




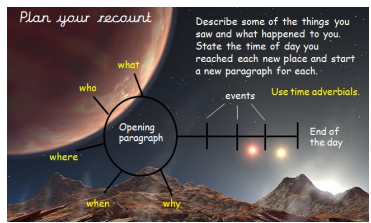






Year 4 Home Learning

W/C 8th June 2020


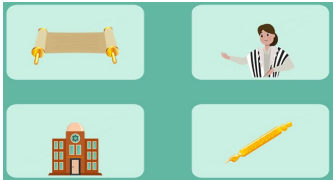




	Spellings (Use Attachment 1 for activity ideas)	Reading (All work is based on the book <i>George's Secret Key to the Universe</i> by Lucy Hawking and Stephen Hawking)	Writing (This week we are looking at recounts)	Maths (Lessons have been taken from White Rose Maths. This week we will be looking at Summer Term Week 3)	Topic/Science (Our Topic this term is Space Race)
Monday	Practise this weeks spellings: consider, continue, decide, describe, difference.	Read pages 17 - 18 and answer the questions. (See Attachment 2) 	Read 'A disastrous day' recount.. (See Attachment 7) Make a list of the features of a recount. Once complete, check your list against the checklist. (See Attachment 8) 	Summer Term Week 3 Lesson 1 - Multiply 2-digit number by 1 digit number. Click below for: Video Activity 	Science - The Water Cycle - Check out the PowerPoint on Seesaw about The Water Cycle. Complete the activity. (See Attachment 10) 
Tuesday	Practise this weeks spellings: consider, continue, decide, describe, difference.	Read pages 18 - 20 and answer the questions. (See Attachment 3) 	Look at the PowerPoint on Seesaw. Use the planning sheet to plan out your own recount after landing on a planet. (See Attachment 9) 	Summer Term Week 3 Lesson 2 - Multiply 3-digits by 1-digit. Click below for: Video Activity 	Geography - Over the next few weeks, we will be looking at the human and physical features of a location. Check out the PowerPoint on Seesaw about Human and Physical features. Complete the activity. (See Attachment 11) 



Don't forget to share your fantastic work with me on Seesaw!

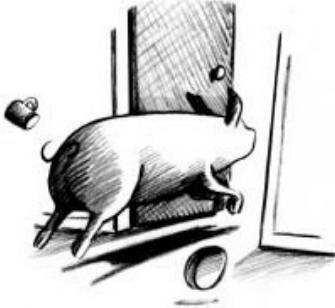
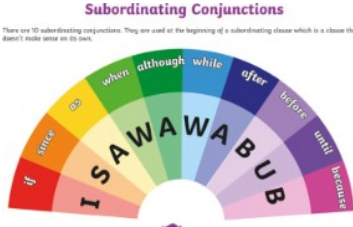



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Wednesday	Practise this weeks spellings: consider, continue, decide, describe, difference.	Read page 21 and answer the questions. (See Attachment 4)	Using your planning sheet from yesterday, write out your recount. Remember to include the features of a recount. 	Summer Term Week 3 Lesson 3 - Divide 2-digits by 1-digit. Click below for: Video Activity 	RE - We are looking at the religion Judaism. Visit this website to learn more about Judaism. What is the best way for a Jew to show commitment to God? Present your findings in a creative way of your choosing. 
Thursday	Practise this weeks spellings: consider, continue, decide, describe, difference.	Read pages 22-25 and answer the questions. (See Attachment 5) 	Look back at the recount you wrote yesterday. Go through your work and edit and improve your recount. Use the recount checklist to make sure you have included all the features.	Summer Term Week 3 Lesson 4 - Divide 3-digits by 1-digit. Click below for: Video Activity 	Art - Look back at the 'Starry Night' artwork you created. Use the evaluation sheet to evaluate your picture. (See Attachment 12) 








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Friday	Practise this weeks spellings: consider, continue, decide, describe, difference.	Read pages 25-26 and answer the questions. (See Attachment 6) 	Visit this website to learn about subordinating conjunctions. Work through the activities. See Seesaw for additional activities. 	Summer Term Week 3 - Challenge. Click below for: Activity 	PSHE - Memories - We like to remember both occasions and people that are special to us and photos, souvenirs and mementos help us to do this. Make a list of good memories you have. Using this list write a poem entitled 'Memories'.

