


Daily activities:

English worksheet	Maths video and worksheet	Reading Plus	TTRS	PE session	An activity from the choices below.
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New learning:

This week's themed learning continues to be around our new topic of **rivers and states of matter**.

<p><u>Art (George Seurat (1859-1891)- French</u> George Seurat completed the following painting 'Seine at Grande-Jatte'</p>  <p>George Seurat was a French Post-Impressionist painter. He painted for a time with the Impressionist painters such as Claude Monet. His scientific ideas about colour then led him to develop a different painting technique. He painted in tiny dots of colour, with the theory that the viewer's eye would mix them. This technique is called "pointillism".</p> <p>Can you create a river scene using pointillism (tiny dots of colour)?</p> <p>Extra support for pointillism techniques can be found here.</p>	<p><u>English</u> Create a poster or other non-fiction text describing how waterfalls are made (see page 4 for information on this).</p> <p><u>Geography</u> Create an image of the upper course of the river. You can make it out of anything (Lego, junk modelling, a drawing, a painting). Remember to include steep slopes, not many trees, V shaped valleys, water falls, fast flowing river)</p> <p><u>Geography</u> Can you draw the journey of a river using the resources over the last 3 weeks? Examples can be found on page 5.</p> <p><u>Science 2</u> Now you know what the states of matter are, how does a puddle dry up? What <u>scientific process</u> takes place? (This should help). Draw around a puddle in chalk and see how long it takes the process to take place with the weather this week. Repeat another day. Does it take more or less time? Why do you think this is?</p>	<p><u>Music</u> Are you confident about the journey of a river? Keep practising this song. Rehearse this until you are ready to perform it to somebody in your house. Can you add arm/hand/body movements?</p> <p><u>History of River Use</u> In Europe, the Greek and Roman civilisations started influencing rivers, especially in urban areas to which water was delivered by aqueducts. Learn what aqueducts are here and draw me a labelled diagram of how an aqueduct works.</p> <p><u>Science 1</u> What are the states of matter? Check them out here. Draw a diagram of each one so I can check your understanding.</p> <p><u>Geography</u> Flooding has been an issue across the globe. Research our local flooding issues here. Can you use this knowledge to write either a newspaper article or a diary entry for a local resident at that time?</p>
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Sticky knowledge:

<p><u>RE</u> Recount the story of Pesach. Recap your learning using this website. Create a comic strip or write a recount of the story. Remember past tense, different sentence starters and conjunctions (because, since, although, even though).</p>	<p><u>Spanish</u> Can you remember your numbers and how to introduce yourself in Spanish? Complete the Oak National Academy Spanish lessons 1 and lesson 2 to brush up on your pronunciation and sticky knowledge.</p>	<p><u>Science</u> Which materials would reflect light? Complete the Oak National Academy Science lesson (2) to ensure your learning of 'what reflection is and how we can use it' is sticky.</p>
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Websites mentioned above:

<https://www.youtube.com/watch?v=pAUqodcXyWQ> video on Roman aqueducts.

<https://www.youtube.com/watch?v=vsXKv1yfNFk> river journey song

<https://www.bbc.co.uk/bitesize/topics/zkqg87h/articles/zsgwwxs> States of matter (science)

<https://www.bbc.co.uk/bitesize/topics/zkqg87h/articles/zydxmnb> evaporation and condensation

<https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382> Pesach webpage

<https://www.thenational.academy/year-4/foundation/what-is-reflection-and-how-can-we-use-it-year-4-wk2-3> Science- reflective materials online lesson

<https://www.thenational.academy/year-4/foundation/el-alfabeto-y-los-numeros-year-4-wk1-2> Spanish- alphabet and numbers online lesson

<https://www.thenational.academy/year-4/foundation/introducing-yourself-in-spanish-year-4-wk2-2> Spanish- conversational language

Additional learning;

<https://www.3dgeography.co.uk/river-images> further support for what different features look like in a river

<https://www.coolkidfacts.com/famous-rivers/> research all about the longest rivers in the world

<https://www.youtube.com/watch?v=bNWuQD7QHbc> video clip showing the differences between bodies of water

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8> BBC Bitesize videos explaining what rivers are.

<https://www.collinsdictionary.com/> Online dictionary and thesaurus

<https://www.youtube.com/watch?v=YETdZyZI6es> YouTube clip to help understand erosion.

