Year 4 Home Learning Week beginning: 22nd June Quiz on: 26th June 2020

Good morning,

First of all I would like to say a BIG Thank You for all your help and support with home learning during this difficult time. I just want to remind you that the home learning we offer is designed to ensure that your child has access to the same curriculum that is going on in school. I understand that there may be too many lessons for you to complete each week with your child and this situation may be made even more challenging if you are trying to home school and work from home, or if you have more than one child.

I just want to reassure you it does not matter if you are unable to cover all the lessons offered and would advise you to choose the Mathematics and English lessons first. If you require further support or guidance then please contact the Home Learning Team via email (HLteam@oldfletton.peterborough.sch.uk) and they will respond in the most appropriate way in order to answer your query. Take care and keep safe.

Mr Dickson

Subject	Key Learning	Resources and Links	Suggested Activities	Parents' Role
Reading	AR Reading Lesson 1: Choose books that are similar level to your school reading level. (Oxford Owl) and read for 20 minutes per day. Newspapers - this block, our main focus is newspapers. Read the latest addition of the FirstNews.	Web Link a and b - A website with free online books. (a) https://home.oxfordowl.co.uk/books/free-ebooks/ (b) https://readon.myon.co.uk/ Web Link c - The accelerated reader website, this is where your child can access quizzes on the texts that they have read. (c) https://ukhosted21.renlearn.co.uk/2233504/ default.aspx Reading Resource 1 - FirstNews latest addition.	 Begin by selecting a book that is a similar level to your school reading level. There are numerous websites with a wide range of age appropriate free books (a and b). The accelerated reader website (c) is where your child can access quizzes on the texts they have read. Review: Reading your AR book. What is your favourite character and why? Tell an adult. As you read aloud, think aloud - use thought bubbles to annotate the text or make notes on separate paper. 	• Please ensure that your child has access to texts and that they read for 20 mins per day.

Reading (continued)	Lesson 1: Vocabulary	Web Link d - Video 'Comprehension & Reading Strategies' (d) https://www.youtube.com/watch?v=CyK01USxdg0 Reading Resource 1 - FirstNews latest addition.	 Review: What is vocabulary? Can you explain to an adult in less than 8 words? Read FirstNews latest addition. What word types can you find? Watch the video 'Comprehension & Reading Strategies' (d). This will give you the different methods with examples of how to find the meaning of unfamiliar words. Practice by using the methods to find unfamiliar words in FirstNews (reading resource 1). 	• Ask what they have read and have a discussion with them about it.
	Lesson 2: 'Breakdown' and 'fix it'	Web Link e - A link on the school website for the reading strategies booklet. (e) http://www.oldfletton.org.uk/page/? title=Whole+Class+Reading&pid=132 Web Link f - This BBC webpage 'How to understand unfamiliar vocabulary' includes a video and quiz. (f) https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zksrxyc Reading Resource 1 - Article 'US protests spread worldwide. America burns with rage.' Page 2. FirstNews latest addition.	 Review: Can you find 5 adjectives in the FirstNews latest addition (reading resources 1). Today we are going to focus on 'Breakdown; and 'Fix them'. Look at the 'reading strategies booklet' (e) for more information. Go through the BBC webpage 'How to understand unfamiliar vocabulary' (f) including watching the video and doing the online quiz at the bottom of the page. Read aloud the article 'US protests spread worldwide. America burns with rage.' Page 2 (reading resource 1), what words or phrases are you unfamiliar with? Underline 3 words or phrases and try to fix them. Remember. Read the word aloud twice, then read it in the context of the sentence, work out the word class, then find the root word and swap it for a synonym before checking it makes sense. 	

