



# Year 4 Home Learning



## W/C 4th May 2020

	<b>Spellings</b> (Use Attachment 1 for activity ideas)	<b>Reading</b> (All work is based on the book <i>George's Secret Key to the Universe</i> by Lucy Hawking and Stephen Hawking)	<b>Writing</b> (All work is based on the <i>Amazing Aliens</i> Text - Attachment 7)	<b>Maths</b> (Lessons have been taken from White Rose Maths. This week we will be looking at Week 1)	<b>Topic/Science</b> (Our Topic this term is Space Race)
<b>Monday</b>	Practise this weeks spellings: accident, actual, address, answer, appear.	Look at the front cover of <i>George's Secret Key to the Universe</i> (See Attachment 2). Predict what you think will happen in the story and why.	<b>Comprehension Activity</b> - Read the <i>Amazing Aliens</i> text. (See Attachment 7) Using a dictionary or the internet, find out the meaning of any words you are unsure of.  Then, answer questions about the text (See Attachment 8).	Week 1 Lesson 1 - Recognise tenths and hundredths. Click below for:  <a href="#">Video</a>  <a href="#">Activity</a>	<b>Science</b> - Watch this <a href="#">Video</a> .  Go around your house and make a list of different objects and the material they are made out of.  Explain why they are made out of the material that they are.
<b>Tuesday</b>	Practise this weeks spellings: accident, actual, address, answer, appear.	Read the blurb (See Attachment 3).  Has your opinion of what the book is about changed now that you have read the blurb? Explain your answer.	<b>Alien Word Game Activity</b> (See Attachment 8)	Week 1 Lesson 2 - Tenths as decimals. Click below for:  <a href="#">Video</a>  <a href="#">Activity</a>	<b>History</b> - Make a list of 10 questions about the Space Race you want know the answers to.  Using the internet or books, find the answers to your questions.
<b>Wednesday</b>	Practise this weeks spellings: accident, actual, address, answer, appear.	Read page 1 and answer the questions. (See Attachment 4)	<b>Character Description</b> - Write a paragraph describing an alien (See Attachment 9 for alien image). Remember to include two adjective sentences. Example: The alien had fiery, oval eyes.	Week 1 Lesson 3 - Tenths on a place value grid. Click below for:  <a href="#">Video</a>  <a href="#">Activity</a>	<b>History</b> - Using this <a href="#">website</a> make your own timeline of the Space Race.  Choose key events and put them in chronological order.