Attachment 1 - Spelling Activities

ABC Order Write all of your spellings in alphabetical order. 	Word Parts Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <i>jumping</i>	Silly Sentences Write a silly sentence for each of your spellings. 	Rainbow Words Write your spellings with coloured pencils. Make each letter a different colour. 	Hidden Words Draw and colour a picture. Hide your spelling words inside your picture.	Backwards Words Write your spelling words forwards and then back-wards. e.g. <i>cat</i> <i>tac</i>	Vowel Spotlight Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)	Pyramid Words 'Pyramid write' your spelling words. e.g. home <i>h</i> <i>ho</i> <i>hom</i> <i>home</i>
Story Story Write a story using all of your spellings. 	Squiggly Words Write your spellings in squiggly letters.	Bubble Letters Write your spelling words in bubble writing. 	Three Times Write each spelling three times. First, in pencil. Second, in <i>crayon</i> . Third, in felt tip.	Acrostic Poem Choose one of your spellings and write an acrostic poem 	Spelling Shapes Draw one shape for each word. Then write your spellings inside each of the shapes. 	Word Search Create your own word search with your spellings. <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 U K M N 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 O 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>	Picture and A Story Draw a picture defining each word. Write a sentence about your picture using the spelling.
Riddles Write a riddle for each of your words. e.g. I am grey. I have a trunk and big ears. What am I? 	Writing Race Set a timer for 2 minutes. See how many times you can write each spelling during that time. 	Joker Write jokes containing each of your spellings. 	Scrabble 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.	Word Classes Sort your spelling words into word classes - e.g. nouns, verbs, adjectives etc.	Antonyms Find an antonym (opposite word) for each of your spellings. 	Technology Type out your spellings on the computer or tablet. 	Train Words 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>

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

Monday - Pages 17 - 18

'That's not poison,' said the girl scornfully. 'That's Ribena. It's a juice made from blackcurrants – I thought *everyone* knew that.'

George, whose parents only ever gave him cloudy, pale, home-pressed fruit juices, suddenly felt very silly for not realizing what the purple stuff was.

'Well, this isn't really your house, is it?' he continued, determined to get the better of her somehow. 'It belongs to an old man with a long beard who disappeared years ago.'

'This is my house,' said the girl, her blue eyes flashing. 'And I live here except when I'm dancing on stage.'

'Then where are your mum and dad?' demanded George.

'I don't have any parents.' The girl's pink lips stuck out in a pout. 'I'm an orphan. I was found backstage wrapped up in a tutu. I've been adopted by the ballet. That's why I'm such a talented dancer.' She sniffed loudly.

'Annie!' A man's voice rang through the house. The girl stood very still.

'Annie!' They heard the voice again, coming closer. 'Where are you, Annie?'

'Who's that?' asked George suspiciously.

'That's ... er ... that's ...' She suddenly became very interested in her ballet shoes.

'Annie, there you are!' A tall man with messy dark hair and thick, heavy-framed spectacles, set at a crooked angle on his nose, walked into the kitchen. 'What have you been up to?'

'Oh!' The girl flashed him a brilliant smile. 'I've just been giving the pig a drink of Ribena.'

A look of annoyance crossed the man's face. 'Annie,' he said patiently, 'we've talked about this. There are times to make up stories. And there are times ...' He trailed off as he caught sight of George standing in the corner and, next to him, a pig with blackcurrant stains around his snout and mouth that made him look as though he were smiling.

1. What does the word 'scornfully' mean? Use the internet or a dictionary to help you find the meaning.
2. Why do you think the word 'everyone' is in italics?
3. Do you think Annie is an orphan or do you think she is making it up? Explain your answer using evidence from the text.
4. Based on these two pages, what sort of character do you think Annie is? Explain your answer.
5. What do you think the man is thinking when he sees the pig?

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

Tuesday - Pages 18 - 20

'Ah, a pig ... In the kitchen ... I see ...' he said slowly, taking in the scene. 'Sorry, Annie, I thought you were making things up again. Well, hello.' The man crossed the room to shake hands with George. Then he sort of patted the pig rather gingerly between the ears. 'Hello ... Hi ...' He seemed unsure what to say next.

