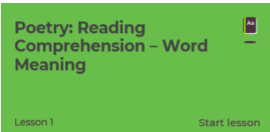
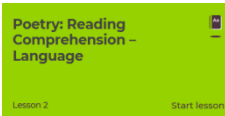



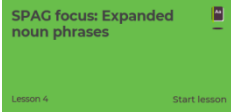

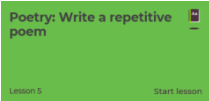



KEEP ACTIVE 😊 STAY HEALTHY 😊 HAVE FUN AND SMILE 😊

Choose exercise activities that you enjoy and aim to take part in 30 minutes of physical activity each day to help stay fit and healthy.

	<p><b>Maths (60 mins each day)</b> This week we are continuing to focus on ‘telling the time’ and are going to learn about the 24hour clock.  <u>You will see some important pages of key facts and a rhyme on pages 5,6&amp;7. Please practise learning the content on these pages in preparation for the following weeks learning.</u></p>	<p><b>Literacy (60 mins each day)</b> This week our literacy focus is poetry. We will be following a sequence of lessons provided by the Oak National Academy.  <u>Remember Year 4 writing should include:</u> CL . , ! ? ‘ “ ”</p>	<p><b>Other (60 mins each day)</b> <u>Optional brain and movement breaks:</u> Choose a BBC Supermovers Maths workout. <a href="https://www.bbc.co.uk/teach/supermovers/ks2-maths-collection/z7frpg8">https://www.bbc.co.uk/teach/supermovers/ks2-maths-collection/z7frpg8</a> Choose a BBC Supermovers English workout. <a href="https://www.bbc.co.uk/teach/supermovers/ks2-english-collection/zmv4scw">https://www.bbc.co.uk/teach/supermovers/ks2-english-collection/zmv4scw</a></p>	<p><b>Ongoing</b>  Please continue with learning/ further developing your new skill to share with the class upon return to school.</p>
<p><b>Day 1</b></p>	<p><b>Maths Warmup</b> – see resource called ‘Flashback 4’ on the class webpage. <b>Complete Day 1</b> and record in your book.  <u>Today’s task:</u>  <b>MyMaths: ‘Time 2’.</b> Work through the lesson and complete the online homework task. <b>Please remember to show your self-assessment faces 😊</b>  <u>Please look at the key facts and rhyme on p.5,6&amp;7 and begin to memorise them.</u></p>	<p><u>Today’s lesson:</u> Poetry Lesson 1 <a href="https://www.thenational.academy/year-4/english/poetry-reading-comprehension-word-meaning-year-4-wk1-1">https://www.thenational.academy/year-4/english/poetry-reading-comprehension-word-meaning-year-4-wk1-1</a>  <b>Focus: Word Meaning</b>  <b>Today’s Tasks:</b> <b>1. Complete the ‘introductory quiz’</b> and check your answers. <b>2. Now watch the video (up to 15.00).</b> Pause the video as instructed and <b>complete the questions</b> and tasks in your book. Listen carefully to the feedback and mark your work. <b>3. Finish by completing the ‘exit quiz’.</b>  <b>Remember to practise your spellings and read daily.</b></p> 	<p><b>PE: Please see activity cards on page 8.</b> Have a go at ‘Balloon Keepy Uppies’ and ‘Bottle Tag’. You could also enjoy and play games on the ‘PE with Mr P’ YouTube channel.  <b>PSHE: Class Poem</b> – Continuing our poetry theme this week, we are going to write a class poem together and reflect on things that make us happy. The poem will be called <b>‘What makes me happy’</b> and I would like each of you to write one line for the poem. Each line of the poem will start ‘I am happy when...’ and I would like you to think of something that makes you happy. Try to include a poetic technique such as alliteration, onomatopoeia, a simile or expanded noun phrase. Please would you <b>email your line to me by Friday 12<sup>th</sup> June</b> so that I can piece together all of your ideas and then share the poem with you in the following week.</p>	<ul style="list-style-type: none"> <li>• <b>Reading</b> to an adult, every day for 15 mins. Please record in your reading record.</li> <li>• <b>Times tables</b> practice every day for 10 mins. Use the Maths Frame website. Adjust the difficulty by changing the time interval. <a href="https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check">https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</a></li> </ul>
<p><b>Day 2</b></p>	<p><b>Maths Warmup</b> – see resource called ‘Flashback 4’ on the class webpage. <b>Complete Day 2</b> and record in your book.  <u>Today’s task:</u>  <b>MyMaths: ‘Time Conversions 1’.</b> Work through the lesson and complete the online homework task. <b>Please remember to show your self-assessment faces 😊</b>  <u>Please look at the rhyme and key facts on page 5, 6 &amp; 7 and practise learning them.</u></p>	<p><u>Today’s lesson:</u> Poetry Lesson 2 <a href="https://www.thenational.academy/year-4/english/poetry-reading-comprehension-language-year-4-wk1-2">https://www.thenational.academy/year-4/english/poetry-reading-comprehension-language-year-4-wk1-2</a>  <b>Focus: Use of poetic language</b>  <b>Today’s Tasks:</b> <b>1. Complete the ‘introductory quiz’</b> and check your answers. <b>2. Now watch the video (up to 14.56).</b> Pause the video as instructed and <b>complete the questions</b> and tasks in your book. Listen carefully to the feedback and mark your work. <b>3. Finish by completing the ‘exit quiz’.</b>  <b>Remember to practise your spellings and read daily.</b></p> 	<p><b>Science:</b> Today we are looking at seed dispersal. Watch these two videos on Espresso (or log in and search for ‘seed dispersal’ – these videos are listed for KS2 and KS1). <a href="https://central.espresso.co.uk/espresso/modules/s2_plant_life/video_index/video_search.html?source=search-all-all-all-all&amp;source-keywords=seed%20dispersal">https://central.espresso.co.uk/espresso/modules/s2_plant_life/video_index/video_search.html?source=search-all-all-all-all&amp;source-keywords=seed%20dispersal</a> and <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1236913/grade1/module1197183/index.html?source=search-all-all-all-all&amp;source-keywords=seed%20dispersal">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1236913/grade1/module1197183/index.html?source=search-all-all-all-all&amp;source-keywords=seed%20dispersal</a>  Can you remember this slide from last week? A larger version is on <b>page 9</b>.  <b>Task:</b> Today you have a choice of either designing a poster that explains the different types of seed (like the slide above) OR you may wish to make a flip book. Watch this video to show you how they work: <a href="https://www.youtube.com/watch?v=JVzf9rtgf9Y">https://www.youtube.com/watch?v=JVzf9rtgf9Y</a> Make a flip book that shows a seed being dispersed and travelling to a new place before germinating and beginning to grow into a new plant. Have fun making your book.</p> 	<p><b>Other Times Tables websites:</b> <a href="http://www.timestables.me.uk/">http://www.timestables.me.uk/</a> <a href="https://urbrainy.com/mtc">https://urbrainy.com/mtc</a> <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <ul style="list-style-type: none"> <li>• <b>Spelling (see page 3)</b> Use the statutory spelling handwriting booklets to practise your statutory spellings.</li> </ul>