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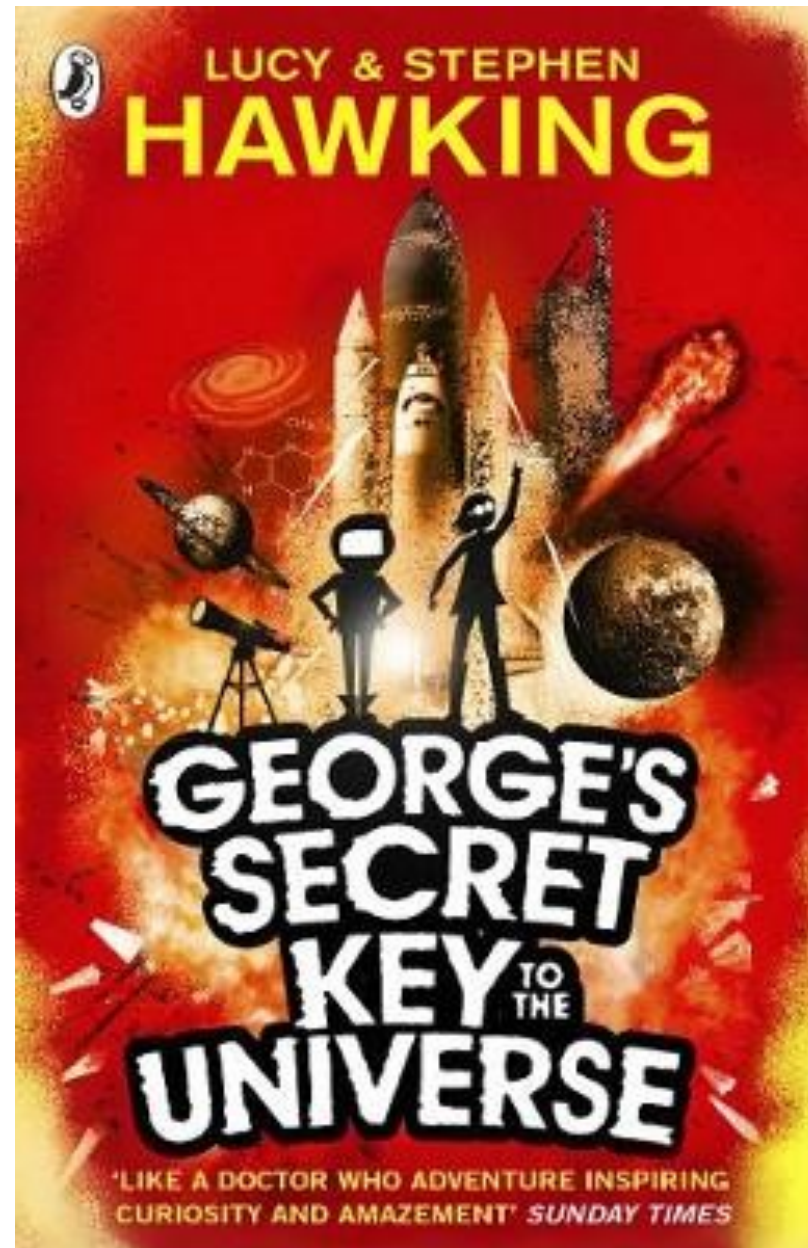
	<b>Spellings</b> (Use Attachment 1 for activity ideas)	<b>Reading</b> (All work is based on the book <i>George's Secret Key to the Universe</i> by Lucy Hawking and Stephen Hawking)	<b>Writing</b> (All work is based on the <i>Amazing Aliens</i> Text - Attachment 7)	<b>Maths</b> (Lessons have been taken from White Rose Maths. This week we will be looking at Week 1)	<b>Topic/Science</b> (Our Topic this term is Space Race)
<b>Thursday</b>	Practise this weeks spellings: accident, actual, address, answer, appear.	Read pages 2 and 3 and answer the questions. (See Attachment 5)	<p><b>Talk Like An Expert Activity</b> - Imagine you are world expert on aliens. Answer the following interview questions</p> <ul style="list-style-type: none"> <li>• Where do aliens go on holiday?</li> <li>• What do aliens like to do to relax?</li> <li>• How do aliens travel to work?</li> <li>• Why do aliens live alone?</li> </ul> <p>Write up your answers in a paragraph.</p> <p>Start your answers with a generalisers. These are words that sum up things e.g. most, all,</p>	<p>Week 1 Lesson 4 - Tenths on a number line. Click below for:</p> <p><a href="#">Video</a></p> <p><a href="#">Activity</a></p>	<p><b>Art</b> - Carry out research into Vincent Van Gogh.</p> <p>Create an information poster about everything you have learnt on the artist.</p> <p>Use some of these <a href="#">websites</a> to help you.</p>
<b>Friday</b>	Practise this weeks spellings: accident, actual, address, answer,	Read pages 4 and 5 and answer the questions. (See Attachment 6)	<p><b>The Headline Game</b> (See Attachment 8 and 10)</p>	<p>Week 1 Lesson 5 - Dividing 1 digit by 10. Click below for:</p> <p><a href="#">Video</a></p> <p><a href="#">Activity</a></p>	<p><b>Science</b> - Make your own rainbow. (See Attachment 11)</p>