Writing	Lesson 1: Present progressive tense	Resource 2 - Present and Past tense verb word mat sheet Web Link a - A link to the Grammar Monster information page with video and examples. (a) https://www.grammar-monster.com/glossary/present_progressive_tense.htm Resource 3 - Present Progressive worksheet	 Review: How many present tense verbs can you think of in 3 minutes? Create a spider diagram. This week, we are going to first focus on present progressive tense. Look at the 'present and past tense verbs word mat' (resource 2). Did you forget any words? Go through the Grammar Monster (web link a) 'What is the present progressive tense?' Watch the video summary at the top of the page. Finally, complete the present progressive worksheet (resource 3). 	 Please ensure that your child has access to video and worksheets. Do not worry about printing any worksheets
	Lesson 2: Adverbs - what are they?	Web Link b - This BBC page includes information on adverbs, a video 'how to use adverbs', plus a quiz. (b) https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr Resource 4 - Identifying adverbs worksheet Resource 5 - Astonishing Apple Discovery news report - identifying adjectives	 Review: Can you think of 5 words to describe how an animal moves? These words - adverbs - are our focus today Begin by going through the BBC webpage 'What is an adverb?' (b). Watch the video on 'how to use adverbs' at the top of the BBC page and then complete the adverb quiz at the bottom of the BBC page. Then, complete the worksheet 'identifying adverbs' (resources 4) worksheet. Finally, read the newspaper report 'Astonishing Apple Discovery news report' (resource 5). Can you circle all the adverbs in this news report? 	they can note down the answers on scrap paper or just flick to answers to check they are correct.
	Lesson 3: Using adverbs	Web Link c - This page gives you a list of suitable and ambitious adverbs. (c) https://www.mobap.edu/wp-content/uploads/2013/01/list_of_adverbs.pdf Resource 6 - How to write a newspaper report.	 Review: Explain what an adverb is, using 5 words or less. Begin by looking at the list of ambitious adverbs (c). Then, write 5 sentences, including ambitious adverbs, about an activity you have completed at home. You could make it up or it could be based on an experience you have had at home such as playing in the garden, going on a bike ride or playing. Now, can you turn these 5 sentences into a short newspaper report? Look through the 'How to write a newspaper report' document (resource 6) for help. Can you come up with an exciting headline for your story!? 	

Spelling	Lesson 1 • Grammar, medicine, natural, occasion, natural cultural	None	 Review: Can you remember the words from last week? Test yourself. How many did you get right? Over the course of the week complete quizzing - repeated 'mini tests' over the week to gauge understanding. When first learning each word, complete Look - Say - Cover - Write - Check Following initial spellings, use a dictionary (online or paper) to find the meanings of the words. After this, practise using the words in sentences so you learn and consolidate the meaning. You could also play a range of word games such as Hangman. 	Regular quizzing
Science (Linked to Block 4) Topic: Electricity	Lesson 1: What are insulators and conductors?	Web Link a - A link to the 'electricity' science knowledge organiser. (a) https://www.oldfletton.org.uk/page/? title=Year+4&pid=75 Web Link b - a BBC video on 'what is electricity?' (b) https://www.bbc.co.uk/bitesize/topics/z2882hv/articles/zcwnv9q Web Link c - a BBC page on 'what are conductors and insulators?' (c) https://www.bbc.co.uk/bitesize/topics/z2882hv/articles/zxv482p Web Link d - Worksheet 'sorting the objects into conductors and insulators' (d) https://www.tes.com/teaching-resource/sort-the-objects-into-conductors-or-insulators-6101013	 Recap your understand by looking at the electricity knowledge organiser (a) Review: Can you find 5 things around the house that use batteries and 5 things that use electricity to power them? Watch the BBC video "what is electricity?' (a). Can you find anything else that is powered by electricity? Go through the BBC page 'What are conductors and insulators?' (b) Watch the video at the top of the page and then read the information on conductors followed by insulators. Create a poster or leaflet on what are conductors and insulators? You may want to use 'sorting the objects into conductors and insulators' worksheet (d) and your electricity knowledge organiser (a) to help. 	Please ensure that your child has access to the resources and ask them to share their poster or leaflet with you. Ask you child questions throughout the week - why are the plugs plastic? Why are the saucepans made of metal? Why are wires covered in rubber?