**TIMETABLE CLASS 4 WEEK 11**

<p><b>Day 3</b></p>	<p><b>Maths Warmup</b> – see resource called ‘Flashback 4’ on the class webpage. <b>Complete Day 3</b> and record in your book.</p> <p><b>Today’s task:</b></p> <p><b>MyMaths: ‘Time Conversions 2’.</b> Work through the lesson and complete the online homework task. <b>Please remember to show your self-assessment faces 😊</b></p> <p><b><u>Can you recall some of the rhyme and key facts on page 5, 6 &amp; 7 yet?</u></b></p>	<p><b>Today’s lesson: Poetry Lesson 3</b> <a href="https://www.thenational.academy/year-4/english/features-of-poetry-year-4-wk1-3">https://www.thenational.academy/year-4/english/features-of-poetry-year-4-wk1-3</a></p> <p><b>Focus: Features of poetry</b></p> <p><b>Today’s Tasks:</b></p> <ol style="list-style-type: none"> <li>1. <b>Complete the ‘introductory quiz’</b> and check your answers.</li> <li>2. Now <b>watch the video (up to 10.55)</b>. <b>Pause</b> the video as instructed and <b>complete the questions</b> and tasks in your book. Listen carefully to the feedback and mark your work.</li> <li>3. Finish by <b>completing the ‘exit quiz’</b>.</li> </ol> <p><b>Remember to practise your spellings and read daily.</b></p> 	<p><b>Quest: Hello Class 4 Estate Agents! I hope that you managed to advertise and sell your Viking longhouses?! Today we are going to locate places in the UK that are named after Viking influence (Old Norse language).</b></p> <p><b>Today’s lesson: Geography – Location of towns in the UK.</b></p> <p>TASK 1: Go to <b>page 10</b> and see the sheet called ‘Viking Place Names’. Read the introduction at the top of the page and make sure that you can access a map (paper or digital).</p> <p>TASK 2: Before using a map visit these websites as they will give you some clues of names of places that you can try to find on your map. <a href="http://www.primaryhomeworkhelp.co.uk/viking/settle.html">http://www.primaryhomeworkhelp.co.uk/viking/settle.html</a> <a href="http://www.viking.no/e/england/danelaw/epl-danelaw.htm">http://www.viking.no/e/england/danelaw/epl-danelaw.htm</a> <a href="https://www.jorvikvikingcentre.co.uk/the-vikings/viking-place-names/">https://www.jorvikvikingcentre.co.uk/the-vikings/viking-place-names/</a></p> <p><b>ACTIVITY: Complete the worksheet on page 10. Optional extra:</b> Draw or print a map of England and locate the places on your map.</p>	<p><b>Other ongoing activities:</b></p> <ul style="list-style-type: none"> <li>• Keep in contact with your friends and relatives. Tell them a joke, share a performance (singing, dancing, gymnastics etc.) and make sure that they are ok.</li> <li>• Learn how to make a pompom. Watch this video to teach you how to make one. <a href="https://www.youtube.com/watch?v=SF6CO3LBJss">https://www.youtube.com/watch?v=SF6CO3LBJss</a> Once you have made your pompom, you could make it into something like an animal or emoji face.</li> </ul> 
<p><b>Day 4</b></p>	<p><b>Maths Warmup</b> – see resource called ‘Flashback 4’ on the class webpage. <b>Complete Day 4</b> and record in your book.</p> <p><b>Today’s task:</b></p> <p><b>MyMaths: ‘Time Calculations.</b> Work through the lesson and complete the online homework task. <b>Please remember to show your self-assessment faces 😊</b></p> <p><b><u>Hopefully you will have managed to (or be very close to!) recalling the rhyme and key facts on p. 5,6&amp;7 with accuracy.</u></b></p>	<p><b>Today’s lesson: Poetry Lesson 4</b> <a href="https://www.thenational.academy/year-4/english/spag-focus-expanded-noun-phrases-year-4-wk1-4">https://www.thenational.academy/year-4/english/spag-focus-expanded-noun-phrases-year-4-wk1-4</a></p> <p><b>Focus: Expanded noun phrases</b></p> <p><b>Today’s Tasks:</b></p> <ol style="list-style-type: none"> <li>1. <b>Complete the ‘introductory quiz’</b> and check your answers.