

## Home Learning: Year 4 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 4	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Factual Fluency</b>	<a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a> Daily 10 Level 4- multiplication mixed tables x3 and x6	<a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a> Daily 10 Level 4- multiplication mixed tables x3 and x6	<a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a> Daily 10 Level 4- multiplication mixed tables x3 and x6	<a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a> Daily 10 Level 4- multiplication mixed tables x3 and x6	<a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a> Daily 10 Level 4- multiplication mixed tables x3 and x6
<b>Four Days of Reasoning (Monday - Thursday)</b>	<a href="https://whiterosemaths.com/homelearning/year-4/Decimals">https://whiterosemaths.com/homelearning/year-4/Decimals</a>	<p>Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas.</p> <p><i>If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y5.</i></p> <p><b><i>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</i></b></p>			
<b>Friday</b>	<p><a href="http://www.ictgames.com/mobilePage/decimalDemonstrator/">http://www.ictgames.com/mobilePage/decimalDemonstrator/</a> Revise any aspects of this week's learning that you have been unsure of. You can simply repeat the lesson(s). You can also use the visual tool by clicking on the link above.</p>				

## Home Learning – Year 4 English

Year 4	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b>	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do.				
<b>Writing</b>	<p><b>LO: Interpret events in a story</b>  <b>Watch video:</b>  <a href="https://www.literacyshed.com/adventures-are-the-pits.html">https://www.literacyshed.com/adventures-are-the-pits.html</a>                      Write the Date and LO in your book.                      Write answers to these questions: -</p> <ul style="list-style-type: none"> <li>• Why is the boy scared to go down the slide?</li> <li>• Did the slide end where you thought it would?</li> <li>• How would you react in this situation?</li> </ul>	<p><b>LO: to write a character description</b>                      Watch the video again.                      Write a character description of the boy at the start of the video.                      Think about how the boy is feeling and what he might be thinking. Your description should be about a paragraph long (5 or 6 sentences). Write more if you want to. See below for pictures to help.                      Example: <i>As the boy sat nervously at the top of the slide, his freckled cheeks blushed pink like a rose. He gripped the slide with his warm, sweaty hands until his knuckles turned white.</i></p>	<p><b>LO: Plan and Write a Story (two days)</b>                      Watch video again. Plan and write a retelling of the story. You could use 3 paragraphs and plan using the grid provided. What do think the title of the story should be?  <b>Paragraph 1</b> – The boy at the top of the slide                      Use your character description from the previous day.  <b>Paragraph 2</b> – The boy entering the fantasy world                      Describe how the boy feels as he flies down the tube, what does he see and hear, what are the physical sensations.  <b>Paragraph 3</b> – The boy escaping.                      Describe his emotions as he tries to work out how to escape. How are you going to make this part of the story exciting/full of suspense for your reader? How does the boy feel when he finally escapes?                      Example <i>Anxiously, Aaron’s eyes darted around his new prison. Where was he? How earth was he going to get out of here? One thing was for sure – he needed a plan and he needed one fast!</i>                      When you are happy with your plan, write your story in your book. Remember to write the date and LO at the top or you page, as well as the title for your story.</p>	<p><b>LO: Edit and Improve</b>                      Read your story out loud to someone at home. Ask for them to say two positive things and then to give to development points (things that they think might improve your story)                       Make suggested changes (you don’t have to rewrite the whole story) and then design the illustration that you would like to the book cover if you story was published.</p>	

