequency and possibility.

## Reading

Read for 15 minutes a day. Then use some of the sentences stems below to come up with questions about what you have read.  
Select a different focus for each day.

Alternatively, if you would like a change from coming up with your own questions go to [www.pobble365.com](http://www.pobble365.com) and there are pictures and a story starter with questions to answer.

### **Activity 1:**

#### **Arthur and the Sword in the Stone**

*The legend of King Arthur dates back to Anglo-Saxon times. There may have once been a leader called Arthur but over thousands of years the story has been added to and we can't be sure which parts are fact and which are fiction. Here is the story of how Arthur became king:*

Sadness descended over Britain as news spread of the death of King Uther. But after the sadness, quickly came anger and arguments about who should be the next king. None of the powerful knights or nobles knew about Uther's son, Arthur, who had been sent away to keep him safe from attacking Saxon armies. Fights raged for many months until one freezing morning when the frost covered the trees like a crystal white blanket, a great stone appeared. It lay in front of the ancient church of St Paul and thrust deep into the stone was a glittering sword. When the knights came closer, they could read a message carved into the shining metal of the blade saying, "Whoever pulls this sword from the stone is the rightful King of England."

Many times they tried to wrench the sword from the stone. They tugged and heaved and strained with all their might. But it was no use. The sword would not budge for any of them.

Years passed and young Arthur was dashing through the city, looking for a sword. His foster brother Kay was due to fight in a competition but had lost his sword. Suddenly, Arthur's eyes fell upon the stone, the metal of the sword glistening in the early morning sunlight. He stepped towards the sword, fallen leaves crunching under his steady footsteps. Reaching out, he clasped the jewelled handle of the weapon and pulled. The sword slid out like a knife gliding through butter.

1. Why didn't people know who should be the next king?

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2. Where was the sword in the stone?

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3. What time of year did the sword appear? Explain how you can tell.

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4. Why do you think that the sword in the stone might have appeared?

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5. The author uses lots of other words for 'pulled'. List the ones that you can find:

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6. Was it easy or hard for Arthur to pull the sword out? Explain how you know.

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7. Why you think Arthur was able to pull the sword out when all the other men couldn't?

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**Activity 2:**

Who is your favourite author – research and create a presentation about him or her. It could be a powerpoint or an information booklet. You might want to include something about their childhood, what inspires them to write etc...

**Activity 3:**



### A Prince

- What can you see? What do you think? What do you wonder? Discuss and/or record your ideas here: [See think wonder](#).
- Who – or what – smashed the glass?
- Was the frog there before, or did it enter the frame afterwards?
- Why are there water droplets inside the frame?
- Who holds the key?
- Why is there a tag reading 'Prince'?
- Is the frog a prince?
- Why is the title '**A** Prince'? Why not '**The** Prince'? What's the difference? (Y3 grammar link)
- Does this remind you of any stories you know? How is it similar/different?
- Write this story – choose your perspective, style and structure. Do you want your story to feel like a fairy tale? How will you make yours stand out?

Vocabulary	Explain
The word/phrase _____ shows that... A synonym for _____ is... The word(s) _____ suggest that the character is feeling... A definition for the word _____ is...	The most interesting/exciting part was... because... I think the text is arranged in this way because... The best structural/literacy feature was ... because... The author engages the reader by...
Inference	Retrieve
The description of (character) shows that they are... The following word(s)/phrase makes the reader feel...	The key characters in the text are... The story takes place in a/near to a ...

<p>My overall impression of this text is... because...  I can tell that... because....  The character behaved in this way because....</p>	<p>The genre of this text is horror/fantasy/ historical fiction/adventure. I know this because...  With adult support, consider appropriate responses to:  How did...? How often...? How ... is ...? Who had...? Who is...? Who did....?What happened to...? What does ... do? Where did ... go?</p>
<p><b>Prediction</b></p>	<p><b>Summarise</b></p>
<p>Based on the front cover, I think this text will be about... I think this story will be about...because...  In the next chapter, I think (character) will... because.... The story is set in.... this makes me think that...  I think (character) will change their mood/behaviour/feelings in the future because...</p>	<p>The first thing that happened in this chapter was... The main theme of this story/chapter/page is...  The key events in chronological order are...  A Heading for this chapter could be... because...  At the beginning... In the middle... At the end...</p>
<p><b>Writing</b></p>	
<p>Make your own theatre.</p> <p>Watch this video: <a href="https://www.bl.uk/childrens-books/videos/theatre-book?utm_campaign=76004_PrimaryAdventure_Schools_20200618&amp;utm_medium=email&amp;utm_source=The%20British%20Library&amp;dm_i=5JXV,1MN8,11HZV5,62TQ,1">https://www.bl.uk/childrens-books/videos/theatre-book?utm_campaign=76004_PrimaryAdventure_Schools_20200618&amp;utm_medium=email&amp;utm_source=The%20British%20Library&amp;dm_i=5JXV,1MN8,11HZV5,62TQ,1</a></p> <p>Now you have written your story, your challenge is to retell the story by creating your own theatre. You need to make your own puppets (stick puppets using lollipop sticks and paper works well!), create a scene and rehearse your story.</p>	