</li> <li>2. Now <b>watch the video (up to 9.07)</b>. <b>Pause</b> the video as instructed and <b>complete the questions</b> and tasks in your book. Listen carefully to the feedback and mark your work.</li> <li>3. Finish by <b>completing the ‘exit quiz’</b>.</li> </ol> <p><b>Remember to practise your spellings and read daily.</b></p> 	<p><b>Quest/Art: Viking Runes.</b></p> <p>TASK 1: Read the information on <b>page 11</b> of this document.</p> <p>TASK 2: Watch this video clip: <a href="https://www.youtube.com/watch?v=wOcv5dvwjs">https://www.youtube.com/watch?v=wOcv5dvwjs</a></p> <p><b>Activity:</b> You will need to go to <b>page 12</b> and <b>practise writing in runes</b>. <b>Once you have thought of a ‘secret message’ you will need to go to page 13 and ‘write’ your message on the stone template.</b> See if somebody can have a go at decoding your message using the ‘futhark’ alphabet on <b>page 12</b>.</p> <p><b>Optional extra:</b> I know that some of you enjoy carving into wood and may like to carve your message into a piece of wood or onto a stone (please check with your parents first for permission!)</p> <p><b>Music: Listening to and finding the pulse in a piece of music.</b> Click on this link <a href="https://www.thenational.academy/year-4/foundation/pulse-year-4-wk1-5">https://www.thenational.academy/year-4/foundation/pulse-year-4-wk1-5</a> and work your way through the video and join in with the activities. In your book, write the musical definition of ‘pulse’. Now list the ways that you can show the pulse when listening to a piece of music e.g. clapping.</p>	
<p><b>Day 5</b></p>	<p>Well done Class 4 on reaching the final day of home learning for this week! You have 2 options today: A) Use today as a ‘catch up’ day if you are a little behind with the timetable of learning or B) further your learning by completing the activities outlined below. Have a great day 😊</p> <p><b>Maths Warmup</b> – see resource called ‘Flashback 4’ on the class webpage. <b>Complete Day 5</b> and record in your book.</p> <p><b>Today’s task:</b></p> <p><b>MyMaths: ‘Time and Timetables’.</b> Work through the lesson and complete the online homework task. <b>Please remember to show your self-assessment faces 😊</b></p> <p><b><u>Ask somebody in your household to verbally test you on the rhyme and key facts on pages 5, 6 &amp; 7.</u></b></p>	<p><b>Today’s lesson: Poetry Lesson 5</b> <a href="https://www.thenational.academy/year-4/english/poetry-write-a-repetitive-poem-year-4-wk1-5">https://www.thenational.academy/year-4/english/poetry-write-a-repetitive-poem-year-4-wk1-5</a></p> <p><b>Focus: Writing your own poem</b></p> <p><b>Today’s Tasks:</b></p> <ol style="list-style-type: none"> <li>1. <b>Start watching from 4.50.</b></li> <li>2. <b>Pause</b> the video as instructed and <b>complete the guided activities to plan and write verses for the poem.</b></li> <li>3. <b>Now finish by writing your own poem using the poetic features that you have practised this week.</b></li> </ol> <p><b>Remember to complete your spelling test today! 😊</b></p> 	<p><b>Finishing Time:</b></p> <p><b>Please use this afternoon to complete any tasks or unfinished work that you may need to do.</b></p> <p><b>If you have finished all of your work, you could continue practising your new skill or enjoy some of the activities from the half term pack on the class webpage.</b></p> <p><b>Have a fantastic weekend! 😊</b></p>	

