



Home Learning Weekly Menus – Summer Term

As our schools continue to be closed to the vast majority of pupils we want to ensure all families have some support for home learning in whatever form that may have in your home. As we have said and continue to do so, **there is no pressure in these unusual times.** We have shared lots of information with you and will continue to do so. **Our advice is to do 'little and often' and don't forget to mix school work with fresh air in the garden, exercise at home and learning new skills.**

We will provide the equivalent of daily Maths and English activities as well as a bank of other weekly curriculum activities which you can dip in and out of.

There is no checklist or timetable for families to follow – this would be impossible when trying to juggle multiple children and working from home!

It may be that as parents/carers you are taking it in turns to be with your children so you only have a morning/afternoon/2 hours each day etc. to spend on home learning. You do not need to do all of these things, please be kind to yourselves and pick and choose from the weekly 'menu' according to what suits your situation.

A new menu will be added to the website under your child's year group page by the Friday evening of the previous week.



Daily 10 minute activities

Times Tables Rockstars

As everyone is at different stages with times tables, please continue to work through the different areas, adding in tables to challenge yourself and continue to build confidence in your tables.

Spelling frame

Follow the link.
Select Year 3 and 4.
There are a number of prefixes and suffixes on the website. Click on 'play' on one of these. Beneath the explanation of the pre/suffix there is an option to view the words within this section.
You can then have a go at a spelling test to try out your knowledge of the new rule.

Daily lessons

Maths

NB this week we are working on the alternate topics for maths as we have already covered the normal content.
There is a PDF on the website with the links to the videos on it.
White Rose Maths - Year 4 (<https://whiterosemaths.com/homelearning/year-4>)

How to use the lessons:

1. Click on the correct week: (SUMMER TERM – wb 29 JUNE)
2. Watch the video
3. Find a space to work for about 20-30 minutes.
4. Use the video guidance to support your child if needed.

English

English – Creative writing

It's important towards the end of the year to put all of the skills we have learnt throughout the year to good use and write a piece of work that showcases all the brilliant things we've learnt.

On the first page of the resources, there are revision cards for some of the different literacy skills and techniques that we have been learning about this year. Use these each day to add depth and detail to your work.

If you do not have a thesaurus, www.thesaurus.com is a great place to find alternative options.

1 Interpret charts

Practical activity:

Measure the height of people in your house.

Can you create a chart that shows the information you have found out?

It could be a pictogram or a bar chart. Think about what measurement will be the best to use. Should you measure them in millimetres? Kilometres? Then decide the most sensible scale to use on your chart.

Open the link: [The Clock Tower](#). Watch the video on this link from 0:41 seconds when the girl goes outside the clock tower and the town is black and white (up until 01:40).

Home Learning Book:

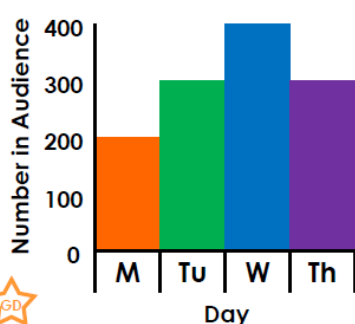
Write a list of adjectives to describe the black and white town and the clock tower. Make sure you include alliteration, adjectives, adverbials and noun phrases. **Today you are only writing about the town in black and white.** Once you have written a good list of descriptive sentences and words, spend 20 – 30 minutes writing a description of the clock tower town while it is black and white.
Was that easy to do? Did you struggle to create your ideas?

2 Comparison sum and difference

Practical activity:

12a. Look at the bar chart:

Audience Members



A. How many people were in the audience on Wednesday?

B. Which days had more than 250 people in the audience?

Open the link from yesterday: [The Clock Tower](#). Watch the complete video of The Clock Tower. Notice all the vibrant colours and details of the town when it is in full colour.

What can you see in the colourful sections of the video that you did not spot in the black and white version?

How do you feel about the town in colour compared to the town in black and white? Does it look the same or different now?

Home Learning Book: Write a new list of adjectives about the town to reflect the colours you can now see. You need to create as many descriptive sentences as you can to help with the next activity and to make the town come alive when you are writing about it!

Using your list of adjectives and descriptive sentences, rewrite the description of the town. This piece of writing should be longer than the work you produced yesterday as there is now far more to write about, more similes to be made, more alliteration and adjectives to be used for all of the new information.

3 Introducing line graphs

Practical activity:

Use this website to practice drawing some points on a line graph:

<https://uk.ixl.com/math/year-4/create-line-graphs>

Take a picture, or find an image on Google, of a place you like visiting.

Change the image to black and white (you can do this on Microsoft word). You need to use your imagination to improve the setting using your rich vocabulary to explain to people why this is your favourite place.

Home Learning Book: Begin by creating a list of adjectives that you will use. Now the picture is in black and white, you can use your imagination to recreate the image in whatever way you want:

If your image was of a wood with brown leaves on the trees and a small, muddy stream; you could use your imagination to describe this setting as having 'a rich tapestry of gigantic green trees the colour of emeralds' and 'a luscious, babbling brook meandering through the dreamy forest floor'. You could talk about the way the sun 'shone playfully through the canopy of leaves, leaving shadows dancing on the cool floor below'.

