

Year 4

Maths

English

Science

History

Geography

**WC
13th July**

**Online
learning**

TT Rockstars
20 mins x 5
(Arena or
Garage)

RMEasimaths
20 mins x5

Sumdog (20
mins x 3)

Lexia - 20
mins x 5

IDL- 20 mins
x 3

White Rose Maths daily lessons - See link below for daily Maths lessons.
<https://whiterosemaths.com/homelearning/year-4/>

Monday - Lines of symmetry

Tuesday - Complete a symmetric figure

Wednesday - Describe position

Thursday - Draw on a grid

Friday - Challenge
<https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-viking-sagas/zvrmy9q>

Watch Apples of Iduna - Part 3 and Part 4.

Monday - Write your own Viking saga.

Tuesday - Write a letter to your new teacher. What are you excited about? Tell them about yourself and your interests.

Wednesday - Set yourself some goals for Year 5.

Thursday - Create a poster that illustrates top tips for making friends and showing kindness.

Friday - create a piece of artwork which represents their personality and highlights their individual qualities. (see Page 10 for

Humans and the environment

Review what you have learnt so far.

Research an endangered species and discuss why it is endangered and what you can do to help.

Research a species that is extinct. Why did this happen?

Computing

Look at the web site hour of code
<https://hourofcode.com/uk/learn>

This is like scratch. Choose an area to look at and create your own program.

Vikings

The Norman Conquest: What happened in 1066?

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z3s9j6f>

Can you summarise what you read into a few paragraphs.

Human Geography

Trade

Work through the following:

<https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr>

When completed test your knowledge of trade using the quiz at the end.

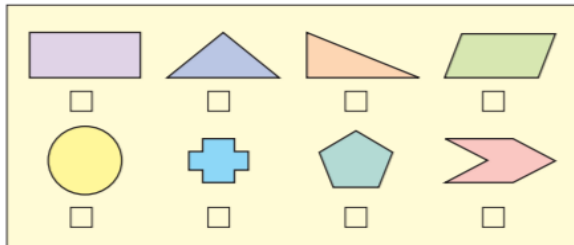
If you need to speak to Miss Parkinson or Mrs Hutt please email us on
yr4teacher@unity.fcat.org.uk

We look forward to seeing your work either by email or on twitter @MissParkinson3 or @UnityPhase2.

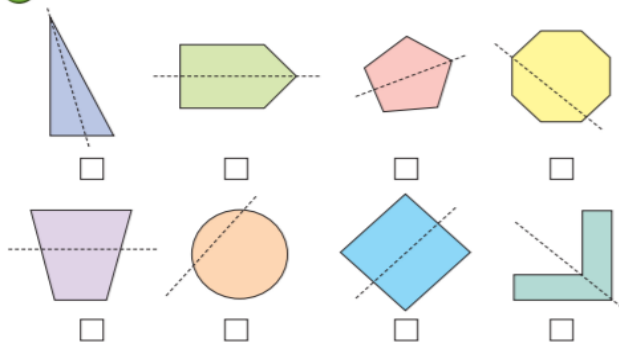
Lesson 1

Lines of symmetry

1 Tick the shapes that have at least one line of symmetry.



2 Tick the shapes that show a correct line of symmetry.



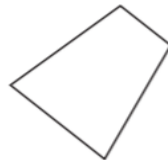
How did you know which shapes to tick?

3 Draw one line of symmetry on each shape.

a)



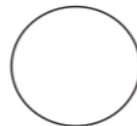
e)



b)



f)



c)



g)



d)



h)

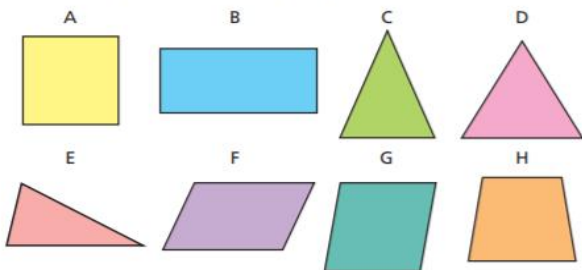


Is there more than one possible answer for each?