**TIMETABLE CLASS 4 WEEK 11**

*Spellings → This week we are learning to spell words which are mostly French in origin and use the /sh/ sound spelt as /ch/.*

Spelling words with the /sh/ sound spelt as /ch/:

**chef, chalet, machine, brochure, champagne, chauffeur, chateau, chaperone, parachute, chandelier, crochet, fuchsia, quiche, ricochet and moustache.**

Which spellings should I learn?

**Select the words from the box above:**

**Groups 1 and 4:** 8 spellings and 2 statutory words    **Group 2:** 6 spellings and 2 statutory words    **Group 3:** 4 spellings and 2 statutory words.

Statutory spellings are at the back of your purple spelling homework folder and in the spelling pack provided.

**Please complete the table below with your chosen words or write them in your books.**

**Spelling activity: For your chosen spellings, write a sentence using each spelling word in its correct context.**

<i>Look, Say, Cover, Write and Check.</i>	1	2	3	4

*Please ask a grown up or older sibling to test you on your weekly spellings and record them in your blue books.*

**TIMETABLE CLASS 4 WEEK 11**

*A message from Miss Brown...*

*Hello Class 4!*

*I hope that you have had a good weekend. It has been lovely to hear from some of you this week and I have thoroughly enjoyed seeing all of your fantastic Monet-inspired paintings. They are very impressive and look super! I have also been fortunate enough to read some excellent stories and see examples of your plant life cycle work presented in a variety of creative ways. You should be extremely proud of your hard work and effort during this time. Please keep sharing your great work via the class email ([class4.sch233@educ.somerset.gov.uk](mailto:class4.sch233@educ.somerset.gov.uk)).*

*I have included a special PSHE task this week and it would be lovely for you all to be involved. Please see more details in the timetable (above) for Monday afternoon.*

*As always Class 4... Keep up the great work! Remember that we ask you to try your best and remain positive. Look after yourselves and your family, stay active and keep on smiling!*

*Miss Brown ☺*



Time Knowledge Organiser

Key Vocabulary

Analogue and Digital Clocks

12-hour time

24-hour time

Roman numerals

analogue

digital

hours

minutes

seconds

o'clock

half past

quarter past

quarter to

midday

midnight

noon

a.m.

p.m.



Minute Hand

The long hand points to the minutes past the hour.