## Home Learning: Year 4 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography/Science/Dt	Science	History	RE	Science/Geog/DT
<p><b>LO: understand where food comes from</b>            Ask an adult in your household first and then look in your kitchen and write a list of all the ingredients in your kitchen that are produced in the UK? What foods are in season now (ie how many are FRESH)?            Go to the website  <a href="http://www.eattheseasons.co.uk/april.php">http://www.eattheseasons.co.uk/april.php</a>            It is difficult to go shopping at the moment but you could write a recipe for a soup or seasonal soup or sandwich or fruit salad – make it if you can! Send recipes or photos via ClassDojo.(one of your siblings may be asked to do something similar – check their timetable. You could share ideas or research together).</p>	<p><b>LO: to revise understanding of the way our teeth operate and stay healthy.</b>            Which teeth are the hardest workers? Experiment eating a range of different textured foods eg:  <b>Hard:</b> apples, carrots  <b>Soft:</b> bananas, bread  <b>Chewy:</b> cheese, chewy sweets            Which teeth are working the hardest when you eat these foods?            Record your findings. You could use diagrams, a table or an explanation            Make notes about the different tooth types – you can draw diagrams if you think this will help you remember.  <a href="https://www.dentalhealth.ie/dentalhealth/teeth/toothtypes.html">https://www.dentalhealth.ie/dentalhealth/teeth/toothtypes.html</a></p>	<p><b>Family History Project</b>            Interview a family member (See below for instructions and more information). Other siblings may also be working on this project, so could collaborate and share the task.</p>	<p><b>St George’s Day</b>            Find out about the real St George who was known for his courage and Faith:  <a href="https://www.youtube.com/watch?v=iLjyPqYfZxQ">https://www.youtube.com/watch?v=iLjyPqYfZxQ</a>            Draw some of the symbols of St George.  <b>Reflection:</b>            Can you think of a time when you have had to be brave?</p>	<p><b>LO: to understand our digestion system</b>            Create a model of the digestive system using resources from home e.g scarf as the intestines, small bag as the stomach, bottle cap as the rectum etc. Explain how the digestive system works using your model. Use these websites to help you.  <a href="https://www.stem.org.uk/resources/elibrary/resource/36133/digestive-system">https://www.stem.org.uk/resources/elibrary/resource/36133/digestive-system</a>  <a href="https://www.dkfindout.com/uk/human-body/digestion/">https://www.dkfindout.com/uk/human-body/digestion/</a></p>

Day 2 Writing



Paragraph 1 – At the Top

Paragraph 2 – The Journey Down

Paragraph 3- The Big Escape

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## **Family History Project**

### **There is history in everyone we meet ....**

**Task:** To interview a family member or someone who you know well (preferably an older person)

#### **Presentation:**

You will decide how you present the information – you may be as creative as you wish.

#### **Before the interview:**

- Decide on who you might want to talk to.
- Arrange a time or times that work for you both. This can be on the phone, on FaceTime, Skype if they do not live nearby or you cannot see them.
- Do ask if there are any photos or objects that might be able to see.
- Read the questions. Decide on at least 15 you want to ask.
- You may have other questions you want to ask too. Go ahead! This is your project. You could do it in one go or at different times if that works best.

#### **Do the interview**

- **Listen carefully!**
- **Take notes if you need to but not if that stops you listening....**

#### **After the interview:**

- Don't wait too long before making notes of the main things that you learned.
- Think about how best to present what you have learned about your person and how life has changed.
- You can present your information in any way you like – in your book, in a separate book. Be creative, include all you have learned.
- You are making a new historical source.

**Possible interview questions:**

1. What is your full name? Why did your parents select this name for you? Did you have a nickname?
2. When and where were you born?
3. How did your family come to live there?
4. Were there other family members in the area? Who?
5. What was the house (apartment, farm, etc.) like? How many rooms? Bathrooms? Did it have electricity? Indoor plumbing? Telephones?
6. Were there any special items in the house that you remember?
7. What is your earliest childhood memory?
8. Describe the personalities of your family members.
9. What kind of games did you play growing up?
10. What was your favourite toy and why?
11. What was your favourite thing to do for fun (eg sport, dancing, cinema)?
12. Did you have family chores? What were they? Which was your least favourite?
13. Did you receive an allowance? How much? Did you save your money or spend it?
14. What was school like for you as a child? What were your best and worst subjects?
15. What school activities and sports did you participate in?
16. Do you remember any trends from your youth? Popular hairstyles? Clothes?
17. Who were your childhood heroes?
18. What were your favourite songs and music genres?
19. Did you have any pets? If so, what kind and what were their names?
20. Who were your friends when you were growing up?
21. What world events had the most impact on you when you were a child? Did any of them personally affect your family?
22. Describe a typical family dinner. Did you all eat together as a family? Who did the cooking? What were your favourite foods?
23. How were holidays celebrated in your family? Did your family have special traditions?
24. How is the world today different from what it was like when you were a child?
25. Who was the oldest relative you remember as a child? What do you remember about them?
26. What do you know about your family surname?
27. Is there a naming tradition in your family?
28. What stories have come down to you about your parents? Grandparents?
29. Have any recipes been passed down to you from family members?
30. Are there any physical characteristics that run in your family?
31. Are there any special items eg photos, furniture or other things that have been passed down in your family?
32. What was it like when you proposed (or were proposed to)? Where and when did it happen? How did you feel?
33. Where and when did you get married?
34. Why did you choose your children's names?
35. What was your proudest moment?
36. What was your profession and how did you choose it?
37. If you could have had any other profession, what would it have been? Why wasn't this your first choice?
38. Of all the things you learned from your parents, what do you feel was the most valuable?
39. What is the one thing you most want people to remember about you?