- 4 Sort the shapes into the table.

The first one has been done for you.



	1 line of symmetry	More than 1 line of symmetry	No lines of symmetry
Triangle			
Quadrilateral		A	

- 5 Tommy is folding a paper circle to find lines of symmetry.



A circle has lots of lines of symmetry!

Do you agree with Tommy? _____

Talk about it with a partner.

- 6 Here are 3 logos.



All of these logos have lines of symmetry because they're circles.

Dora



I disagree because the design on them isn't symmetrical.

Mo

Who do you agree with? _____

Talk about it with a partner.

- 7 Shade a maximum of 8 squares to make a symmetrical shape.

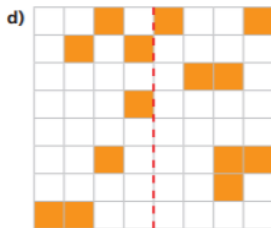
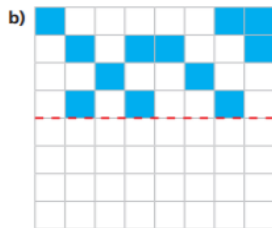
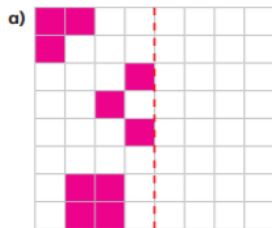


Compare answers with a partner. How many different shapes can you make?

Lesson 2

Complete a symmetric figure

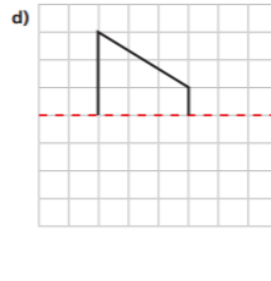
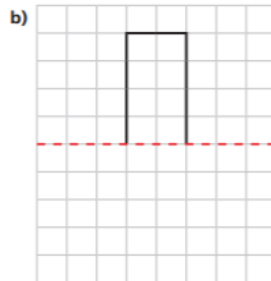
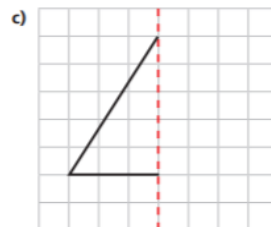
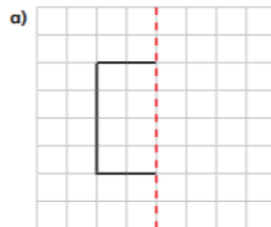
1 Shade squares to make the patterns symmetrical.



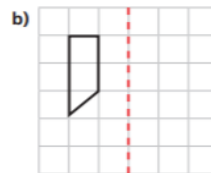
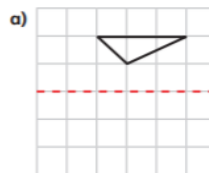
Compare methods with a partner.



2 Complete the shapes according to the lines of symmetry. Name each shape once you have drawn it.



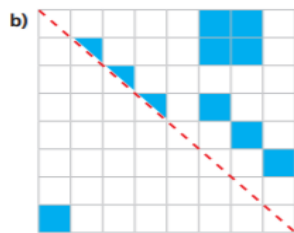
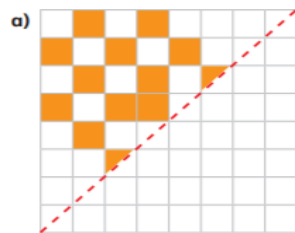
3 Reflect the shapes in the given mirror line.