Hour Hand

The short hand points to the hour. If this hand is pointing between the hours, it is the earlier hour of the two.



twelve o'clock



quarter past twelve

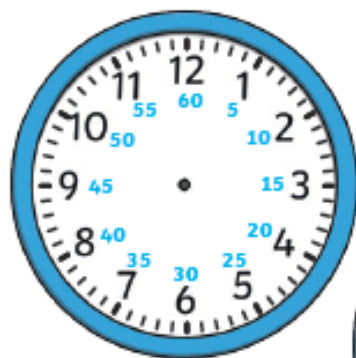


half past twelve



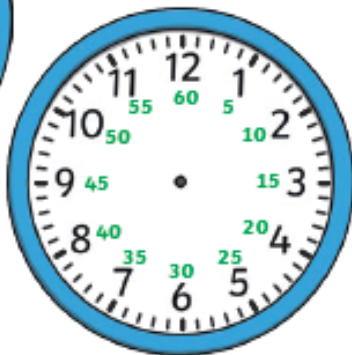
quarter to one

Durations of Time



There are **60 seconds** in an minute.

There are **60 minutes** in an hour.



There are **24 hours** in a day

There are **7 days** in a week.



There are **12 months** in a year.

Time

Knowledge Organiser

24-Hour Time

There are 24 hours in a day.



	01:00	1 a.m.	1 o'clock			13:00	1 p.m.	1 o'clock	
	02:00	2 a.m.	2 o'clock			14:00	2 p.m.	2 o'clock	
	03:00	3 a.m.	3 o'clock			15:00	3 p.m.	3 o'clock	
	04:00	4 a.m.	4 o'clock			16:00	4 p.m.	4 o'clock	
	05:00	5 a.m.	5 o'clock			17:00	5 p.m.	5 o'clock	
	06:00	6 a.m.	6 o'clock			18:00	6 p.m.	6 o'clock	
	07:00	7 a.m.	7 o'clock			19:00	7 p.m.	7 o'clock	
	08:00	8 a.m.	8 o'clock			20:00	8 p.m.	8 o'clock	
	09:00	9 a.m.	9 o'clock			21:00	9 p.m.	9 o'clock	
	10:00	10 a.m.	10 o'clock			22:00	10 p.m.	10 o'clock	
	11:00	11 a.m.	11 o'clock			23:00	11 p.m.	11 o'clock	
	12:00	12 p.m.	12 o'clock			00:00	12 a.m.	12 o'clock	

Monday→Friday.



## Days in the Month

Thirty days hath September,  
April, June and November;

February has twenty eight alone  
All the rest have thirty-one.

Except in Leap Year,  
that's the time  
When February's days  
are twenty-nine.

Read and learn this rhyme which will help you to remember how many days are in each month.

Can you recall it accurately?

### Task:

To use the facts that you have learnt on pages 5, 6 & 7 to convert between; hours to minutes, minutes to seconds, years to months and weeks to days.

E.g. Question: 3 hours = \_\_\_?\_\_\_ minutes

How do I work this out?

So I need to use my key fact of 1 hour = 60 minutes. If I know that there are 60 minutes in 1 hour I must multiply 60 (minutes) by 3 (because I need 3 hours).

$60 \times 3 = 180$  minutes.

Answer: 3 hours = 180 minutes

### Can you work out these questions?

A. 5 hours = \_\_\_?\_\_\_ minutes

B. 4 minutes = \_\_\_?\_\_\_ seconds

C. 6 years = \_\_\_?\_\_\_ months

D. 9 weeks = \_\_\_?\_\_\_ days

## BALLOON KEEPY UPPIES

**AGE:** 5 to 11

**NUMBER OF PEOPLE:** 1+

**SPACE NEEDED:** Living Room or Garden

**EQUIPMENT NEEDED:** Balloon, string and chairs. Soft/beach ball for older children

### HOW TO PLAY:

Inflate a balloon and play keepy uppies on your own or in teams.

Play seated volleyball: Players are sitting on the floor with some string to divide the room in 2. To score a point, hit the balloon onto the other side so it touches the floor.

Outside and with older children, you can use a slightly heavier ball. Children are allowed to catch and throw the ball instead.

Use 2 chairs and string as a net.



*Be creative! You can adapt these activities to suit a sport of your choice.*

*Balloon keepy uppies could be adapted to a Tennis skills game.*

*How many times can you bounce a balloon or ball on your tennis racket?*

*Can you try it with both hands?*

*Can you challenge a family member?*

*Record your score and try to improve on your Personal Best (PB).*

## BOTTLE TAG

**AGE:** 7+

**NUMBER OF PEOPLE:** 2+

**SPACE NEEDED:** Living Room or Garden

**EQUIPMENT NEEDED:** Bottle or cone and string to create lines on the floor

### HOW TO PLAY:

Two players stand behind their line, 3 metres apart and have to try and get the object, cone or bottle from the middle and take it back past either line without being tagged by the opposite player.