<https://www.thenational.academy/year-4/foundation/el-alfabeto-y-los-numeros-year-4-wk1-2> Spanish online lessons

Diagrams to help with the activities this week.

The river system: From source to mouth

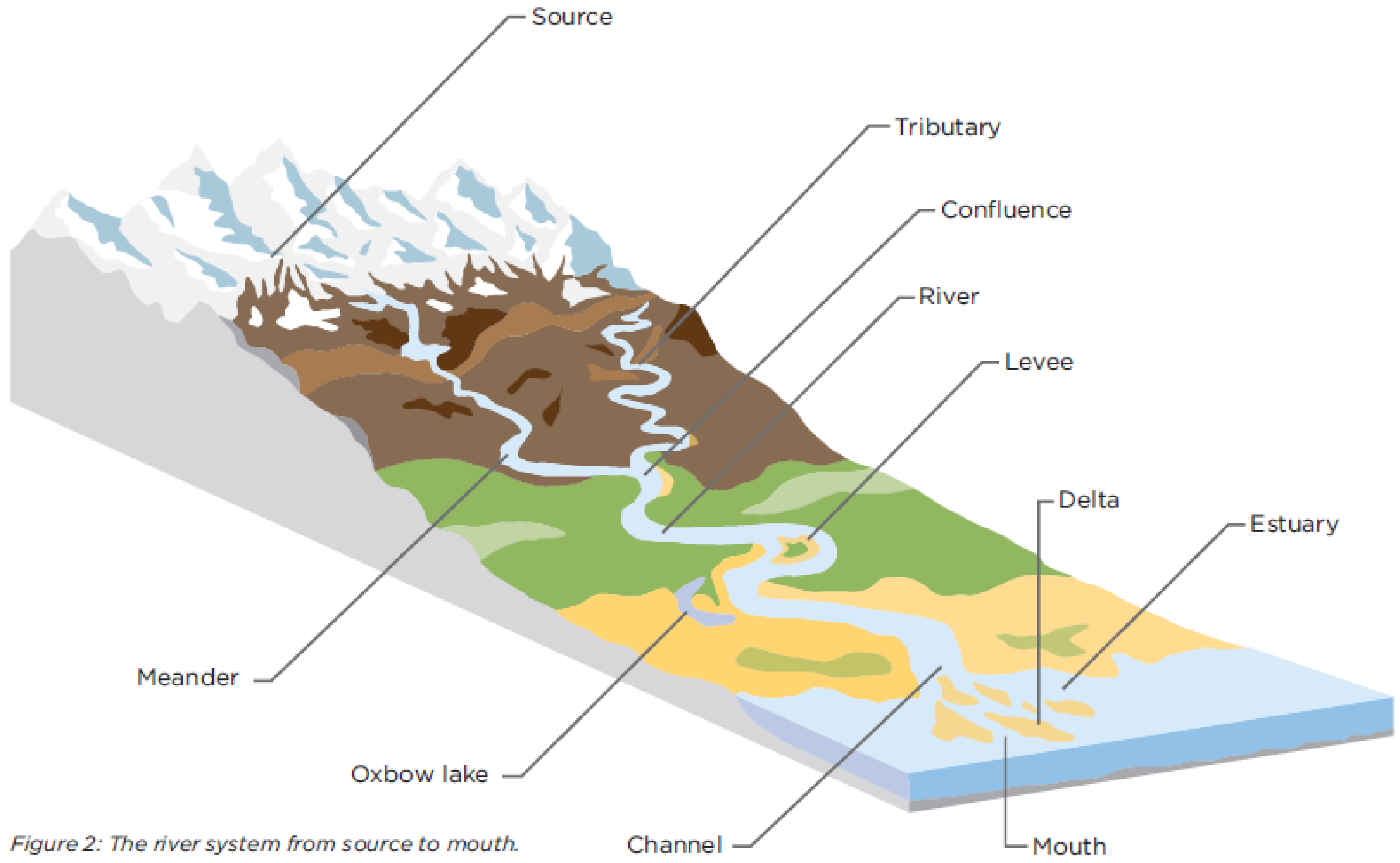
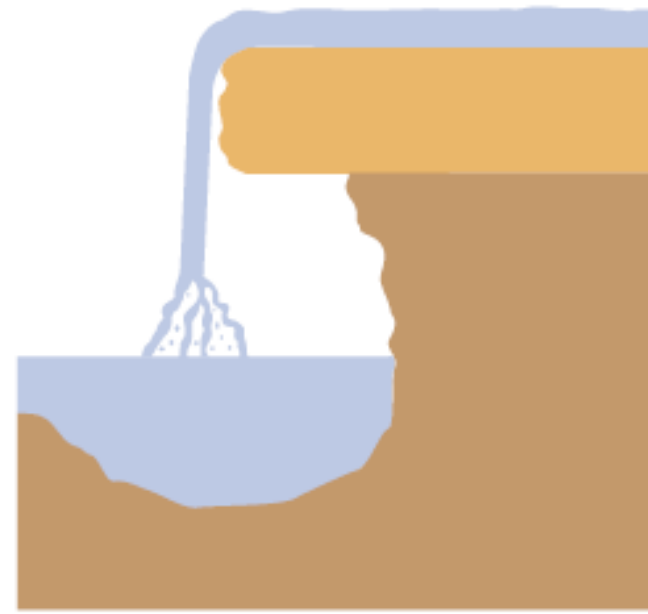