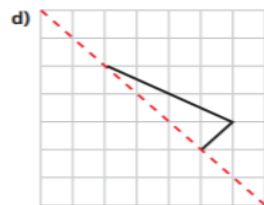
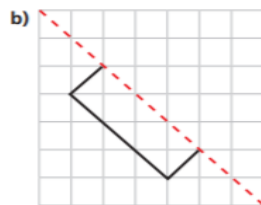
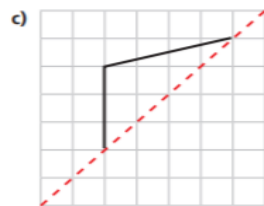
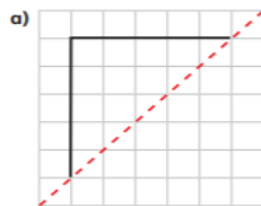
- 4 Each pattern is symmetrical around the mirror line.
Complete the patterns.



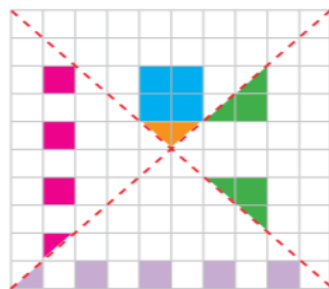
- 5 Shade squares to make the patterns symmetrical.



- 6 Complete the symmetric figures.



- 7 Complete the symmetric figure.



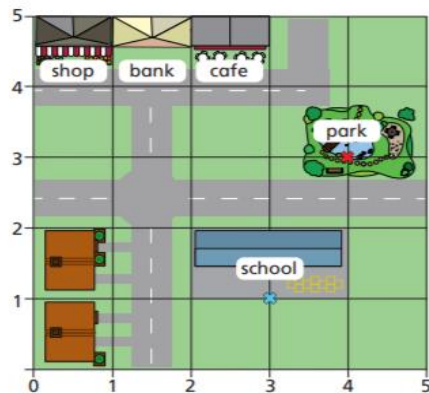
Create your own question like this for a partner.



Lesson 3

Describe position

1 Here is a map of part of a town.

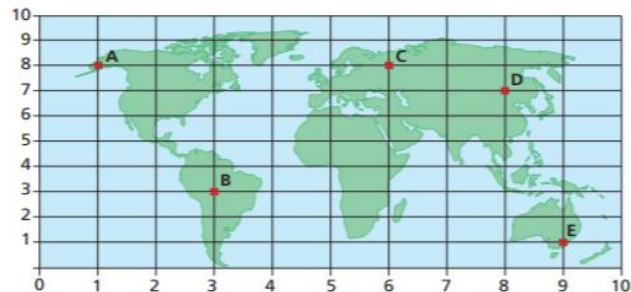


- Which place is next to the shop? _____
- Which place is next to the bank and close to the park? _____
- The front gates of the school have been marked with a cross.
Write the coordinates of the school gates. (,)
- The slide in the park has been marked with a cross.
Write the coordinates of the slide. (,)

Compare answers with a partner.



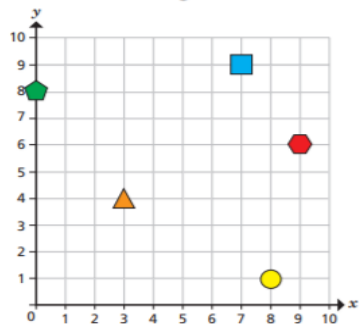
2 A map of the world is drawn on a grid.
Some locations are marked at points A to E.



- Which point is at the bottom right of the grid?

- Which two points are to the left of point C on the map?
_____ and _____
- Write the coordinates of each location.
A (,) D (,)
B (,) E (,)
C (,)

- 3 Some shapes are drawn on a grid.



- a) Tommy, Dora and Eva are working out the coordinates of the pentagon.

Dora: The coordinates of the pentagon are (0, 8).

Tommy: The coordinates of the pentagon are (8, 0).

Eva: I think you are both right!

Who is correct? _____

Talk about it with a partner.