Spend time on your list of adjectives and use a thesaurus to discover some new and inspiring words for your writing.

Try to create similes to describe your setting.



4 Line graphs

Practical activity:

The tables below show the final league positions of 5 premier league teams. Put them into a line graph, producing a colour key to show which team is which.

Season	Man Utd	Season	Arsenal	Season	Chelsea
2011-2012	2	2011-2012	3	2011-2012	6
2012-2013	1	2012-2013	4	2012-2013	3
2013-2014	7	2013-2014	3	2013-2014	3
2014-2015	4	2014-2015	3	2014-2015	1
2015-2016	5	2015-2016	2	2015-2016	10

Season	Man City	Season	Tottenham
2011-2012	1	2011-2012	4
2012-2013	2	2012-2013	5
2013-2014	1	2013-2014	6
2014-2015	2	2014-2015	5
2015-2016	4	2015-2016	3

Using your list of vocabulary and phrases, create an engaging piece of descriptive to entice someone to visit your chosen location. Remember that this is one of your favourite places, so you need to help the reader to understand why.

Home Learning Book: Remember to refer to the revision notes on the home learning resource when writing this description of your location.

I have written the opening paragraph of my favourite place on the learning resources below the picture to help you get some ideas of how to start and what to say.

It is best to take your time when you are writing like this. Keep looking at the picture to see what else you can find in it. Close your eyes and imagine yourself standing in the middle of your scene; what can you hear? What can you smell? How do you feel? Is it loud and exciting or still and relaxing? Are there other people or creatures there? Is it a secret place that nobody except you knows about, or do lots of people already go there?

5 Friday Maths challenge

Editor: As an editor, it is your job to re-read your writing from yesterday with the aim of improving your work. Use a dictionary to check key vocabulary and a thesaurus to improve your adjectives. When checking through your writing, read it as though it is not your own work.

Check for:

- Capital letters and full stops.
- Spelling mistakes.
- Commas.
- Paragraphs.
- Use of adverbials, similes, adjectives, nouns etc.

Once you have checked your writing and are happy that you have corrected any mistakes and improved any potential aspects, read your description to someone else.

Read it to them without showing them the picture. When you are finished, ask what they can remember and can picture about your place.

Then, show them the picture and read it again. Did they imagine anything like your picture?

Additional Activities

Have a go at some minute marathons following the instructions on the PDF on the maths section of the home learning website.

Why not try creating a line graph of your results.

If you have any questions or comments, please get in touch on tim.carr@school360.co.uk



Weekly Activities

Science	<p>ANIMALS INCLUDING HUMANS</p> <p>This week we are going to look at the results from the polo experiment last week.</p> <p>Look at the table of results and see what similarities you can see between the results. Did the control group (the cup without the liquid) stay the same or did you see any changes?</p> <p>Home learning book: Write a paragraph to explain what you have observed in your experiment. Write about each of the liquids and what happened to the polo.</p> <p>"I observed that in the orange juice, on the first day the polo _____. On the second day it had _____" etc.</p> <p>Think about how the different drinks have affected the polo. Now compare this to what happens to your teeth. Cleaning your teeth and being careful about the amount of sugar you eat and drink helps to keep your teeth healthier.</p> <p>Tooth decay happens when plaque builds up on teeth after eating and is left uncleaned. It will eventually change to tartar and can eat away at the protective enamel; the outer layer of the tooth. Plaque and tartar contain acids. It is important to clean your teeth twice a day to make sure you wash away all this food debris.</p>
Creative	<p>TEXTILES</p> <p>Using your description of your favourite place from English this week, I would like you to draw or paint your scene. You can choose whether you colour it with paint or pencils. Focus on your technique. Press lightly when drawing the scene and take your time to think about the scale and the position of key features.</p>
History	<p>ANCIENT GREEKS</p> <p>Greek gods. Visit this page and read through about the Greek gods (https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3).</p> <p>Like the Hindus that we studied earlier this year, the Ancient Greeks had gods for a number of things.</p> <p>The task today is to find a small bit of information about each god on the list below:</p> <ul style="list-style-type: none"> - Hades - Aphrodite - Hera - Zeus - Athena - Poseidon <p>Write their name, what they were a god of and an explanation about them. Which do you think is your favourite god?</p>
P.E.	<p>Complete a session of cosmic yoga: https://www.youtube.com/user/CosmicKidsYoga</p> <p>Complete a P.E. with Joe: https://www.youtube.com/watch?v=qGKGNzNbWjU</p>
Online Games/Links	<p>There are a number of games accessible through the School 360 portal online. (www.school360.co.uk)</p>
ICT	<p>Please find the ICT resource on the Year 4 home learning section of the website. This is an ongoing project as they class would usually have 1 ICT lesson per week, so please spread this over the coming weeks.</p>