'I'm George,' said George helpfully. 'And this is my pig, Freddy.'

'Your pig,' the man echoed. He turned back to Annie, who shrugged and gave him an I-told-you-so look.

'I live next door,' George went on by way of explanation. 'But my pig escaped through a hole in the fence so I had to come and get him.'

'Of course!' The man smiled. 'I was wondering how you got into the kitchen. My name is Eric – I'm Annie's dad.' He pointed to the blonde girl.

'Annie's dad?' said George slyly, smiling at the girl. She stuck her nose up in the air and refused to meet his eye.

'We're your new neighbours,' said Eric, gesturing around the kitchen, with its peeling wallpaper, mouldy old tea bags, dripping taps and torn floor covering. 'It's a bit of a mess. We haven't been here long. That's why we haven't met before.' Eric ruffled his dark hair and frowned. 'Would you like something to drink? I gather Annie's already given your pig something.'

'I'd love some Ribena,' said George quickly.

'None left,' said Annie, shaking her head. George's face fell. It seemed very hard luck that even Freddy the pig should get to have nice drinks when he didn't.

Eric opened a few cupboards in the kitchen but they were all empty. He shrugged apologetically. 'Glass of water?' he offered, pointing to the tap.

George nodded. He wasn't in a hurry to get home for his supper. Usually when he went to play with other kids, he went back to his own mum and dad feeling depressed by how peculiar they were. But this house seemed so odd that George felt quite cheerful. Finally he had found some people who were even odder than his own family. But just as he was thinking these happy thoughts, Eric went and spoiled it for him.

1. Why did Annie refuse to 'meet George's eye'?
2. How do you think George feels that Freddy got some Ribena and didn't?
3. What word does George use to describe his mum and dad?
4. Why is George 'quite cheerful' and not in a rush to go home?
5. How do you think Eric spoils it for him?

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

Wednesday - Page 21

'It's rather dark,' he said, peering out of the window. 'Do your parents know you're here, George?' He picked up a telephone handset from the kitchen counter. 'Let's give them a call so they don't worry about you.'

'Erm ...' said George awkwardly.

'What's the number?' asked Eric, looking at him over the top of his glasses. 'Or are they easier to reach on a mobile?'

'They, er ...' George could see no way out. 'They don't have any kind of phone,' he said in a rush.

'Why not?' said Annie, her blue eyes very round at the thought of not owning even a mobile.

George squirmed a bit; both Annie and Eric were looking at him curiously so he felt he had to explain. 'They think technology is taking over the world,' he said very quickly. 'And that we should try and live without it. They think that people – because of science and its discoveries – are polluting the planet with modern inventions.'

'Really?' Eric's eyes sparkled behind his heavy glasses. 'How very interesting.' At that moment the phone in his hand burst into tinkling song.

'Can I get it can I get it? Pleasepleaseplease?' said Annie, grabbing the phone from him. 'Mum!' And with a shriek of joy and a flounce of brightly coloured costume, she shot out of the kitchen, phone clasped to her ear. 'Guess what, Mum!' Her shrill voice rang out as she pattered along the hall corridor. 'A strange boy's come round ...'

George went bright red with embarrassment.

'And he has a pig!' Annie's voice carried perfectly back to the kitchen.

Eric peered at George and gently eased the kitchen door closed with his foot.

'And he's never had Ribena!' Her fluting tones could still be heard through the shut door.

Eric turned on the tap to get George a glass of water.

'And his parents don't even have a phone!' Annie was fainter now but they could still make out each painful word.

Eric flicked on the radio and music started playing. 'So, George,' he said loudly, 'where were we?'

'I don't know,' whispered George, who could barely be heard in the din Eric had created in the kitchen to block out Annie's telephone conversation.

Eric threw him a sympathetic glance. 'Let me show you something fun,' he shouted, producing a plastic ruler from his pocket. He brandished it in front of George's nose. 'Do you know what this is?' he asked at top volume.