- b) Write the coordinates of the other shapes.

square (,)

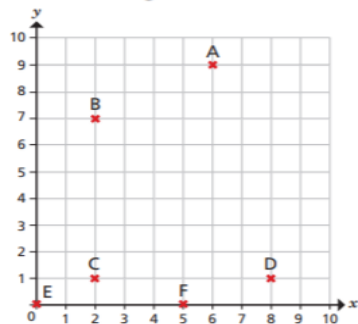
triangle (,)

circle (,)

hexagon (,)



- 4 Six points are drawn on a grid.



- a) Write the coordinates of each point.

A (,) C (,) E (,)

B (,) D (,) F (,)

- b) Teddy and Alex each choose a point.

Teddy: Our x coordinates are the same.

Alex: My y coordinate is greater than Teddy's.

What points have Alex and Teddy chosen?

Alex (,) Teddy (,)



Lesson 4

Draw on a grid

1 The cards show the coordinates of six points.

A (4, 4)

B (2, 3)

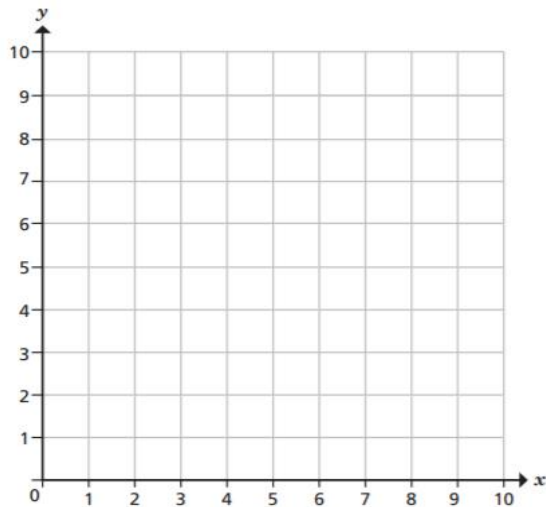
C (6, 4)

D (10, 8)

E (0, 5)

F (9, 0)

Plot and label the points on the grid.



Compare answers with a partner.

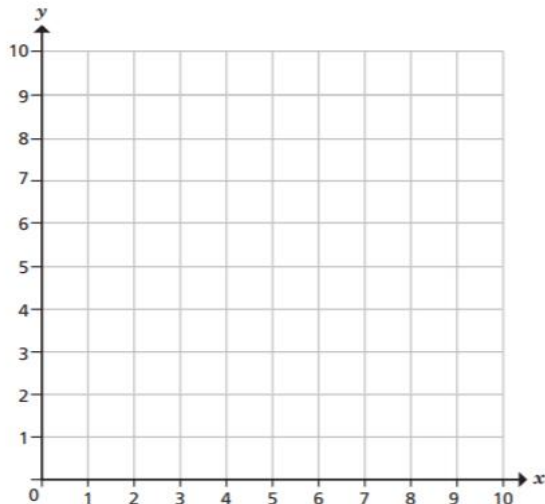
2 Here are the coordinates of three points.

X (1, 3)

Y (2, 5)

Z (3, 7)

a) Plot and label the points on the grid.



b) Join up the points.

What do you notice?

c) Write the coordinates of two other points that fit this pattern.

(,) and (,)

Compare answers with a partner.

- 3 Here are the coordinates of the vertices of a rectangle.

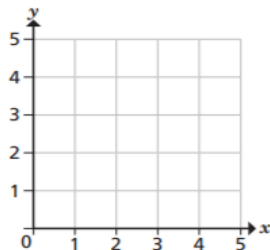
(1, 1)

(5, 1)

(1, 3)

(5, 3)

Draw the rectangle on the grid.



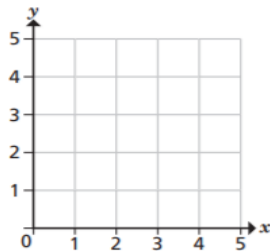
- 4 Two squares are drawn on a grid.