Invite your friends and family to come at watch! Make sure you video your stories and don't forget to send them to me!

An additional task is:

Task:

To complete a piece of creative writing.

What you need to do:

Choose from one of the following story starters/writing prompts. You can write in any type of genre:

- A letter
- A poem
- A story
- A short story
- A diary
- A newspaper report

Remember that you need to include some powerful vocabulary but just start writing and have fun!

***Writing prompts/starters:***

***You're digging in your garden and find a fist-sized nugget of gold.***

***The asteroid was hurtling straight for Earth...***

***He turned the key in the lock and opened the door. To his horror, he saw...***

***The detective saw his opportunity. He grabbed the waitress's arm and said...***

***There are three children sitting on a log near a stream. One of them looks up at the sky and says...***

***You find a door at the end of the garden. What do you do?***

***You walk into your house and it's completely different — furniture, decor, all changed. And nobody's home.***

***The most beautiful smile I ever saw...***

## Maths

**Friday**

If you have access to a computer, use:

Arithmetic questions at the bottom of the pack.

Additional Challenges:

TIME

Challenge 1:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y4-Summer-Block-3-WO3-Analogue-to-digital-12-hour-2020-1.pdf>

Challenge 2:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y4-Summer-Block-3-WO4-Analogue-to-digital-24-hour-2020.pdf>

SHAPE – Angles

Challenge 1:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4-Summer-Block-5-WO1-Identify-angles-2020.pdf>

Challenge 2:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4-Summer-Block-5-WO2-Compare-and-order-angles-2020.pdf>

<https://whiterosemaths.com/homelearning/>

Here you will be able to access a lesson a day of maths, there is a video of what to do. They are no longer supplying worksheets. I have attached the sheets to the bottom of this document. There are 2 for each day (Mon-Friday). White Rose have a separate challenge for a Friday. I would advise the children complete the lesson (left) and times tables on a Friday.

Use these link to access the maths worksheets for each day. I have not included them in the pack as they appear blurry and difficult to read.

Links to maths sheets:

Monday: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Interpret-charts-2020.pdf>

Tuesday: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Comparison-sum-and-difference.pdf>

Wednesday: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Introducing-line-graphs.pdf>

Thursday: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Line-graphs.pdf>

Stupendous challenge: Create your own chart.

**BBC BITESIZE**

<https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>  
Daily maths lessons are available from BBC Bitesize that supply a daily maths lesson and worksheets.

### Additional Suggested Activities

- BBC Bitesize: <https://www.bbc.co.uk/bitesize/levels/zimj92p>. Daily lessons will be available for English, maths and the wider curriculum.
- Twinkl – Free for 1 month. [www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer) and enter the code UKTWINKLHELPS
- Letterjoin (handwriting)
- Purple Mash – your children have their logins.
- LCF is making available its online resources for Primary FREE for the next 3 months. Simply use the master promo code LCF2020sch to create a single user login at Babelzone (French/Spanish) Englishzone (games/Phonics) or MathsZone for any pupil or teacher. [www.lcfclubs.com](http://www.lcfclubs.com)
- Pixl times tables app