1. Why does Eric think he needs to call George's parents?
2. How do you think George is feeling when he explains that his mum and dad don't have a phone?
3. "'Guess what, Mum!' Her shrill voice rang out..." What does the word 'shrill' mean in this sentence?
4. Why do you think George's dad put the radio on?
5. What do you think George is thinking when Eric shows him the ruler?

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

Thursday - Pages 22 - 25

'A ruler?' said George. The answer seemed a bit too obvious.

'That's right,' cried Eric, who was now rubbing the ruler against his hair. 'Watch!' He held the ruler near the thin stream of water running from the tap. As he did so, the stream of water bent in the air and flowed at an angle rather than straight down. Eric took the ruler away from the water and it ran down normally again. He gave the ruler to George, who rubbed it in his hair and put it close to the stream of water. The same thing happened.

'Is that magic?' yelled George with sudden excitement, completely distracted from Annie's rudeness. 'Are you a wizard?'

'Nope,' said Eric, putting the ruler back in his pocket as the water ran down in a long straight line once more. He turned off the tap and switched off the radio. It was quiet now in the kitchen and Annie could no longer be heard in the distance.

'That's science, George,' said Eric, his whole face shining. 'Science. The ruler steals electric charges from your hair when you rub the ruler through it. We can't see the electric charges, but the stream of water can feel them.'

'Gosh, that's amazing,' breathed George.

'It is,' agreed Eric. 'Science is a wonderful and fascinating subject which helps us understand the world around us and all its marvels.'

'Are you a scientist?' asked George. He suddenly felt very confused.

'I am, yes,' replied Eric.

'Then how can that' – George pointed at the tap – 'be science when science is also killing the planet and everything on it? I don't understand.'

'Ah, clever boy,' said Eric with a flourish. 'You've got right to the heart of the matter. I shall answer your question, but to do so, first I need to tell you a bit about science itself. Science is a big word. It means explaining the world around us using our senses, our intelligence and our powers of observation.'

'Are you sure?' asked George doubtfully.

1. Why does George call Eric a wizard?
2. The author describes Annie as rude, do you agree with this statement? Explain your answer.
3. Explain how the experiment works.
4. Why is George confused about Science?
5. "Ah clever boy," said Eric with a flourish." What does the word 'flourish' mean in this sentence?

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

Friday - Pages 25 - 26

'Very sure,' said Eric. 'There are many different types of natural science and they have many different uses. The one I work with is all about the How and the Why. How did it all begin – the Universe, the Solar System, our planet, life on Earth? What was there before it began? Where did it all come from? And how does it all work? And why? This is physics, George, exciting, brilliant and fascinating physics.'

'But that's really interesting!' exclaimed George. Eric was talking about all the questions he pestered his parents with – the ones they could never answer. He tried asking these big questions at school but the answer he got most often was that he'd find out in his classes the following year. That wasn't really the reply he was after.

'Shall I carry on?' Eric asked him, his eyebrows raised.

George was just about to say 'Oh, yes please,' when Freddy, who had been quiet and docile up till then, seemed to pick up on his excitement. He lumbered to his trotters and, with a surprising spurt of speed, he dashed forward, ears flattened, hooves flying, towards the door.

'No-o-o-o-o!' cried Eric, throwing himself after the pig, who had barged through the kitchen door.

'Sto-o-o-op!' shouted George, rushing into the next room behind them.

'Oink oink oink oink oink oink!' squealed Freddy, who was obviously enjoying his day out enormously.

1. What part of Science does Eric work in?
2. What word does George use to describe what he thinks of physics?
3. What do you think Freddy will do next?
4. Summarise what happened in Chapter 2.
5. Predict what you think will happen in Chapter 3.



Attachment 7 - Writing - A disastrous day recount

The day started when I woke from a dream with a sudden jolt in my warm, comfy bed. I glanced at the clock; it read Saturday 6th June 2020, 6.42 AM. "Why can't I sleep?" I thought to myself, tossing over crossly onto my tummy. As I listened to the birds chirping outside, I realised the rest of the house must be sleeping soundly still. Abruptly, my door burst open on its hinges, the light from the landing flooded my bedroom and a familiar, excited voice shrieked "Wake up! Today is the day!" How could I possibly forget? We were going to the beach!