Here are the coordinates of the vertices of each square.

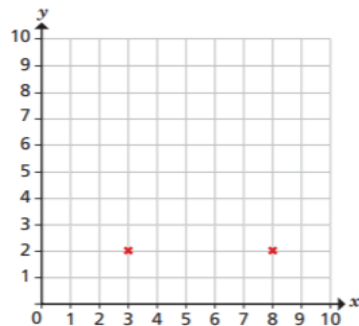
Square A (1, 1) (1, 3) (3, 3) (3, 1)

Square B (2, 2) (2, 4) (4, 4) (4, 2)

- a) Do you think the squares will overlap? _____
b) Draw on the grid to check your answer.



- 5 Two vertices of a triangle are shown on the grid.



- a) What are the coordinates of the two vertices shown?

(,) and (,)

- b) Give a possible coordinate for the third vertex, if the triangle is right-angled.

(,)

- c) Give a possible coordinate for the third vertex, if the triangle is isosceles.

(,)

Compare answers with a partner.

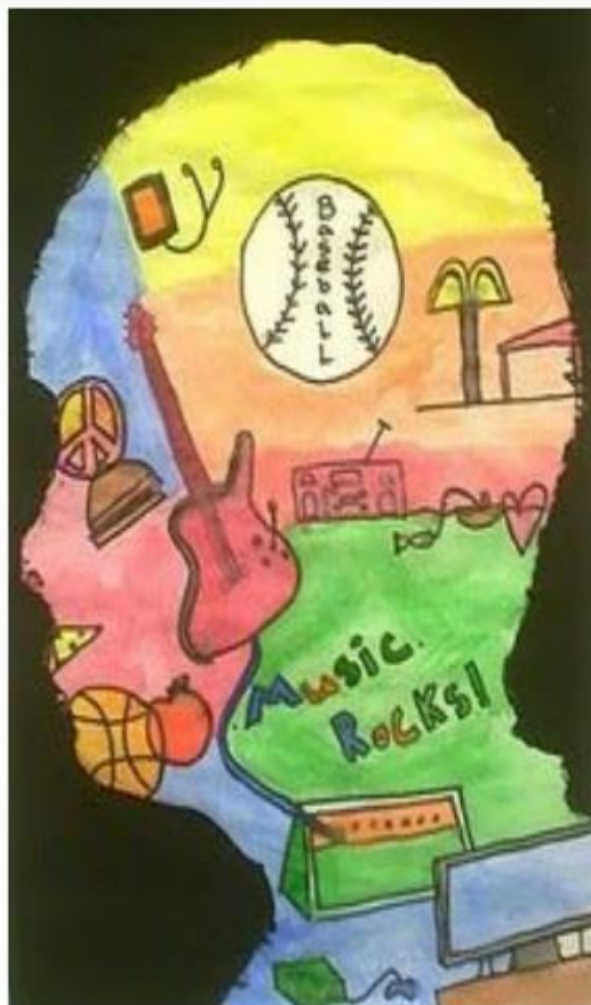
- 6 The coordinates of one vertex of a square are (10, 10).

Give possible coordinates for the other three vertices.






(,) (,) (,)

How many different answers can you find?


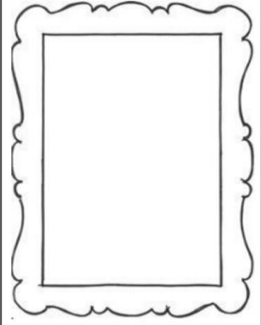


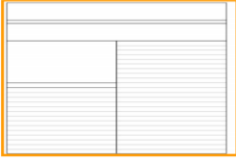

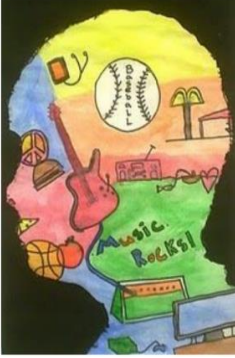

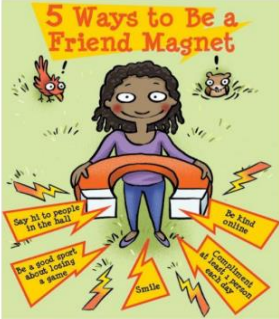


Friday - English



This week's Home Learning focuses on supporting your child with transitioning to their new class. It will give them the opportunity to reflect on their time in their current class, discuss their favourite memories and achievements whilst also considering their hopes and dreams for the next academic year.