You win by either getting the object past a line without getting tagged or by tagging the other player if they pick up the object.





# Seed Dispersal

Seeds can be dispersed by:



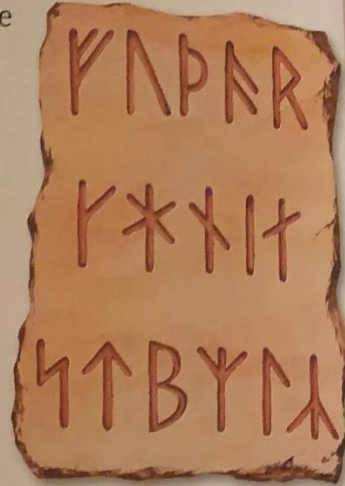
# Viking place names

Many towns, cities and streets in Britain have names that come from Old Norse – the language that the Vikings spoke. In the table below you can read some of these words and learn what they mean. Using a digital or physical map of Britain, can you find place names that end in these Viking words?

Viking word	Meaning	Place with this name
-beck	Stream	
-borough or -borg	Castle or protected town	
-by	Farm or village of	
-dale	Valley	
-fell	Hill or moorland	
-gate	Street	
-garth	Farm or gap in the hills	
-kirk	Church	
-thwaite	Meadow or clearing	
-thorp, -thorpe, -torp or -trop	Outlying farm or settlement	
-toft or -tofts	Home or house	
-ton	Village, estate or farm	

# Writing and picture stories

**86** Many ordinary Vikings could not read or write. They relied on the spoken word to communicate and on memory to preserve details of land, family histories and important events. At the beginning of the Viking age, all Vikings spoke the same language, the 'donsk tunga' (Danish Tongue). But after around AD 1000, different dialects developed.



▲ Viking runes. From top left, these symbols stand for the sounds: F U T H A R K H N I A S T B M L R.

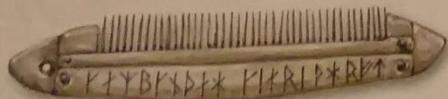
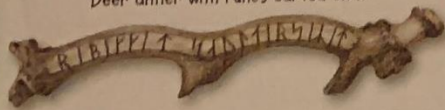
**87** Viking scribes wrote in runes. There were 16 letters, called runes, in the Viking alphabet. They were used for labelling valuable items with the owner's name, for recording accounts, keeping calendars and for sending messages. Runes were written in straight lines only. This made them easier to carve on wood and stone. The Vikings did not have paper.

▼ Vikings used sharp metal points to carve runes on useful or valuable items.



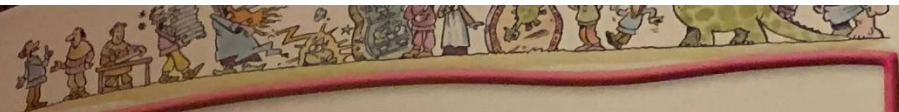
Deer antler with runes carved on it

Viking calendar



Comb with runes showing owner's name

**88** Runes were used to cast magic spells. Sometimes, runes were used to write messages in secret code, or even magic spells. These supposedly gave the objects they were carved on special power. Some secret Viking writings in runes still have not been deciphered today.



**89** Rune stones told stories. Wealthy families paid for expert rune masters to carve inscriptions on stones, praising and commemorating dead parents and children. Some boastful people also had stones carved with details of their own achievements. When the carvings were completed, the rune stones were raised up in public places where everyone could see them.



◀ Rune stones were written records of Viking citizens.

**90** Picture stones told of great adventures. In some Viking lands, people carved memorial stones with pictures, instead of runes. These showed scenes from the dead person's life and details of their adventures, together with pictures of gods, giants and monsters.



**WRITE YOUR NAME IN RUNES**

Use the chart on page 42 to try to write your name in runes.

The Viking alphabet was called 'futhark', after its first six letters. It had a special letter for the sound 'th' and no letters for the sounds 'e' and 'o'. Even the Vikings found it difficult to write some names and words!

◀ Some picture stones told of people's achievements, others commemorated loved ones who had died.



## Secret message

Now transfer your finished message onto the runestone:

