**Home Learning for Year 4**

Below is the expected home learning weekly timetable for your child. Please check the year group page for additional resources/website links. If you have any questions please contact the class teacher on ‘Class Dojo’.

**Week commencing: Monday 1st June**

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| **St Ignatius Home Learning Weekly Timetable** |
| Allocated time | Resource/Activity | Access |
| **Daily Reading- 30 mins** | Individual reading books.This week, read [Cornflake Coin](https://www.oxfordowl.co.uk/api/digital_books/1235.html) by Jonny Zucker or [Downhill Racers](https://www.oxfordowl.co.uk/api/digital_books/1246.html) by Alex Lane and Tom Worsley. | You will need to create a free account on <https://www.oxfordowl.co.uk/>[First Newspaper - Available on school website.](https://stignatiuscatholicprimary.co.uk/key-information/online-learning) |
| **Daily Spelling/Phonics** | Spelling Frame:Rule 11 & 12 (revisited). | <https://spellingframe.co.uk/>This website has free access. No password needed- Click on year group.Sumdog – Thursday challenge based on this rule. |
| **Daily Times Tables** | This week, 6 | See <https://www.timestables.co.uk/>Sumdog – Friday challenge based on this table. |
| **Daily Sumdog- 30 mins** |  | <https://www.sumdog.com/user/sign_in>Username and password included in home learning pack – challenges based on weekly learning – see below. |
| **Maths- Daily** | White Rose- Maths  | [BBC Bitesize maths lessons](https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1)See Lessons 1-5- see next page for more details. |
| **English- Daily** | [BBC Bitesize lessons.](file:///C%3A%5CUsers%5C1M%5CDropbox%5CBeverley%20Crome%5CY4%20planning%5CHome%20Pack%5Cbbc.co.uk%5Cbitesize%5Cdailylessons) | See Lessons and links below.  |
| **Topic** | [BBC Bitesize.](https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-lessons/1) | See daily lessons on BBC bitesize. Every afternoon a lesson in either Geography, history or science.  |

**Maths Lessons- Monday-Friday**



**Please click on the links below that will take you straight to the activities on White Rose Home Learning. For each lesson there is a**

* **Video**
* **Activity**
* **Answer Sheet**

HOW TO USE THE LESSONS

**Just follow these four easy steps…**

1. Click on the set of lessons for your child’s year group.
2. Watch the video (either on your own or with your child).
3. Find a calm space where your child can work for about 20-30 minutes.
4. Use the video guidance to support your child as they work through a lesson.

JOIN IN THE DAILY MATHS!

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| Lesson 1 (Monday) – Add 2 or more fractions [Video](https://whiterosemaths.com/homelearning/year-4/) – day 1Challenge- See Problems of the Week | See year 4 home learning page<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-4-home-learning> |  |
| Lesson 2 (Tuesday) – Subtract 2 fractions[Video - day 2](https://whiterosemaths.com/homelearning/year-4/)Challenge- See Problems of the Week | See year 4 home learning page<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-4-home-learning> |  |
| Lesson 3 (Wednesday) – Fractions of a quantity[Video – day 3](https://whiterosemaths.com/homelearning/year-4/)Challenge- See Problems of the Week | See year 4 home learning page<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-4-home-learning> |  |
| Lesson 4 (Thursday) – Calculate quantities[Video – day 4](https://whiterosemaths.com/homelearning/year-4/)Challenge- See Problems of the Week | See year 4 home learning page<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-4-home-learning> |  |
| Friday - Challenge day – see Sumdog challenges set for the day, based on learning for the week. | [Optional challenge questions.](https://www.bbc.co.uk/bitesize/articles/zkfdjhv) |  |

**English Lessons- Monday- Friday**



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| MondayLO: To be able to use the suffixes -ous and -sion.This lesson includes:* one video about the suffix -ous
* one video about the suffix -sion
* three activities
 | [BBC Bitesize lesson](file:///C%3A%5CUsers%5C1M%5CDropbox%5CBeverley%20Crome%5CY4%20planning%5CHome%20Pack%5Cbbc.co.uk%5Cbitesize%5Cdailylessons)A **suffix** is a letter or a group of letters that can be added to the **end** of a word to change its meaning.Adding the suffix **-ous** turns a noun into an **adjective.** It means 'full of'.For example: Dangerous means 'full of danger'.The suffix **-sion** is often used to change a **verb** into a **noun.**For example: Explode becomes explo**sion.**  | Activelearn games on [suffix –ous](https://www.activelearnprimary.co.uk/resource/212632) and [–tion, -sion and –cian.](https://www.activelearnprimary.co.uk/resource/212633)**Challenge:**Design a poster that teaches children in the year below you about the suffixes **-ous** and **-sion.**You will need to explain what they are and show some examples of when you would use them.Your poster could include:* A big, bright title
* Bold, bright colours
* What -ous and -sion mean
* Word examples of -ous and -sion
* Pictures

