

Home Learning Year 4 - Summer Half Term 2

English

This half term I would love to hear about what you are reading! Every time you finish a book or story, please write a book review. I have included some templates for you to use, but remember to include answers to the following questions in your review:

- What is the title and the name of the author?
- Is it fiction or non-fiction?
- Can you re-tell the story in one paragraph?
- Who was your favourite character? Why?
- Who was your least favourite character? Why?
- Who would you recommend this book too? Why?

Spelling

This half term, let's spend some time revising and practicing the Year 4 spelling words, homophones and contractions. I have split the spellings into chunks for each week. (See following pages)

You can use spelling scribble, "Look, say, cover, write, check," or any other method to help you practice your spellings! I suggest you draw a picture for each of the homophones to help you remember the different meanings!

Maths

This half term, we will be finishing our work on shapes and look at co-ordinates. Our focus will be on symmetry in our shapes work. Can you start by finding out what symmetry means? Then try finding objects and images in your home that are symmetrical! I will add some lesson work onto the school website for you.

If you haven't already done so, please also work through the fractions and decimals work on White Rose Maths. I will add some extra practice on this onto the school website too. <https://whiterosemaths.com/homelearning/year-4/>

History, Geography & Science

This half term, I would like you to focus on History, Science and Geography skills.

In Geography, this includes reading maps, understanding longitude and latitude, and why we have different time zones.

In History, you will be investigating different sources of information and using them to find out about the past! See the next pages for full information.

In Science, you will be thinking like a Scientist and trying some simple investigations!

Art & Design

Let's have a create half term! I have put together a range of art challenges for you to keep you creative over the coming weeks, including pattern challenges, art critic work and a competition! Check the following pages for full information.

These are the Year 3 & 4 statutory spellings, try practicing one section every 2 weeks if you can!

accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider

continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)
fruit
grammar

group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute

natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter

question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

Here are the most common contractions. Use this word mat to help you practice them, pay close attention to where the apostrophe is placed!

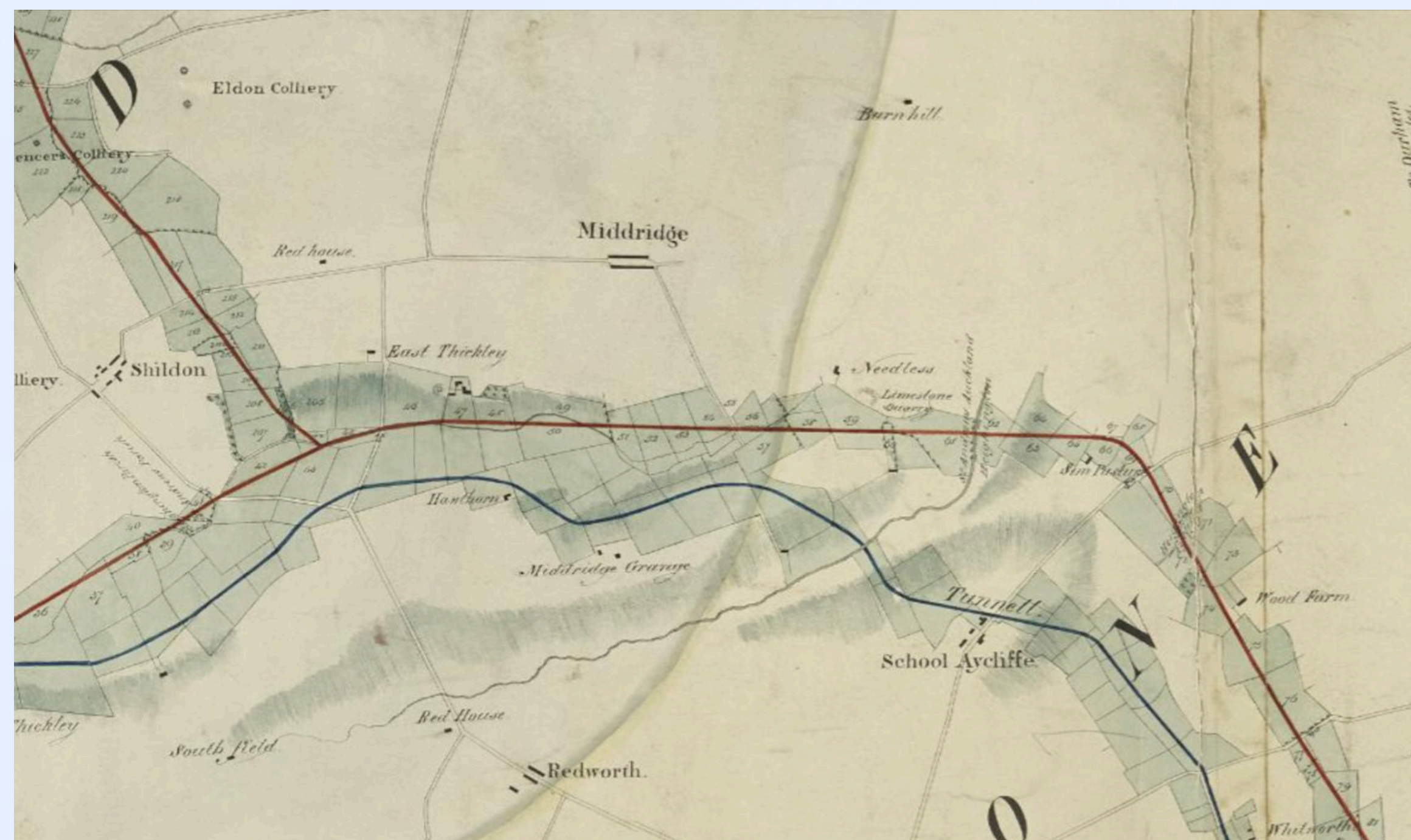
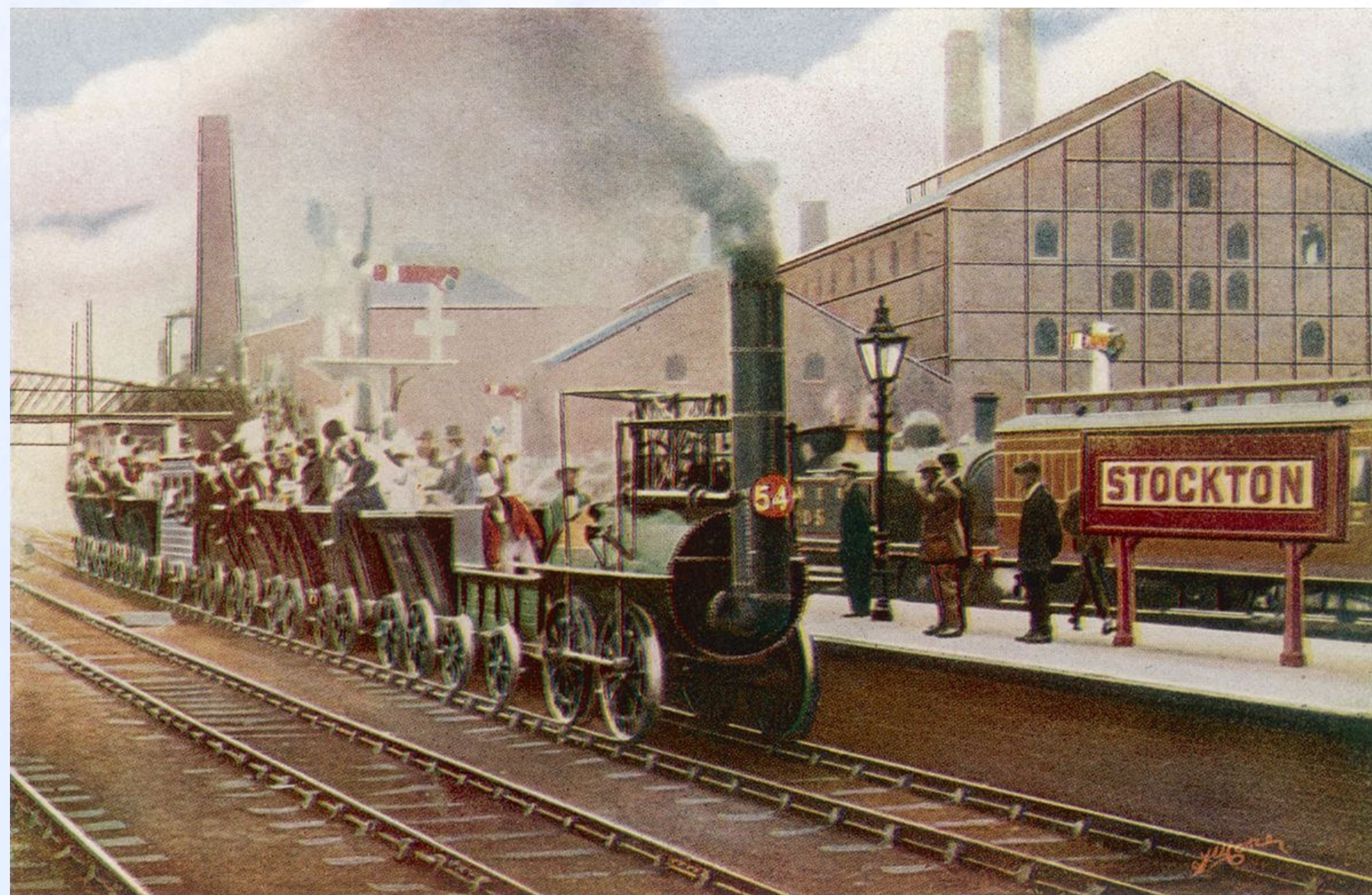
should have	could not	do not	I will	we are
should've	couldn't	don't	I'll	we're
could have	let us	they will	you have	would have
could've	let's	they'll	you've	would've
cannot	have not	must not	he would	does not
can't	haven't	mustn't	he'd	doesn't
it is	shall not	they are	had not	she is
it's	shan't	they're	hadn't	she's
should not	I am	was not	would not	
shouldn't	I'm	wasn't	wouldn't	

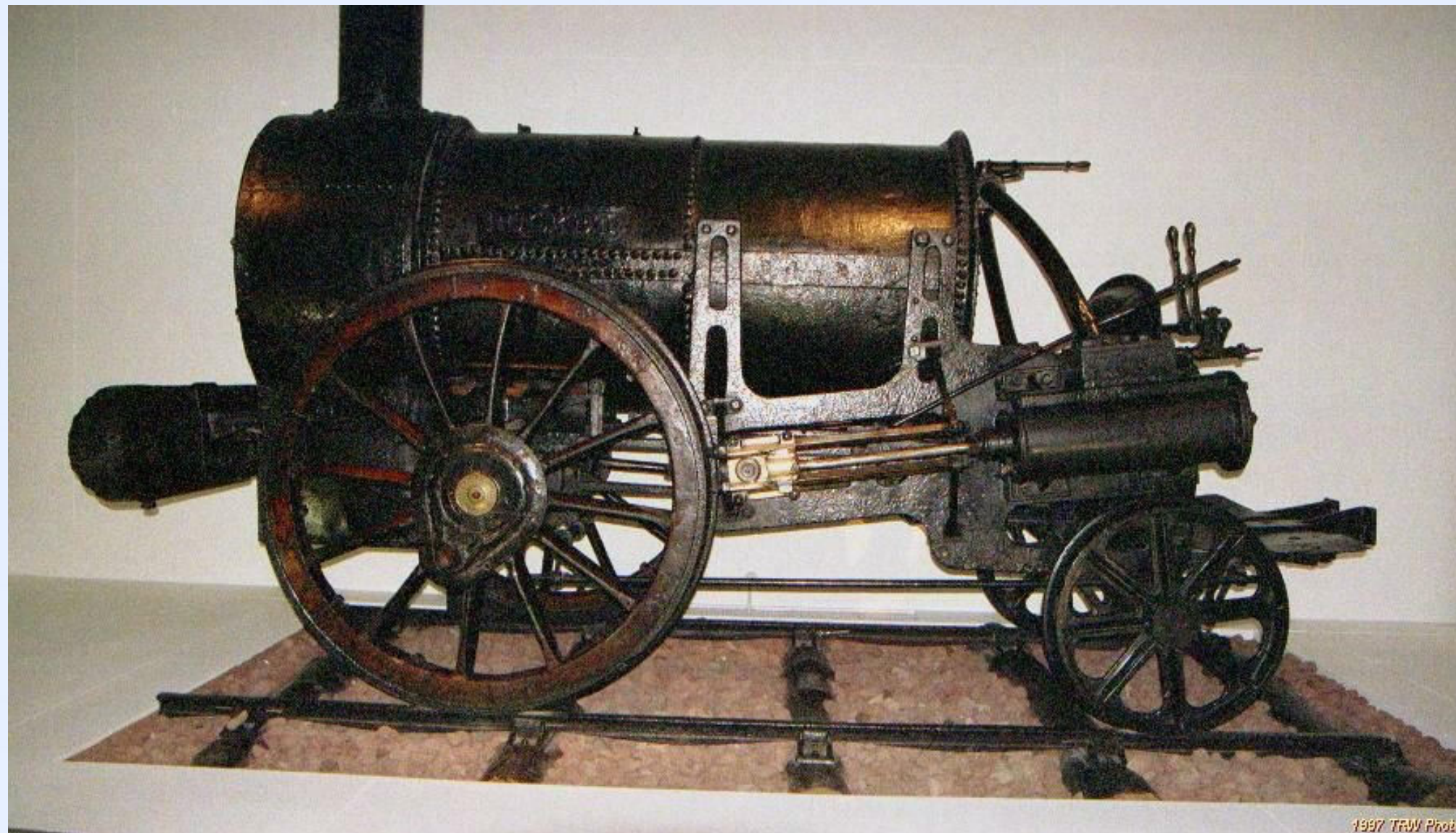
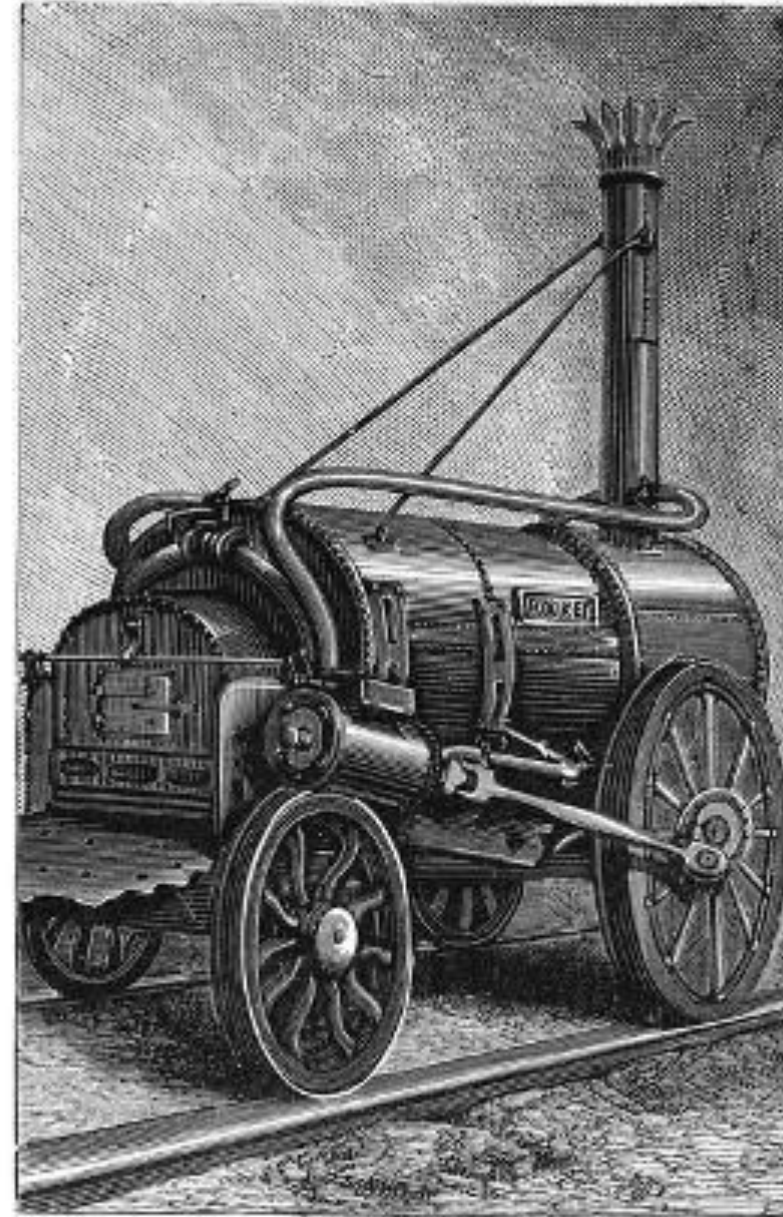
To help you learn about the different homophones, you will find some matching cards on the school website with pictures to help you understand the different meanings.

History Skills

Historians use a range of different ways to find out about the past. These are called sources. Sources can be objects, buildings, images, artworks, videos, books, newspapers - anything that can give you a clue about the past.

On this slide and the next, I have included some sources about a key person in our local history. Can you figure out who it might be by looking at the clues?





Did you figure it out?

Your task this half term is to find out as much as you can about George Stephenson and the Stockton to Darlington Railway.

Use your research to create a project about George Stephenson, full of information! You could create a model, a poster, a book, be creative! We will display your creations when we return to school.

Geography

To build your Geography skills, please use the following BBC bite size lessons to revise some key skills! Each lesson comes with an activity to complete. You will need your map reading when you are researching the railway!

<https://www.bbc.co.uk/bitesize/articles/zkngrij6>

<https://www.bbc.co.uk/bitesize/articles/zjdm6v4>

<https://www.bbc.co.uk/bitesize/articles/z4jbrij6>

<https://www.bbc.co.uk/bitesize/articles/zkm2xyc>

<https://www.bbc.co.uk/bitesize/articles/zbwckmn>

Science

This half term, I challenge you to work scientifically! Use one of the experiments on the slides or create your own! Use one of the templates to record your planning and investigation and remember to take lots of pictures!

How fast can you jump a mile?



Run the activity

1. Plan an investigation around a Big Question. What do the pupils already know about the parts of the body involved in jumping?

- What parts of the body do we use to jump?
- Why is jumping harder than running?
- Why are some animals better at jumping than humans?

2. How will the group explore the question? Prompt pupils to explain their ideas, qualify them and refine them based on views expressed by other people. What is their plan for the investigation?

3. Ask the class to imagine they had to present their investigation at a school assembly or to their family, how would they show their action plan?

Background science

The main muscles used when you jump are the quads, glutes, hamstrings and calf muscles. The glutes and hamstrings are the muscles that extend the hip when you stand up straight. When you point your toes before leaving the ground, you use your calf muscles. But it's not just the lower-body muscles that do all the work. In fact, the muscles in your upper body work with your lower body to propel you up and off the ground. While their contribution is minimal compared to the glutes, hamstrings, quads and calves; the muscles in your shoulders, arms, back and chest do play a role in how high and far you can go. And last, but certainly not least, you use your core muscles. Since power, athleticism and coordination is required to perform this move successfully, you will need to rely on your core muscles to generate explosive power to propel you upward.

Jumping forward requires a lot more energy than walking or running so sustaining jumping over any distance will be hard. Encourage your children to think about how long it takes to recover from some jumping as well as calculating how far they can jump.

Take it further

Kangaroos are efficient jumpers as you can see in our [What's going on video, To flee or not to flee](#). Compare how the kangaroo jumps with how humans jump. What is different?

You could also investigate specific factors that might affect jumping. For example, in a standing jump is there a link between the length of the thigh bone and the distance jumped? What other questions can children think of?

Water carriers

A junk modelling activity that will get the class thinking like engineers!



Background science

Water cannot penetrate waterproof materials, some waterproof materials include wood, metal and plastic. In nature, leaves have a waxy coating which helps prevent water from evaporating. This [BBC video](#) on waterproof materials puts cotton wool, paper and plastic to the test.

Take it further

Add in an extra challenge to this learning by asking your class to swap their creations halfway through!

Run the activity in 5 steps

1.

This hands-on making activity will put pupils' knowledge to the test and improve their ability to work as a team.

Sometimes you have to solve a problem on the spot. Explain that today the class will need to make something using just the materials provided. Discuss what pupils think they might learn from doing this.

2.

Explain that they will have 15 minutes to create a water carrier that will not leak.

3.

At the end, it's peer review time. Discuss each other's creations as a class. Encourage pupils to provide kind, specific and helpful feedback on how each other's creations might be refined.

4.

Allow five more minutes and give everyone a chance to act on their feedback by refining their creation.

5.

When time is up, survey the final creations. Discuss what they've made and how their creations have changed as a result of the feedback. What have they learned from swapping things?

Art Critic Challenge!

Choose one of the artworks and complete the sentences with your thoughts.

Title: _____

Artist: _____

What really caught my eye was _____

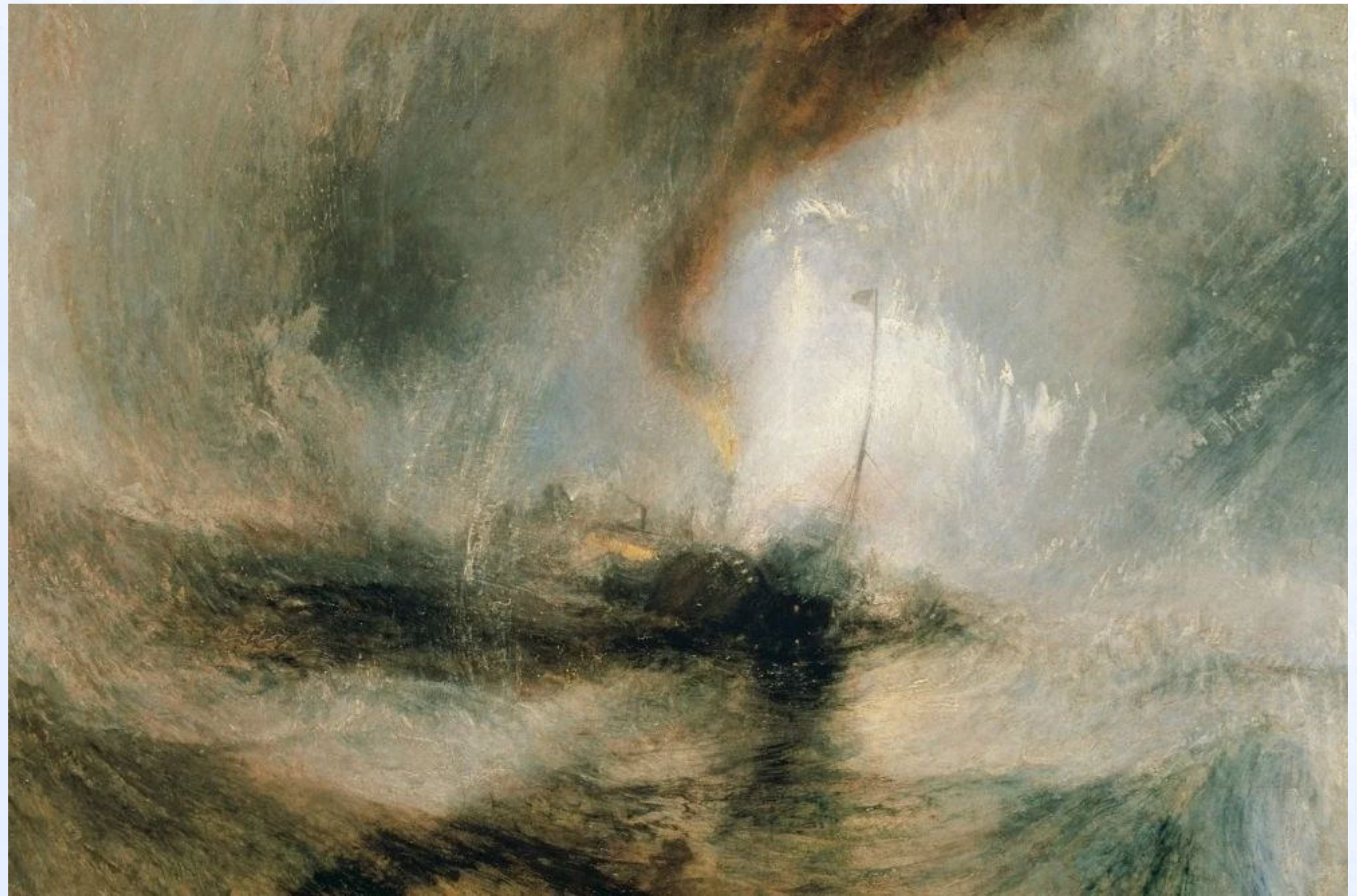
The artwork shows _____ really well.

I think _____ would improve the artwork.

I'd like to see more of _____

The artist is really skilled at _____

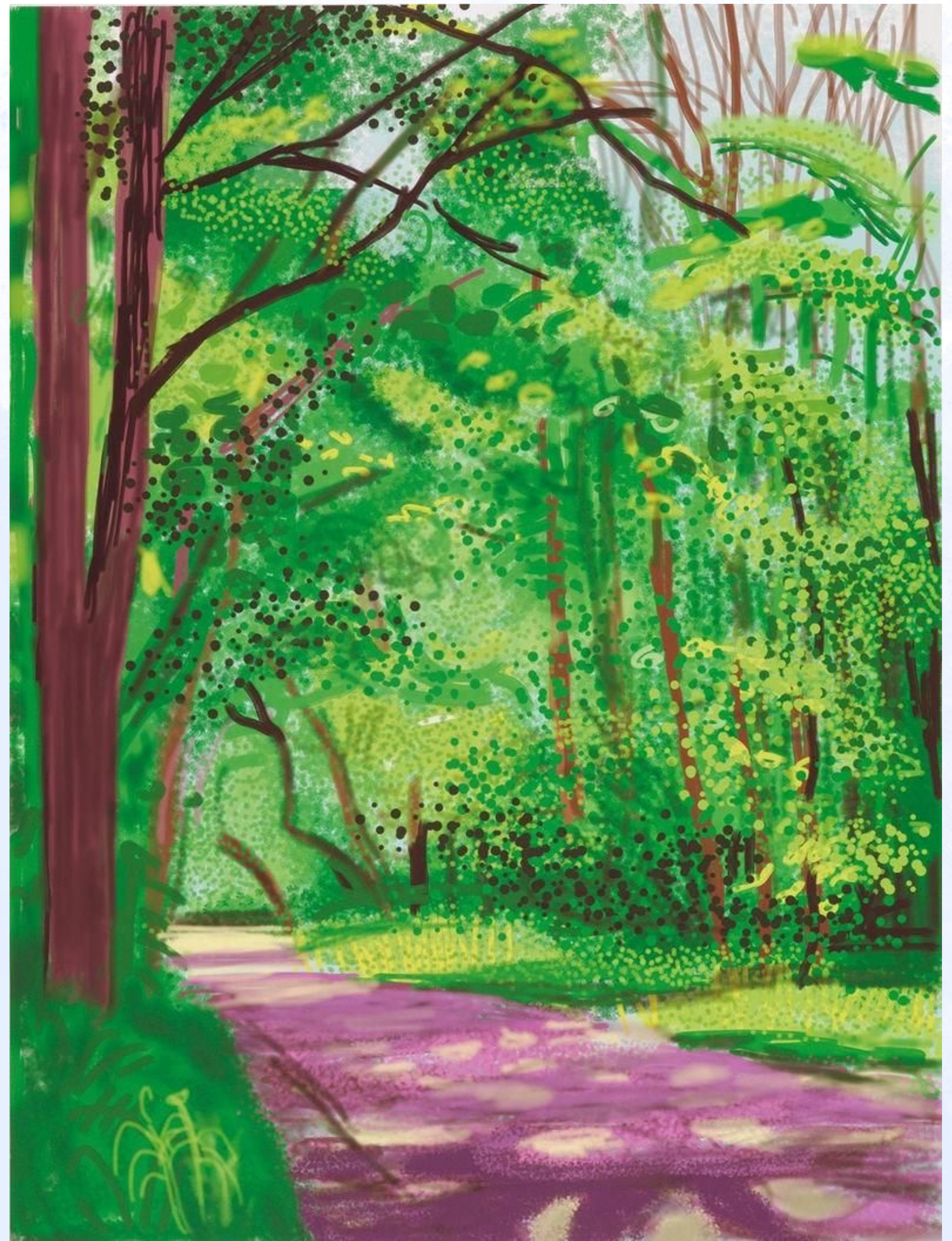
I am a little confused by _____



JMW Turner "Snowstorm, Steamboat off a Harbour's Mouth"



Edgar Degas "



David Hockney "Arrival of Spring"



MATISSE

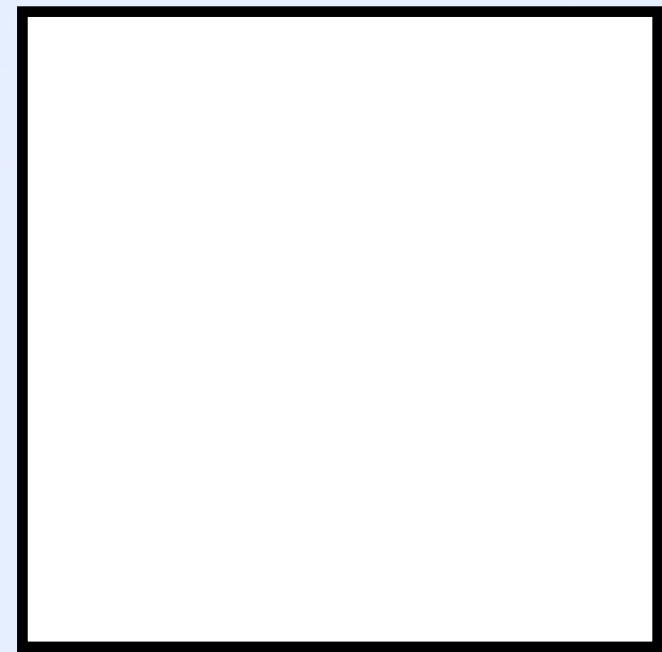
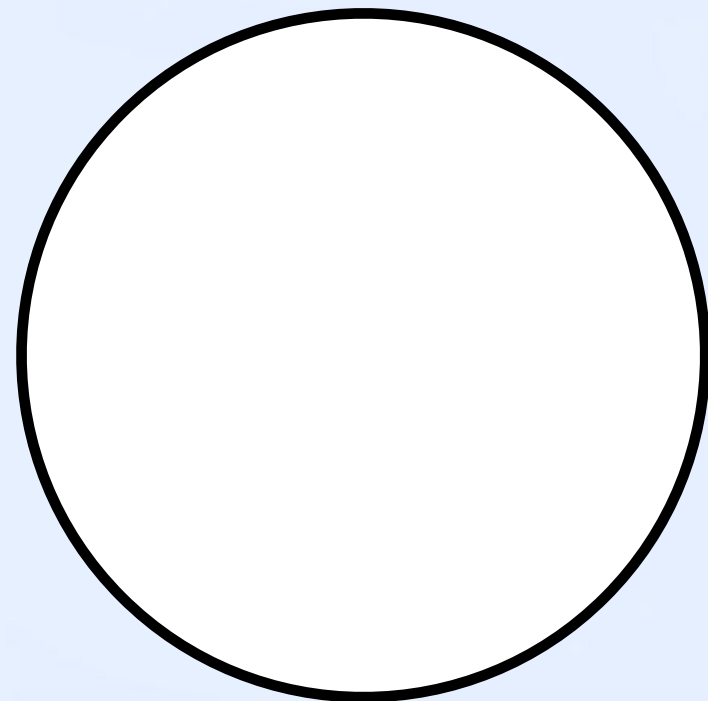
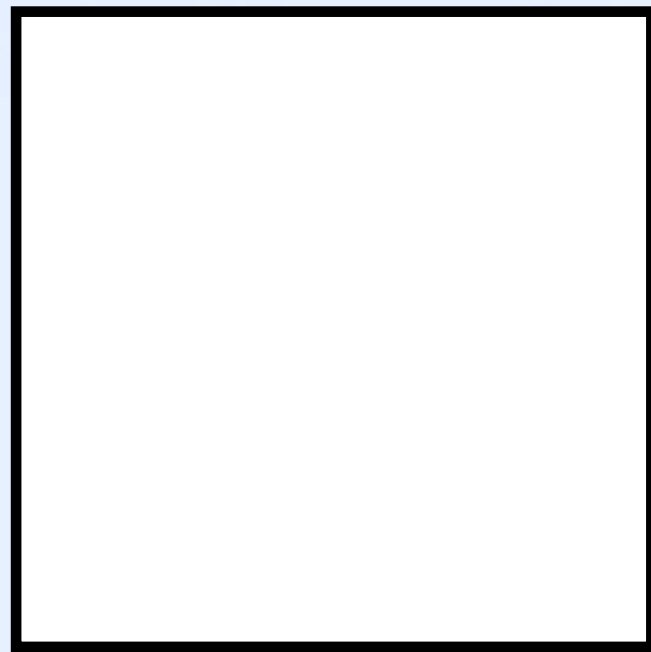
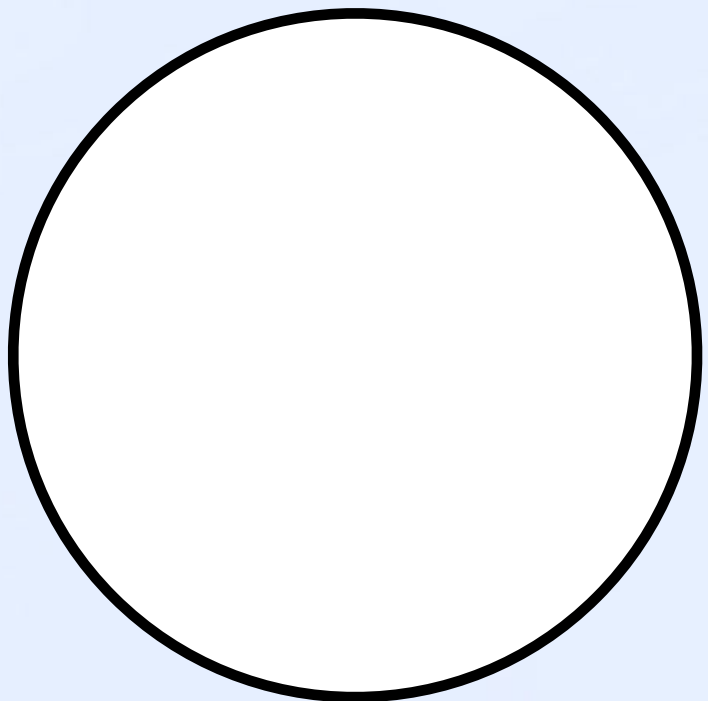
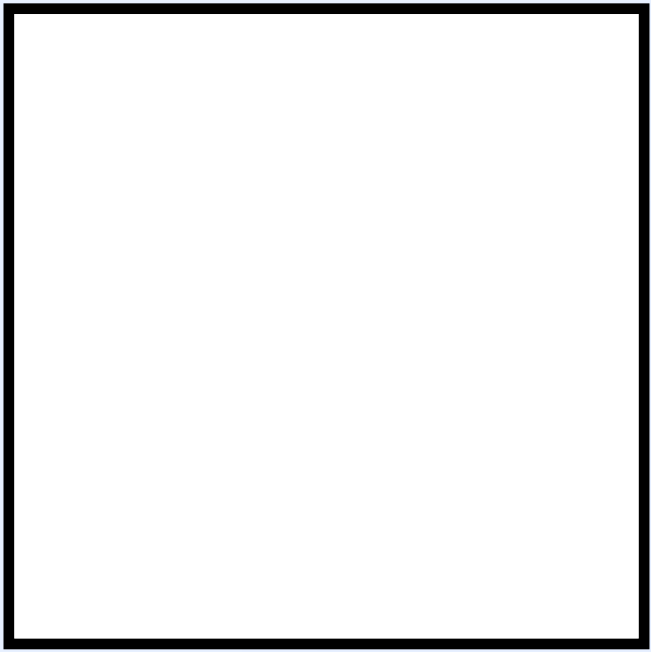
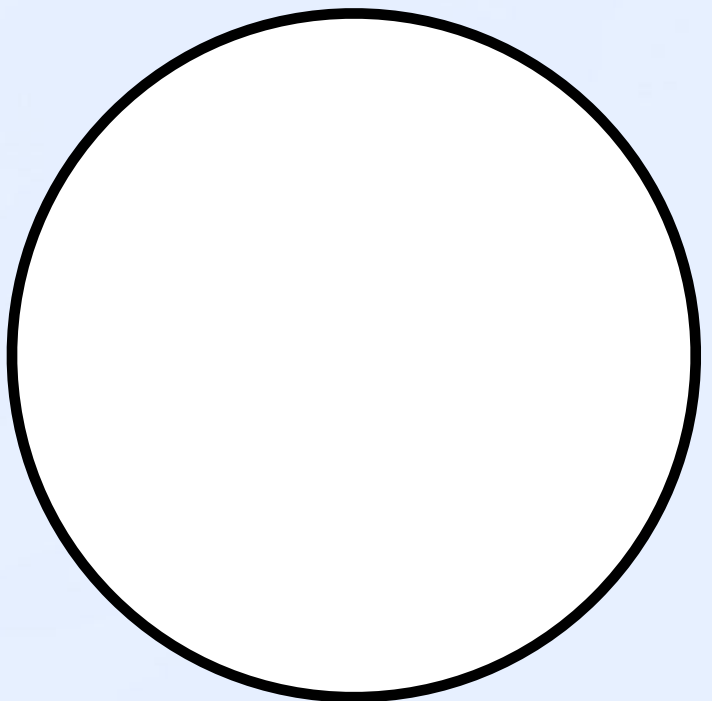
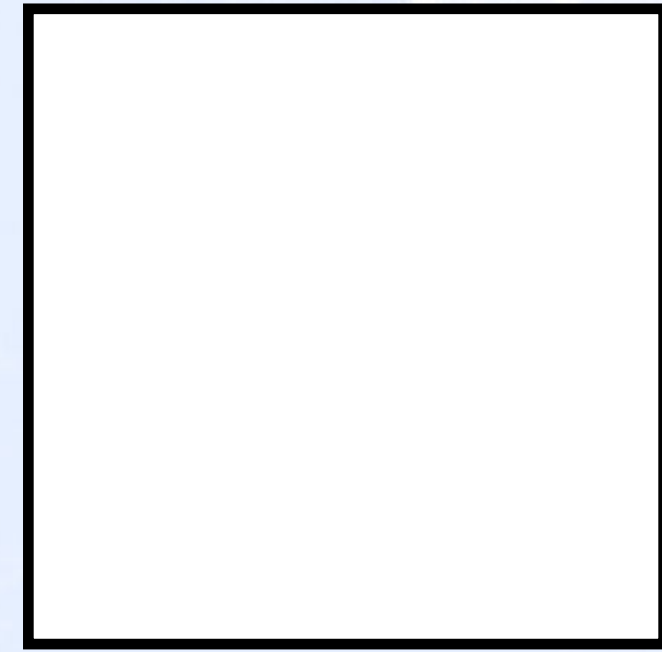
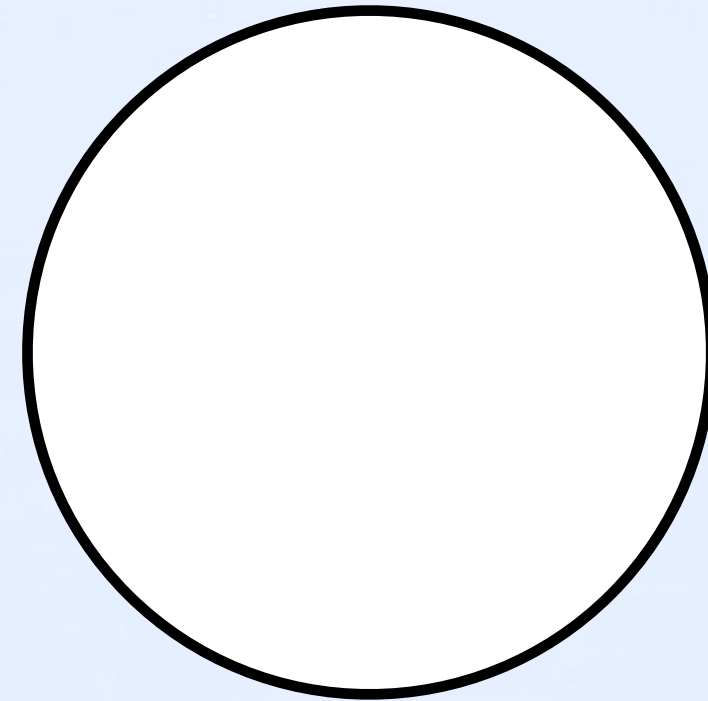
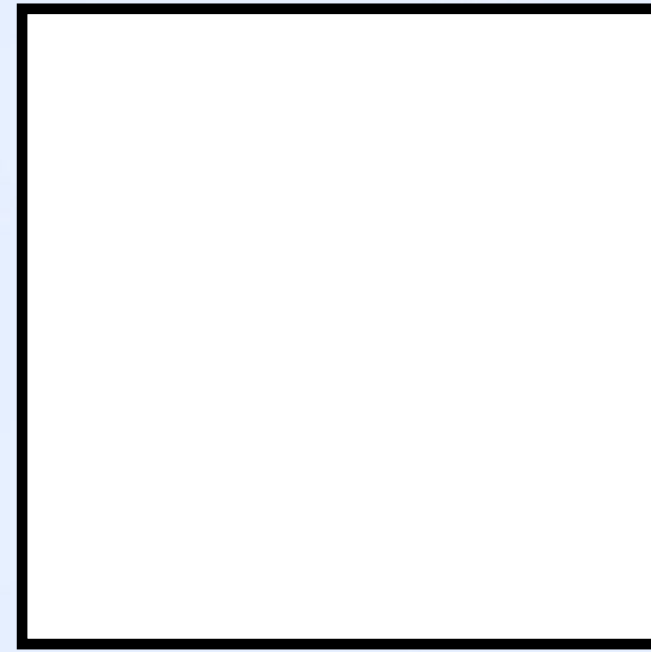