Transition Activities	
<p>MEMORIES</p> 	<p>Monday - Starting a new academic year is a time for your child to say farewell to current teachers and classmates and hello to many new faces. It is important for your child to cherish their favourite memories. Ask your child to create a drawing or art piece of their special memory and frame it in a hand-made photo frame. They may choose to draw a favourite lesson, a funny moment with friends, a school trip, their favourite teacher or a job role they were proud of. They may choose to decorate the photo frame provided or to craft their own using card.</p>
<p>ACHIEVEMENTS</p>  Year 4	<p>Tuesday - Every child is unique and special. Over the course of the last year, your child will have achieved so much. Whether that's learning their times tables, swimming without armbands or having the confidence to put their hand up in class and offer an answer. Remind your child that an achievement is something that has been accomplished through great effort, skill, perseverance or courage then ask them to mind map all of their achievements this year, both in school and outside of school. Look at the mind map together and ask your child to identify their greatest achievement? Encourage your child to write about this special achievement. How did they accomplish this? What barriers did they face? Who helped them? They could record this as a story featuring themselves as the main character, a newspaper report or even write a rap!</p>
<p>INDIVIDUAL QUALITIES</p> 	<p>Wednesday - Ending the academic year can be a time that is full of mixed emotions for many children. However, whilst many aspects of school life change, many remain the same too. Spend some time with your child discussing all of the similarities and differences between their current lessons and the new lessons that they will have. For example, their lunchtime may remain the same or they will now get to learn how to play the ukulele.</p> <p>A new year is also a great time to make new friends. Can your child create a poster that illustrates top tips for making friends and showing kindness? They could speak to family members or their own friends to gather some ideas first.</p>
<p>SAYING FAREWELL</p> 	<p>Thursday - Art can be a great tool for self-exploration and self-expression. Encourage your child to create a piece of artwork which represents their personality and highlights their individual qualities. This could be a picture or something more abstract using materials available at home. Your child may find listening to their favourite music encourages their own expression. Once completed, ask your child to discuss their artwork with you. What did they want to represent in this piece? How did they try to show off their personality through their artwork?</p>
<p>GOAL SETTING</p> 	<p>Friday - Setting goals is an excellent way for your child to try and achieve things that they might not think is possible. Goal setting will also help your child to improve their confidence and self-esteem when they see that they can achieve the target they've set. Create a 'Wheel of Fortune' together (see below). Use the headings: Learning, Friendships, Physical Challenge, Wellbeing and Family. Under each heading, ask your child to write a goal thinking carefully about how long it will take to achieve each goal, who or what can help them and any difficulties they may have to overcome.</p>

Below are some ideas of how your child could set out their work

<p style="text-align: center;">MEMORIES</p>  	<p style="text-align: center;">ACHEVEMENTS</p>   	<p style="text-align: center;">SAYING FAREWELL</p>  	<p style="text-align: center;">INDIVIDUAL QUALITIES</p>  	<p style="text-align: center;">GOAL SETTING</p>  
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Additional learning resources

Tips and resources to support transition from Mentally Healthy Schools can be found [here](#).

Childline wants to help bring out the best in your child through some [easy-to-do activities](#).

The [BBC Bitesize website](#) has lots of helpful videos to support transition for both parents/carers and children.

[Parentkind](#) provides handy hints to help prepare your child for their new class.