Figure 2: The river system from source to mouth.

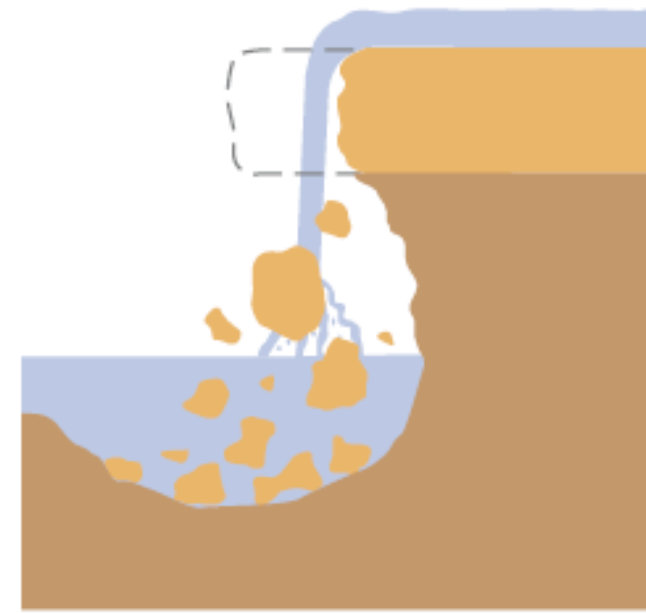
The formation of a waterfall



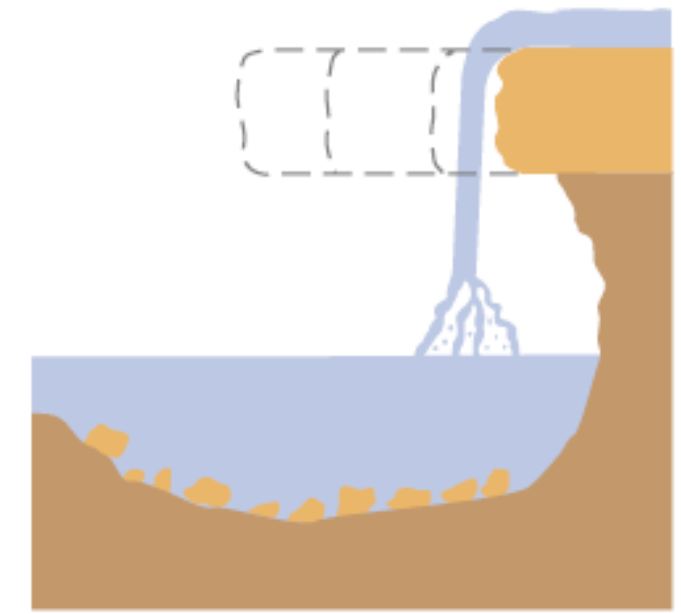
1. Waterfalls typically form in the upper stages of a river. They occur where a band of hard rock overlies a softer rock. Falling water and rock particles erode the soft rock below the waterfall, creating a plunge pool.



2. The soft rock is undercut by erosional processes such as hydraulic action and abrasion creating a plunge pool where water and debris swirl around eroding the rock through corrosion further deepening it and creating an overhang.



3. Hard rock overhang above the plunge pool collapses as its weight is no longer supported.



4. Erosion continues and the waterfall retreats upstream leaving behind a gorge.

Figure 7: The formation of a waterfall.

Examples of river journey work