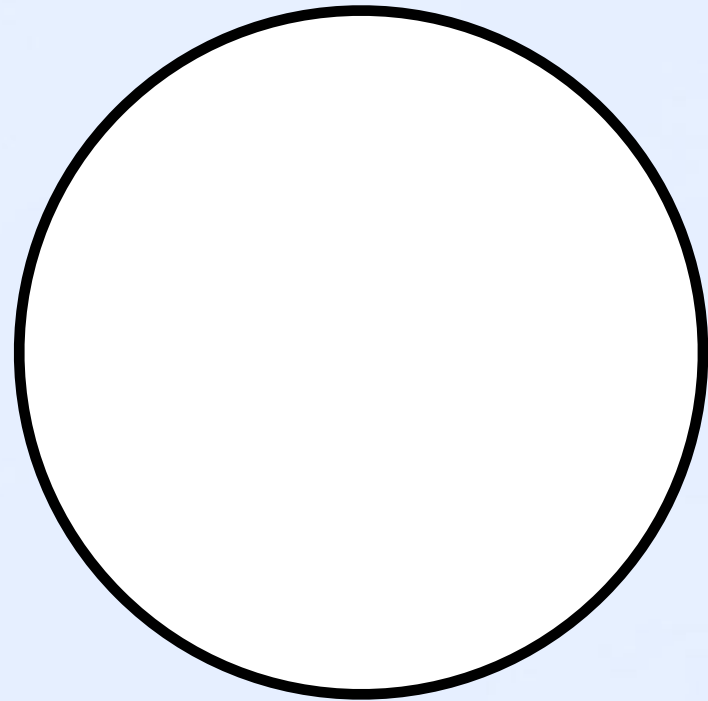
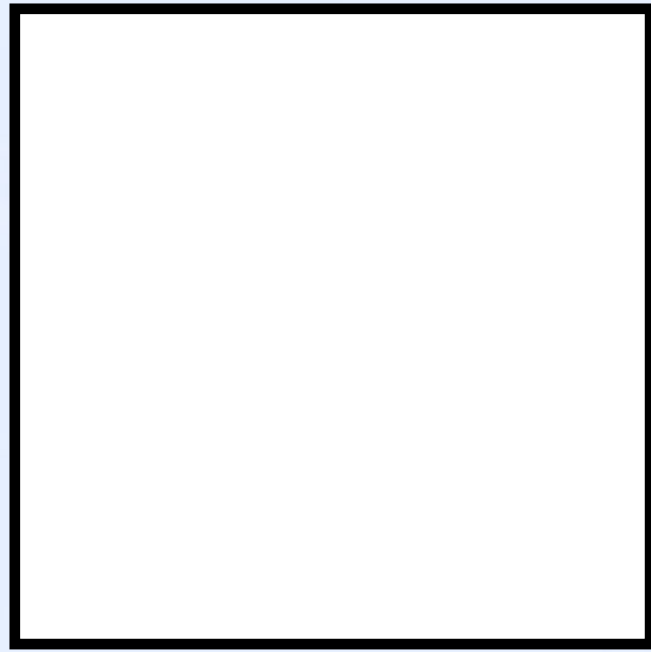
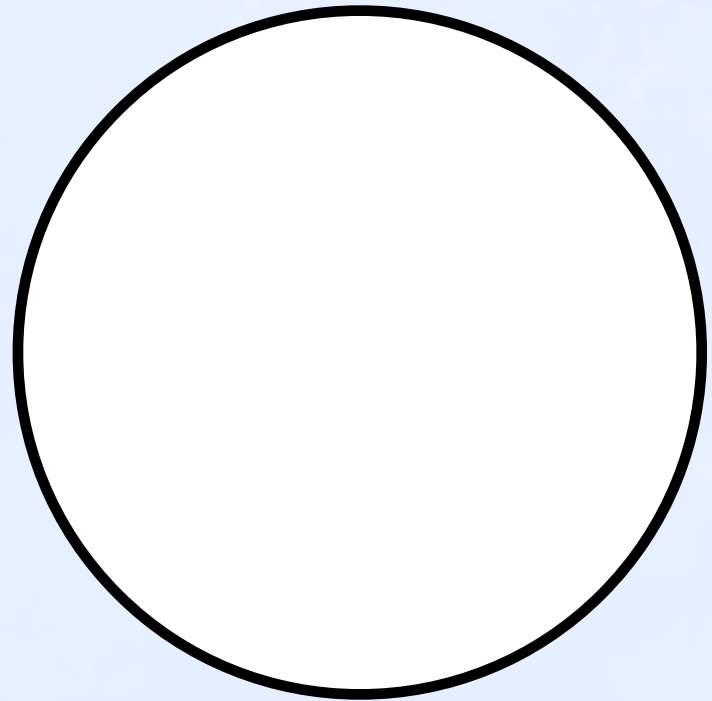
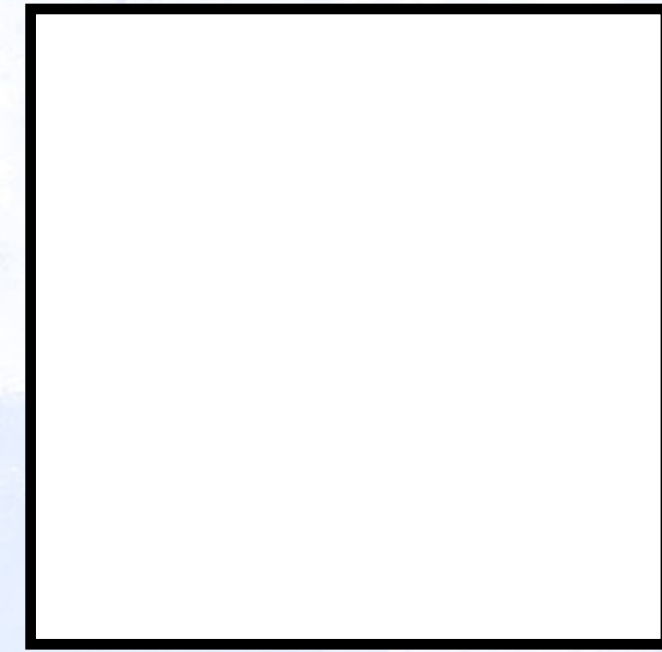
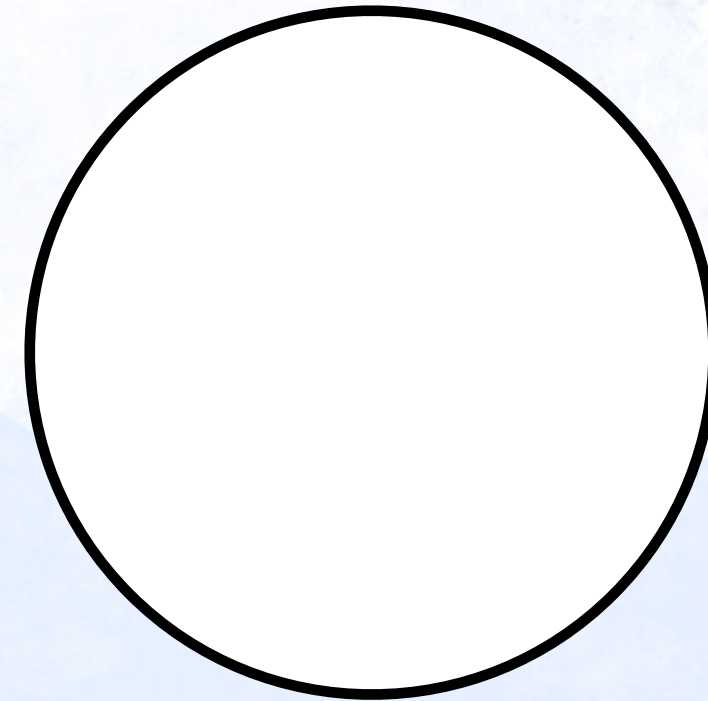
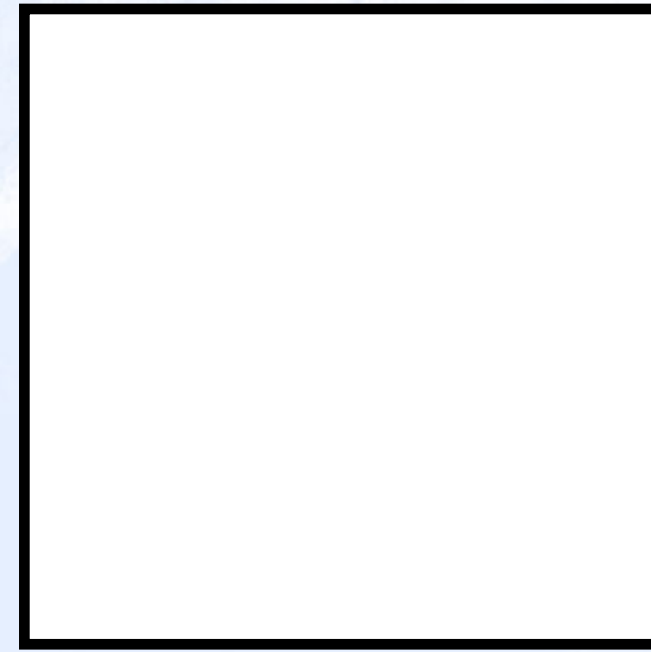
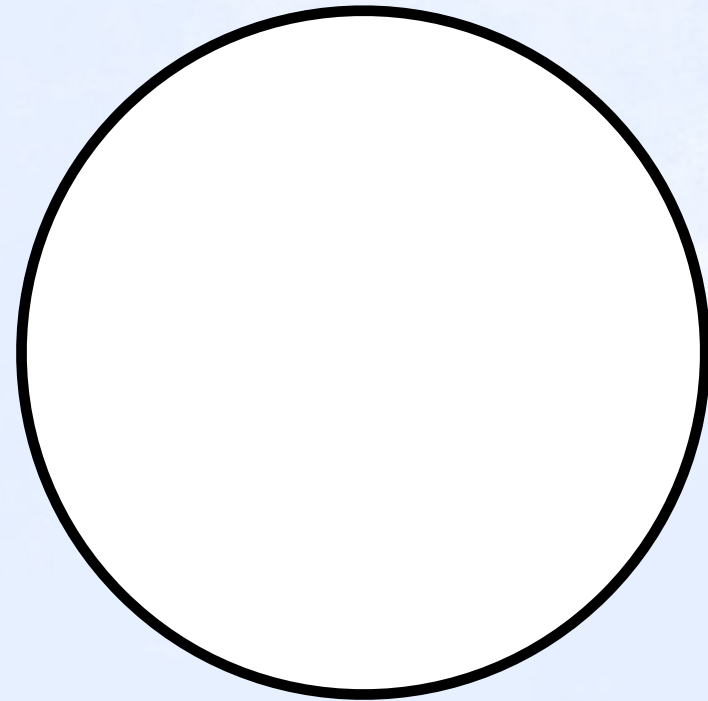
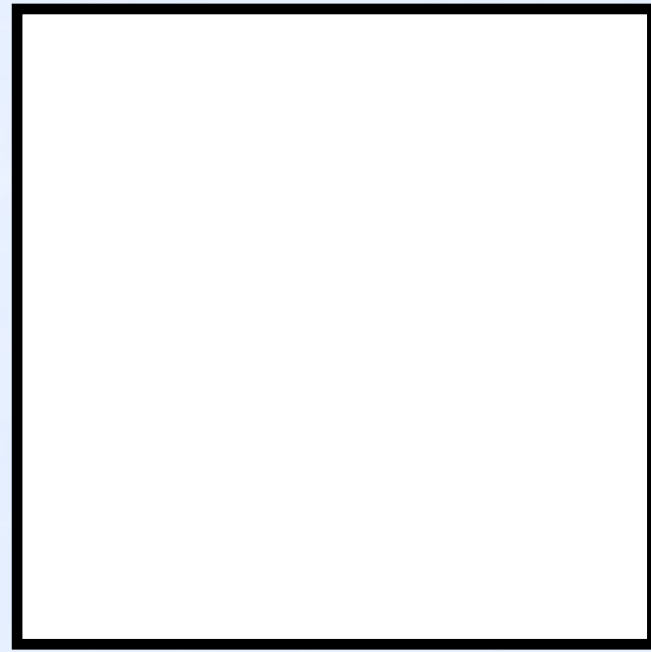
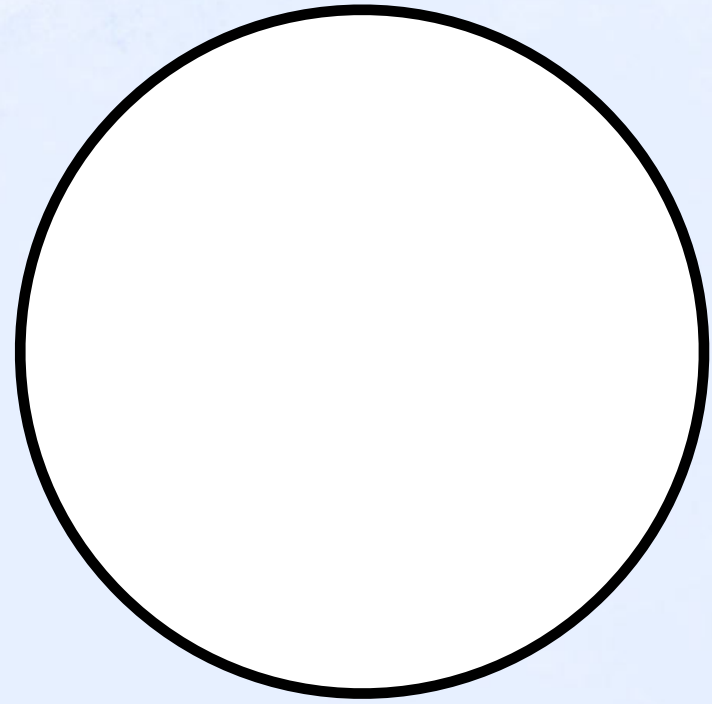
'Landscape at Collioure'
1905, Museum of Modern Art



Claude Monet "Water Lilies and Japanese Bridge"

Now try these challenges:

Fill a square and circle! Use your drawing skills and fill each square or circle with a different pattern or mark. Use any drawing materials you have at home - be creative! Send me your finished challenges



And finally, a competition!

Artists are often inspired by their emotions, the events around them, where they live and what is happening in the world. Your final art challenge for this year is to create an artwork inspired by the events of the past few months and your feelings.

You can use whatever materials you have on hand, there are no restrictions, just be creative! We will display your finished creations when we return to school. There will be prizes for all who enter and for different categories, all prizes given out in September!

Good luck!

Miss Cole