Maths	Lesson 1: Time - What is it and how to convert between seconds, minutes and hours.	Resource 7 - Telling the time powerpoint Web Link a - This video 'converting units of time' shows how to convert measures of time. (a) https://www.turtlediary.com/video/converting-units-of-time.html Web Link b - This website has downloadable sheets with converting units of time questions - view worksheets 'days and hours', hours and minutes', minutes and seconds' and mixed units. (b) https://easyteaching.net/maths-resources/time-worksheets/converting-units-time/	 Review: How many items in your house display the time? Do you have an analogue clock? What time is it? First, go through the 'telling the time' (resource 7) powerpoint. Throughout the week, have a go at telling the time on an analogue clock. Refer back to the 'telling time' powerpoint if you need help. Then watch the video 'converting units of time' (a). This will recap your understand of different measures of time and how to convert from one unit to another. Finally, practice your conversion knowledge by downloading the 'converting unit of time' (b) worksheets. You don't have to complete them all but aim for 5 questions from each sheet. 	 Please ensure that your child has access to video and worksheets. Do not worry about printing any worksheets they can note down the answers on scrap paper or just flick to answers to check they
	Lesson 2: Converting between digital and analogue times.	Resource 8 - 24 hour time powerpoint Resource 9 - Read, write and convert time between analogue and digital clocks. Resource 10 - Digital and analogue clock worksheet Resource 11 - Converting time worksheet	 Review: Do you have an analogue clock (if you don't then find some examples online)? Read the clock. First, look at '24 hour time powerpoint' (resource 8) and 'read, write ad convert time between analogue and digital clock' (resource 9). This will give you a good understanding on how to read and convert between the two formats, Complete the 'digital and analogue clock (resource 10) worksheet. Finally, practise your conversion skills by completing the worksheet 'converting time' (resource 11). 	are correct. Ask your child - what is the time? Throughout the week at different times both AM and PM, and using analogue and digital clocks.

Maths (continued)	Lesson 3: Converting time worded questions.	Web Link c - This is a video 'to plan and develop strategies to solve time problems' (c) https://classroom.thenational.academy/lessons/measures-time-marathon-training/activities/2 Web Link d - measuring time word problems with hints and tips (d) https://www.khanacademy.org/math/4th-engage-ny/engage-4th-module-7/4th-module-7-topic-a/e/measuring-time-word-problems Web Link e - 'Solving problems involving converting between units of time' page with a range of different question types. (e) https://garyhall.org.uk/maths-objectives/184/solve-problems-involving-converting-between-units-of-time	 Recap: What time do you go to bed in the week and at the weekend? What time do you wake up in the week and at the weekend? Can you write it in both digital and analogue format? Watch the video 'to plan and develop strategies to solve time problems' (c). Complete the taught activities. Then complete the online 'measuring time worded problems' (d) - watch the videos or view the hints if you get stuck. Finally, view the 'solve problems involving converting between units of time' (e) page. Play the race against time game at the top of the page and then complete some conversion related questions. You don't have to complete them all but aim to answer at least 5 different question types. 	
RE (Linked to block 4) BIG QUESTION: Why we celebrate certain milestones in our lives?	Lesson 4: Milestones in my life.	Web Link a - A link for the RE 'Why we celebrate certain milestones in our lives? Block 4 knowledge organiser. (a) https://www.oldfletton.org.uk/page/? title=Year+4&pid=75 Resource 12 - Milestones in your life	 First, remind yourself of the key knowledge facts of the RE topic. (a). Review: Can you name one difference between a Christian and a Humanist wedding? Today, we are going to look at milestones in your life. A milestone could be your birth, starting to walk or talk, baptism or christening, starting school, a birth of a sibling, new pet, new house, marriage of a friend or family and joining a group or club. Start by talking to your family members and sharing photographs. Do you still have that important teddy or toy? Do you remember when you first started school? How did you feel? Then, complete the milestones in your life worksheet (resource 12). 	 To talk to your child about milestones they might not remember - when they got their first tooth or said their first word. Share photos or show them items that are important such as their first teddy or an important outfit.

Theme: Computer (Linked to Block 4) Topic: E-Safety	Lesson 2: We have choices and responsibilities when online.	Resource 13 - Powerpoint with information on 'using the internet responsibly'. Web Link a - Information on how to stay safe while online (a) http://www.safetynetkids.org.uk/personal-safety/online-safety/ Resource 14 - internet scenario cards for discussion.	* First look through the powerpoint 'using the internet responsibly' (resource 13). This will give you information on how to use the internet. * Then go through the webpage 'online safety (a). This has top tips for staying safe online, on the phone and what to do if you're being bullied online. * Finally, go through the internet scenario cards (resource 14). Discuss with your family what you would do in each situation and why.	 Talk about personal experiences of internet safety. Check internet safety settings on the families phones, computers and tablets. Discuss any issues they or you might have come across when online.
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