After a quick breakfast at 7.30 AM (just a coffee for Dad) my sister, Laura, and I dashed enthusiastically around the house, grabbing everything we needed: sunhats, swimming costumes, spades and sandwiches for our lunch. Dad carefully packed our picnic in the large, rectangular cool box whilst Mum programmed the Satnav for Bridlington. I felt a rush of excitement flow through my body as we got our things ready by the front door. However, in our hurry to get out of the house, nobody noticed that the car keys were left sitting quietly on the kitchen table...

At 9.30 AM, after half an hour of waiting for Grandma to hobble around with a spare key, we finally set off towards Bridlington. My sister cheered as we pulled away from the drive, and instantly burst into a round of 'are we nearly there yet?' (which was a little bit annoying but I didn't mind). I was eager to get there as quickly as possible, yet I still drifted off into a gentle sleep. The car lurched forwards and woke me from my snooze. It whined loudly then became still. We had broken down!

Over two hours later, we were still stranded at the side of the road. I was getting grumpier by the minute and my stomach started to rumble. Everybody was feeling a bit fed up as we waited for our car to be fixed. Dad had a brilliant idea and suggested we eat our picnic at the side of the road. He rummaged in the boot for the cool box, throwing aside beach balls and towels. Elated, he extracted it from behind a bat and ball set, but the lid was nowhere to be seen. Gingerly, we peered inside the lidless container: crushed, crumbling sandwiches smothered bruised, battered bananas; sweet, strawberry yoghurt was spattered up the sides; and rancid rice pudding dripped off dented doughnuts (my favourites). A bottle of lemonade rolled out from under a towel and landed on the floor beside my sister's feet. Without thinking, she scooped it up and carelessly undid the lid. A tidal wave of sticky, fizzy fluid spurted out the top and covered me, head to toe. Mum gasped and Laura let out the tiniest giggle. No picnic for us.

Next came the rain. Heavy, thunderous rain from black, stormy clouds above our heads. It hammered down onto us as we stood freezing in our shorts (I was still covered in lemonade at this point). We nearly gave up all hope of rescue when orange, flashing lights appeared in the distance across the murky horizon. After hours of waiting, we eventually piled onto the rescue truck's seats and headed miserably for home.

Later that evening, we arrived back at our house. Mum slowly turned the key in the lock and we traipsed through the door. To my surprise, there lay a huge pile of glistening doughnuts waiting for us on the kitchen table! Maybe this wasn't the WORST day after all, even if we never made it to the beach.

Today was definitely one of the most disastrous journeys I've ever been on, particularly when I got covered in sticky lemonade. Although, the best part of the day was finding the delicious doughnuts when I got home!