# Attachment 1 - Spelling Activities

<p><b>ABC Order</b></p> <p>Write all of your spellings in alphabetical order.</p> 	<p><b>Word Parts</b></p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <i>jumping</i></p>	<p><b>Silly Sentences</b></p> <p>Write a silly sentence for each of your spellings.</p> 	<p><b>Rainbow Words</b></p> <p>Write your spellings with coloured pencils. Make each letter a different colour.</p> 	<p><b>Hidden Words</b></p> <p>Draw and colour a picture. Hide your spelling words inside your picture.</p>	<p><b>Backwards Words</b></p> <p>Write your spelling words forwards and then backwards. e.g. <i>cat tac</i></p>	<p><b>Vowel Spotlight</b></p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>	<p><b>Pyramid Words</b></p> <p>'Pyramid write' your spelling words. e.g. home <i>h</i> <i>ho</i> <i>hom</i> <i>home</i></p>
<p><b>Story Story</b></p> <p>Write a story using all of your spellings.</p> 	<p><b>Squiggly Words</b></p> <p>Write your spellings in squiggly letters.</p>	<p><b>Bubble letters</b></p> <p>Write your spelling words in bubble writing.</p> 	<p><b>Three Times</b></p> <p>Write each spelling three times. First, in pencil. Second, in crayon. Third, in felt tip.</p>	<p><b>Acrostic Poem</b></p> <p>Choose one of your spellings and write an acrostic poem</p> 	<p><b>Spelling Shapes</b></p> <p>Draw one shape for each word. Then write your spellings inside each of the shapes.</p> 	<p><b>Word Search</b></p> <p>Create your own word search with your spellings.</p> <pre> R F Y D R I Z Z L E R D C V S E M W Y B R C E X W Z D F U U D O I L A W C X F V B H O K N N R N Y D G Y L B G F T G E S U C D S X E R U O P A S E D H H A W R T M N J U K M S B I T J I K O R P M N B D C E W N X Q A Z B O M J Y H G S F R E A L I G H T N I N G T Y H U L F M T X W S L P D X Z E R T L Q D M X T H I T W T R D W V P Z V N J R D Q S G K J O B G F C M I S T P U O F C N E S X Z B G T R F C D R W S X Z A Q W M L P I U G F F W S A H A I L                     </pre>	<p><b>Picture and A Story</b></p> <p>Draw a picture defining each word. Write a sentence about your picture using the spelling.</p>
<p><b>Riddles</b></p> <p>Write a riddle for each of your words. e.g. I am grey. I have a trunk and big ears. What am I?</p> 	<p><b>Writing Race</b></p> <p>Set a timer for 2 minutes. See how many times you can write each spelling during that time.</p> 	<p><b>Joker</b></p> <p>Write jokes containing each of your spellings.</p> 	<p><b>Scrabble</b></p> <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters.</p>	<p><b>Word Classes</b></p> <p>Sort your spelling words into word classes - e.g. nouns, verbs, adjectives etc.</p>	<p><b>Antonyms</b></p> <p>Find an antonym (opposite word) for each of your spellings.</p> 	<p><b>Technology</b></p> <p>Type out your spellings on the computer or tablet.</p> 	<p><b>Train Words</b></p> <p>Write the entire spelling list end-to-end as one long word. Write each new word in a different colour. e.g. <i>trainbackstop</i></p>

Attachment 2 - Reading - George's Secret Key to the Universe By Lucy Hawking and Stephen Hawking

Monday





Attachment 3 - Reading - George's Secret Key to the Universe By Lucy Hawking and Stephen

Tuesday



# Attachment 4 - Reading - George's Secret Key to the Universe By Lucy Hawking and Stephen Hawking

Wednesday - Page 1



Pigs don't just vanish, thought George to himself as he stood staring into the depths of the very obviously empty pigsty. He tried closing his eyes and then opening them again, to see if it was all some kind of horrible optical illusion. But when he looked again, the pig was still gone, his vast muddy pink bulk nowhere to be seen. In fact, when George examined the situation for a second time, it had got worse, not better. The side door of the pigsty, he noticed, was hanging open, which meant someone hadn't shut it properly. And that someone was probably him.

'Georgie!' he heard his mother call from the kitchen. 'I'm going to start supper in a minute so you've only got about an hour. Have you done your homework?'

'Yes, Mum,' he called back in a fake cheery voice.

'How's your pig?'

'He's fine! Fine!' said George squeakily. He threw in a few experimental oinks, just to make it sound as though everything was business as usual, here in the small back garden that was full of many, many vegetables and one enormous – but now mysteriously absent – pig. He grunted a few more times for effect – it was very important his mother did not come out into the garden before George had time to think up a plan. Quite how he was going to find the pig, put it back in the sty, close the door and get back in time for supper, he had no idea. But he was working on it, and the last thing he needed was for one of his parents to appear before he had all the answers.