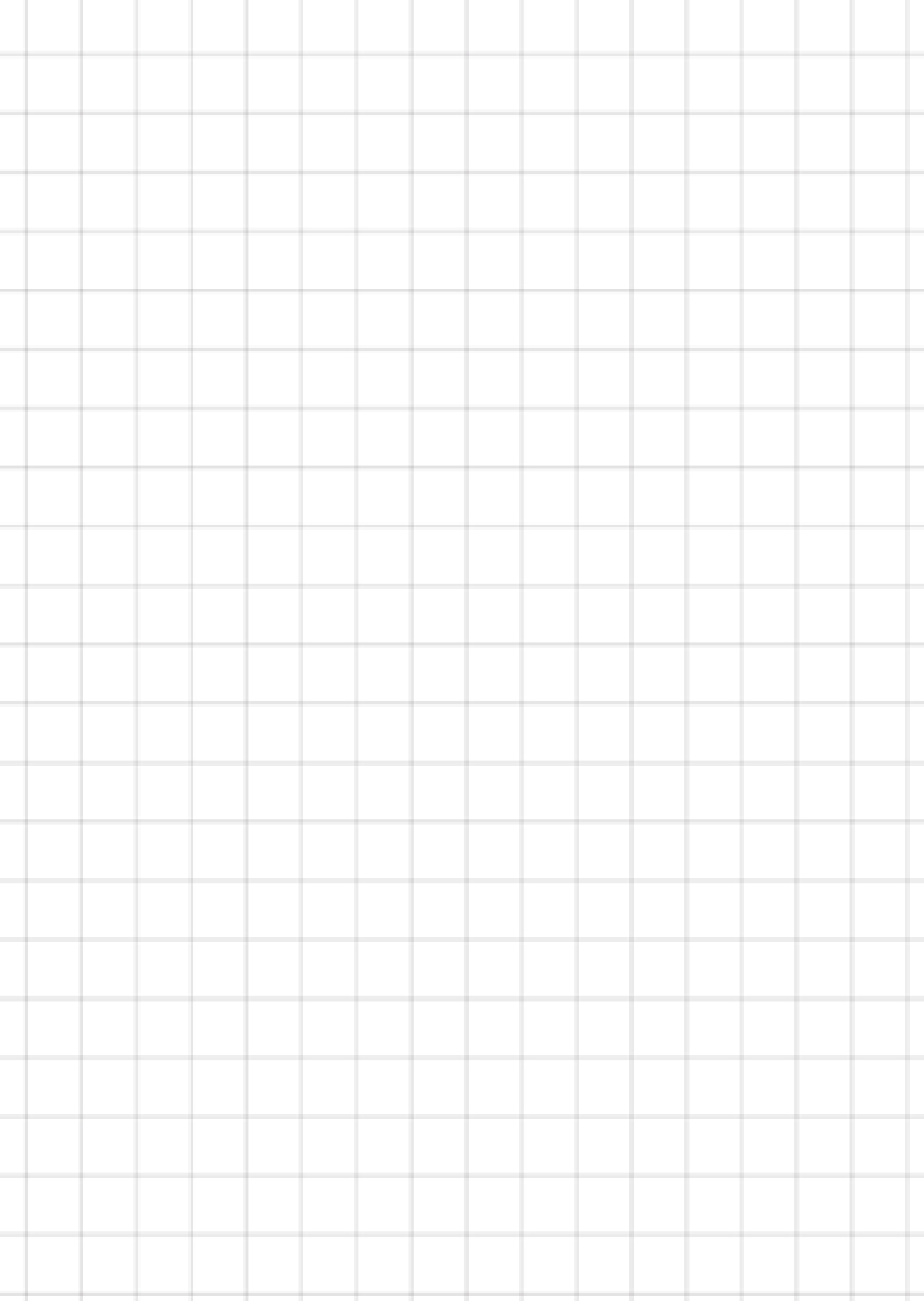
	Monday	Tuesday	Wednesday	Thursday	Friday
Regularly					
Occasionally					
Maybe					
Perhaps					
Frequently					
Usually					
Rarely					
Certainly					
Possibly					
Probably					
Topic Words					











Question		Answer
1.	$387 + 100 =$	
2.	$153 - 100 =$	
3.	$759 + 80 =$	
4.	$588 - 500 =$	
5.	$92 \times 4 =$	
6.	$75 \div 3 =$	
7.	$\frac{5}{12} + \frac{5}{12} =$	
8.	$\frac{5}{6} - \frac{1}{6} =$	
9.	$8210 + 1000 =$	
10.	$9217 - 1000 =$	
11.	$5634 + 2388 =$	
12.	$8229 - 346 =$	

Question		Answer
13.	$11 \times 10 =$	
14.	$34 \div 1 =$	
15.	$792 \times 4 =$	
16.	$479 \times 6 =$	
17.	$\frac{7}{10} + \frac{9}{10} =$	
18.	$\frac{17}{20} + \frac{11}{20} =$	
19.	$7.82 + 0.08 =$	
20.	$9.3 - 0.7 =$	
21.	$24 \div 10 =$	
22.	$51 \div 100 =$	
23.	$\frac{4}{5}$ of 20 =	
24.	$5.87 - 3.6 =$	