Attachment 8 - Writing - Recount Checklist

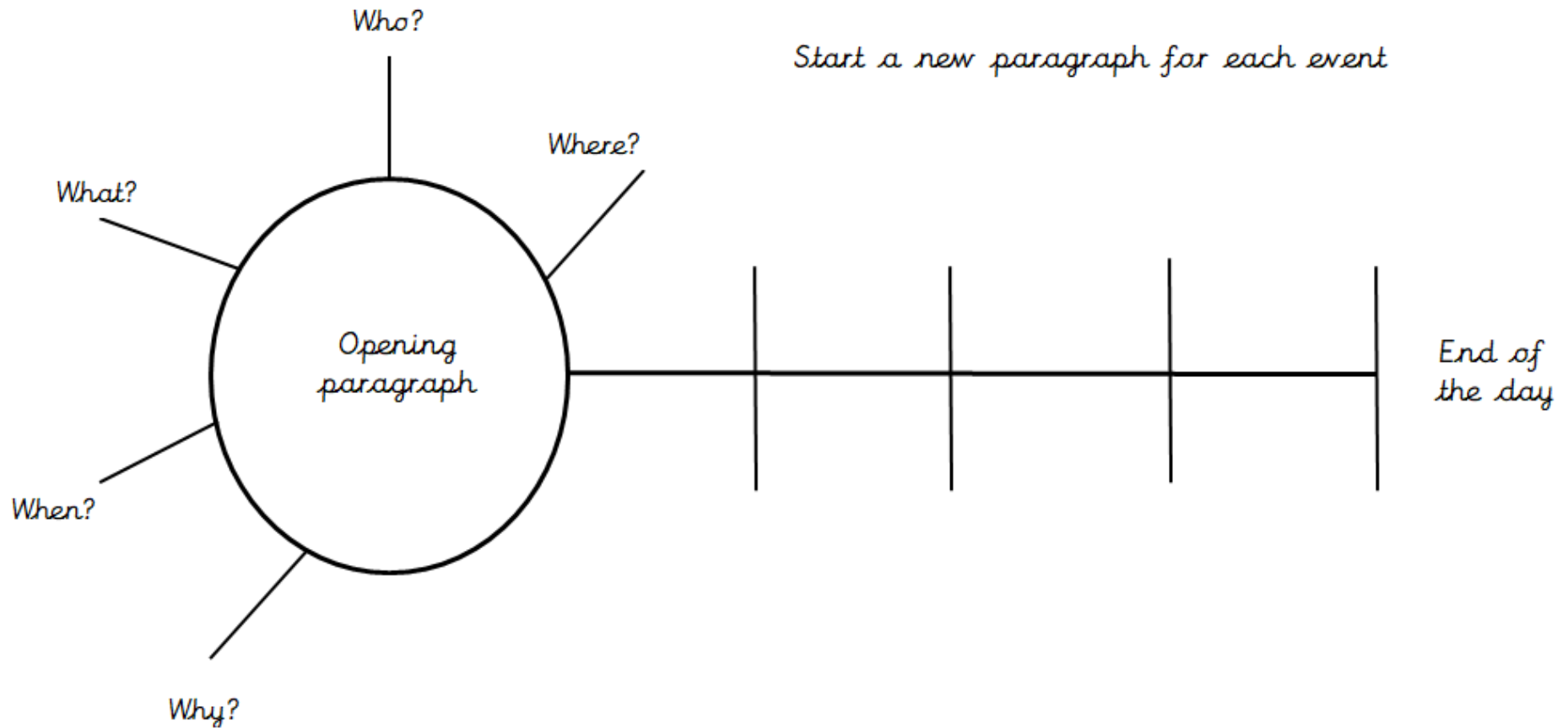
Events are described in chronological (time) order.
Personal thoughts/reactions are included.
Paragraphing is used.
Final comments may express a personal opinion.
Recounts are written in the past tense.
Time adverbials are used: next, later, when, then, after, before, first, once, at the same time, as soon as, late on Friday.
Events are described using: verbs (action words), adverbs (which describe or add more detail to verbs).
Descriptive details are chosen to add interest or humour.
Personal pronouns (I, we) are used.
Expanded noun phrases
Figurative language (alliteration, onomatopoeia, simile, metaphor, personification) may be used.

Attachment 9 - Writing - Planning Sheet

Imagine you have landed on a planet. Describe what you saw when the space hatch opened...

You climbed into your space buggy and set off to explore. What sort of landscapes did you see?

Use the planning sheet to help you plan out your recount.



Attachment 10 - Science - The Water Cycle

Draw a comic strip to show Walter the water drop's journey through the water cycle. Write what is happening underneath each picture. Don't forget to include the scientific words we have learnt!

Collection (Run off)	Evaporation	Condensation	Precipitation
In the sea, there was a small water droplet named Walter. _____ _____ _____ _____	Next _____ _____ _____ _____ _____	Then _____ _____ _____ _____ _____	Finally _____ _____ _____ _____ _____

Challenge

What happens next? _____

How old is Walter the water droplet? _____

Attachment II - Geography - Human and Physical Features

Sort the following into human or physical.

Factory	Beach	Hills	Farm	Seasons	Office	Ocean
City	Port	Village	House	Soil	Weather	Forest
Town	Valley	Cliff	Shop	Mountain	Coastline	Harbour

Add in any of your own that you can think of.

Human	Physical

1. What is a physical feature? _____

2. What is a human feature? _____

Attachment 12 - Art - Evaluation

Describe what you have created.



What materials did you use?

What techniques did you use?

What do you like about your work?

How could you improve your work if you did it again?

How is your work similar to the work of Vincent Van Gogh?