1. Why did George try opening and closing his eyes?
2. How had the pig escaped?
3. Why did George use a fake 'cheery voice' whilst talking to his Mum?
4. How does George describe the garden?
5. Why didn't George want his mother to come into the garden?

## Challenge

*Predict what you think will happen next.*

## Attachment 5 - Reading - George's Secret Key to the Universe By Lucy Hawking and Stephen Hawking

Thursday - Pages 2 - 3

George knew the pig was not exactly popular with his parents. His mother and father had never wanted a pig in the back garden, and his dad in particular tended to grind his teeth quite hard when he remembered who lived beyond the vegetable patch. The pig had been a present: one cold Christmas Eve a few years back, a cardboard box full of squeaks and snuffles had been delivered to their front door. When George opened it up, he found a very indignant pink piglet inside. George lifted him carefully out of the box and watched with delight as his new friend skidded around the Christmas tree on his tiny hooflets. There had been a note taped to the box. *Dear All! it read. Happy Christmas! This little chap needs a home – can you give him one? Love Grandma xxx.*

George's dad hadn't been delighted by the new addition to his family. Just because he was a vegetarian, it didn't mean he liked animals. Actually, he preferred plants. They were much easier to deal with: they didn't make a mess or leave muddy trotter prints on the kitchen floor or break in and eat all the biscuits left out on the table. But George was thrilled to have his very own pig. The presents he'd received from his mum and dad that year were, as usual, pretty dreadful. The home-knitted purple and orange striped jumper from his mum had sleeves which stretched right down to the floor; he had never wanted a set of panpipes and he had a hard time looking enthusiastic when he unwrapped a build-your-own-wormery kit.

What George really wanted – above all things in the Universe – was a computer. But he knew his parents were very unlikely to buy him one. They didn't like modern inventions and tried to do without as many standard household items as they could. Wanting to live a purer, simpler life, they washed all their clothes by hand and didn't own a car and lit the house with candles in order to avoid using any electricity.

It was all designed to give George a natural and improving upbringing, free from toxins, additives, radiation and other such evil phenomena. The only problem was that in getting rid of everything that could possibly harm George, his parents had managed to do away with lots of things that would also be fun for him. George's parents might enjoy dancing around maypoles, going on eco protest marches or grinding flour to make their own bread, but George didn't. He wanted to go to a theme park and ride on the roller coasters or play computer games or take an aeroplane somewhere far far away. Instead, for now, all he had was his pig.

1. Does Dad like the pig? Explain your answer.
2. Who gave George the pig?
3. Why did Dad prefer plants to animals?
4. Why wouldn't George's parents buy him a computer?
5. What do George's parents use to light up the house?
6. How does George feel about his upbringing? Explain your answer.

### Challenge

Use a dictionary or the internet to look up the meaning of any words you don't know.



## Attachment 6 - Reading - George's Secret Key to the Universe By Lucy Hawking and Stephen Hawking

Friday - Pages 4 - 5

And a very fine pig he was too. George named him Freddy and spent many happy hours dangling over the edge of the pigsty his father had built in the back garden, watching Freddy rootle around in the straw or snuffle in the dirt. As the seasons changed and the years turned, George's piglet got bigger ... and bigger ... and bigger ... until he was so large that in dim lighting he looked like a baby elephant. The bigger Freddy grew, the more he seemed to feel cooped up in his pigsty. Whenever he got the chance, he liked to escape and rampage across the vegetable patch, trampling on the carrot tops, munching the baby cabbages and chewing up George's mum's flowers. Even though she often told George how important it was to love all living creatures, George suspected that on days when Freddy wrecked her garden, she didn't feel much love for his pig. Like George's dad, his mum was a vegetarian, but George was sure he had heard her angrily mutter 'sausages' under her breath when she was clearing up after one of Freddy's more destructive outings.