Hang your poster up in your house to teach your family all about suffixes! |
| TuesdayLO: To understand how to use brackets to add extra information to your writing.This lesson includes:* one video about how and when to use brackets
* one video about a Viking story
* three activities
 | [BBC Bitesize lesson](file:///C%3A%5CUsers%5C1M%5CDropbox%5CBeverley%20Crome%5CY4%20planning%5CHome%20Pack%5Cbbc.co.uk%5Cbitesize%5Cdailylessons)**Brackets** can be used to add additional information to a sentence.Extra detail can be added to a sentence using **brackets.** The extra detail **should not** change the meaning of the sentence - it should just make the sentence more interesting or informative.For example:Albert the alien was in charge of the wrecking ball.Albert the alien (who had no training) was in charge of the wrecking ball. | **Challenge:**Finish the three sentences on the BBC site by putting your own extra information inside the **brackets.**For example: The Giants (who were the gods’ enemies) lived in a land made from freezing cold ice and frost.**Top tip!*** Read the whole sentence first.
* Remember that brackets add information about whatever is directly **before** them in the sentence.
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| WednesdayLO: To revise using apostrophes to contract (combine) words and use them in your writing.This lesson includes:* one video to help you revise apostrophes for contraction
* one video about the inspirational scientist Marie Curie
* three activities
 | [BBC Bitesize lesson](file:///C%3A%5CUsers%5C1M%5CDropbox%5CBeverley%20Crome%5CY4%20planning%5CHome%20Pack%5Cbbc.co.uk%5Cbitesize%5Cdailylessons)**Remember:** To **contract** two words means to make them **smaller** and easier to say or write. To do this, we **combine them** together.For example: She will = she'llIt's important to place the **apostrophe** correctly because it shows where you **omitted** (left out) some letters when you joined the two words together.For example: You + are = you'reThe apostrophe takes the place of the letters that have been removed. In the example above, that’s the letter **a** from 'are'.**Don't forget!**Sometimes you need to **rearrange** the letters a bit when you combine them.For example: Will + not = won't. | **Challenge:**Write your own paragraph about someone who inspires you. For example, a teacher, a parent, or a brother or sister.Aim to write eight sentences and use at least five **contractions.**When you’ve finished, circle all your **contractions.** How many did you use?**Top tip!**Try changing these words into **contractions** and using them in your writing.***should have, did not, could not, cannot, I will, they are.*** |
| ThursdayLO: To revise the rules for apostrophes for possession and use them in your writing.This lesson contains:* one video to help you revise how to use apostrophes to show possession
* one video showing the first episode of Treasure Island
* four activities
 | [BBC Bitesize lesson](file:///C%3A%5CUsers%5C1M%5CDropbox%5CBeverley%20Crome%5CY4%20planning%5CHome%20Pack%5Cbbc.co.uk%5Cbitesize%5Cdailylessons)**Remember:** A **possessive apostrophe** shows that something **belongs** to or is **connected** to something else. **Singular nouns**A **singular noun** is a noun referring to just one person or thing.For example: CatWhen you want to show that something belongs to that person or thing, you add a **possessive apostrophe** and an **s**.For example: The cat's tail was fluffy.**'s** shows that the tail belongs to the cat.**Top tip!**If a singular noun already ends in **s**, you don't need to add another **s**. You can just add an **apostrophe** at the end.For example: Charles' cat was naughty.**Plural nouns ending in s**Plural nouns refer to more than one person or thing.For example: BrothersTo show possession when the noun is plural and already ends in **s**, you just add an **apostrophe** to the end of the word. You **don't** need to add an extra **s**.For example:The brothers' feet were muddy.The girls' bathroom was a mess. | See BBC lesson materials.See information on [Activelearn](https://www.activelearnprimary.co.uk/resource/212626) to check your understanding.**Challenge:**Write five of your own sentences about the video. Each should include an **apostrophe for possession.**At least one sentence needs to show an apostrophe with a **plural noun.**They can be separate sentences or they can follow on from each other.For example:Billy Bones’ chest contained a some money. Jim's mother was very honest and only took what was owed to her.**Remember:** When a singular noun ends in an **s** already (like 'Billy Bones'), you don’t need to add an extra **s.** |
| FridayLO: To understand what inference means and use it to answer questions about a story.This lesson includes:* one video to remind you what inference is
* one video telling the story of Tiddalik the Frog
* three activities.
 | [BBC Bitesize lesson](file:///C%3A%5CUsers%5C1M%5CDropbox%5CBeverley%20Crome%5CY4%20planning%5CHome%20Pack%5Cbbc.co.uk%5Cbitesize%5Cdailylessons)When we read stories, watch films or TV shows, look at pictures or play video games, we use lots of different skills to work out what is happening. One of these skills is called **inference.****Inferring** is a bit like being a detective. You have to find the clues to work out the hidden information. |  Challenge:Write the ending to Tiddalik the Frog by using the information you have **inferred**.Think about:* What Tiddalik and the other characters are like.
* How Tiddalik will be feeling after drinking all that water.
* Whether you think the other animals will help Tiddalik.
* Whether you think Tiddalik will change by the end of the story.
* Will it be a happy ending?

Write in full sentences, add lots of description and chose interesting vocabulary to make your writing fun to read.When you’ve finished you can [**watch part two of the story**](https://www.bbc.co.uk/teach/school-radio/english-ks1-tiddalik-the-frog-part-2/z6hmwty).How does it match to your story? Was your ending similar or completely different? |