On this particular day, however, it wasn't the vegetables that Freddy had destroyed. Instead of charging madly about, the pig had done something much worse. In the fence that separated George's garden from the one next door, George suddenly noticed a suspiciously pig-sized hole. Yesterday it definitely hadn't been there, but then yesterday Freddy had been safely shut in his sty. And now he was nowhere to be seen. It meant only one thing – that Freddy, in his search for adventure, had burst out of the safety of the back garden and gone somewhere he absolutely should not have done.

Next Door was a mysterious place. It had been empty for as long as George could remember. While all the other terraced houses in the row had neatly kept back gardens, windows which twinkled with light in the evenings and doors that slammed as people ran in and out, this house just sat there – sad, quiet and dark. No small children squeaked with joy early in the morning. No mother called out of the back door to bring people in for supper. At the weekends, there was no noise of hammering nor smell of fresh paint because no one ever came to mend the broken window frames or clear the sagging gutters. Years of neglect meant the garden had rioted out of control until it looked like the Amazon jungle had grown up on the other side of the fence.

On George's side, the back plot was neat, orderly and very boring. There were rows of runner beans strictly tied to stakes, lines of floppy lettuces, frothy dark green carrot tops and well-behaved potato plants. George couldn't even kick a ball without it landing *splat* in the middle of a carefully tended raspberry bush and squashing it.

1. What animal does George think Freddy looks like sometimes?
2. List three things Freddy enjoys doing.
3. Where does George think Freddy has escaped to?
4. Why does George describe next door as 'mysterious'?
5. What does George compare next door's garden to?
6. Are there any similarities to George's garden and next door's garden? Explain your answer.

### **Challenge**

Summarise in a few sentences what you have read so far.



## Attachment 7 - Amazing Aliens

Have you ever wondered what it would be like to meet an alien? Read on and find out more about this fascinating species.

### **What is an alien?**

An alien is a peculiar humanoid from outer space.

### **What do they look like?**

Most aliens are tall and can grow to over 10 metres in height. However, the Pigmy alien is the tiniest of aliens and is the size of a household mouse. Additionally, aliens have tough, green skin that is often wrinkled to help keep them warm. Amazingly, some aliens have shiny scales that are harder than diamonds.

### **Where do they live?**

Aliens are found across the Solar System. The majority like to live well away from planets inhabited by human beings. Usually, they live in pods or space shacks made of ice. Some aliens like to sleep in cocoons, which are woven from a silk-like thread that space worms produce.

### **What do they eat?**

All Aliens are vegetarian, but also candyarian, which means they have an extremely sweet tooth. They love chocolate, cakes and deserts. Furthermore, they are extremely fond of fizzy drinks. Their favourite food is ice-cream. Interestingly, aliens can dislocate their jaws in the same way as a snake, so they can fill their mouth with huge portions of sweet treats.

### **What do they do?**

Aliens are best known for exploring in spaceships. They usually land their space crafts in remote areas and like to find out about the planets they are visiting. Interestingly, most aliens are extremely good mathematicians and they love to calculate the answers to complicated maths problems in their heads.

### **Glossary:**

Humanoid: something that has the shape of a human being

Cocoon: a silky case, usually spun by insects

Vegetarian: a person or creature that does not eat meat or fish

Dislocate: to move a bone out of its normal position

## Attachment 8 - Writing Activities

<p><b>Monday - Reading Comprehension</b></p>	<p>Using the text, answer the following questions on aliens:</p> <ol style="list-style-type: none"> <li>How fast can aliens run?</li> <li>Where do aliens like to sleep?</li> <li>What is the name of the smallest alien species?</li> <li>What type of food might be on an alien's shopping list?</li> <li>Why might you have an alien in your class if you spot someone doing extremely well in maths tests?</li> <li>What does candyarian mean?</li> <li>Which word in the text means the same as investigating?</li> <li>Aliens have soft skin. True or false?</li> <li>Why might aliens scare humans?</li> </ol>																				
<p><b>Tuesday - Compound Words</b></p>	<p>"All Aliens are vegetarian, but also candyarian, which means they have an extremely sweet tooth." Vegetarian is a real word but candyarian is an alien word and only exists in our alien language. Compound words are made when two words are joined to form a new word, for example: blackboard.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Join a word in column 1 with any word in column 2.</li> <li>Write the new word.</li> <li>Invent a definition for your new alien word.</li> <li>For example: snowmelon fruit that grows on frozen space-trees in a solar winter.</li> <li>How many can you come up with? Can you come up with your own examples?</li> </ul> <table border="1" data-bbox="1574 651 2123 986"> <thead> <tr> <th colspan="2">Column 1</th> <th colspan="2">Column 2</th> </tr> </thead> <tbody> <tr> <td>water</td> <td>melon</td> <td>lady</td> <td>bird</td> </tr> <tr> <td>basket</td> <td>ball</td> <td>snow</td> <td>man</td> </tr> <tr> <td>hand</td> <td>bag</td> <td>door</td> <td>way</td> </tr> <tr> <td>play</td> <td>ground</td> <td>butter</td> <td>fly</td> </tr> </tbody> </table>	Column 1		Column 2		water	melon	lady	bird	basket	ball	snow	man	hand	bag	door	way	play	ground	butter	fly
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<p><b>Friday - Headlines</b></p>	<p>A headline is a short, punchy sentence that sums up a newspaper story.</p> <p>Sometimes it uses rhyme (Stranger Danger) or alliteration (where words start with the same sound e.g. Bear bites baddie).</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Imagine each picture in Attachment 10 is part of a newspaper report.</li> <li>Create a punchy headline for each picture.</li> <li>Think of your own headlines for stories that you have heard or invented.</li> </ul>																				

Attachment 9 - Alien Description



Attachment 10 - Headline Pictures





# Attachment II - Make your own Rainbow

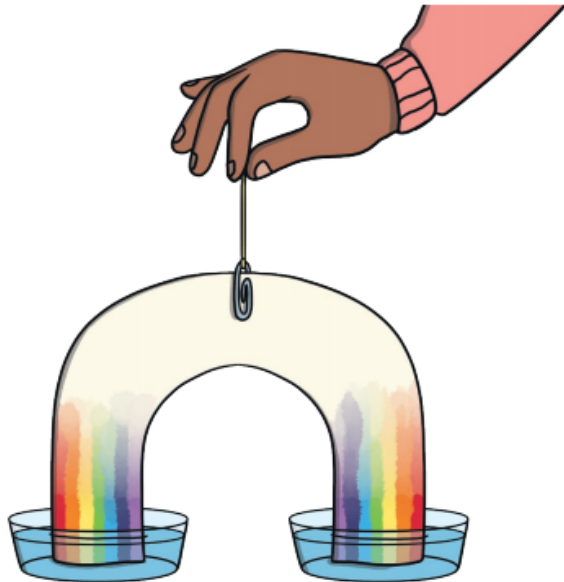
## How to Grow a Rainbow Science Experiment

Did you know that you can grow your own rainbow?

You will need a scientific process called the **capillary action**. This action happens when a liquid moves up through a hollow tube or into a spongy, solid material. It happens when three forces work together: **cohesion**, **adhesion** and **surface tension**.

Water molecules like to stick to each other - this is called **cohesion**. They also like to stick to solids in a process called **adhesion**.

In this experiment, you are going to use kitchen roll. The fibres in kitchen roll have lots of little holes. Water is **absorbed** through the kitchen roll because when the first water molecule **adheres** to it and begins to move upward, it pulls the next water molecule up with it, like a chain.



### Words To Learn:

- capillary action
- adhesion
- cohesion
- absorbed

### You will need:

- Kitchen roll/paper towel
- Felt-tip pens
- Two small bowls of water
- Paperclip
- Thread

### What To Do:

1. Cut the kitchen roll into the shape of a rainbow.
2. At each end, use the felt-tip pens to colour a rainbow about 2cm up from the bottom. Remember the order of the colours: red, orange, yellow, green, blue, indigo, violet.
3. Attach the paperclip to the top of the rainbow and tie a piece of thread to it. This will allow you to hold your rainbow.
4. Add water to the two bowls.
5. Hold the rainbow with both ends slightly submerged into each bowl of water and watch your rainbow grow.

