Year 4 Home Learning Week beginning: 6th July Quiz on: 10th July 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.	Web Link a and b - A website with free online books.  (a) https://home.oxfordowl.co.uk/books/free-ebooks/  (b) https://www.storylineonline.net  (c) Web Link c - The Accelerated Reader website, this is where your child can access quizzes on the texts that they have read. https://ukhosted21.renlearn.co.uk/2233504/default.aspx	<ul> <li>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).</li> <li>As you read, try and get a picture in your mind. This helps you to really get a good idea of what is happening in the text.</li> <li>Why not sketch or draw your visualisation as you read aloud?</li> <li>Review: Predict what you think will happen next in the text. Read on. Were you right?</li> </ul>	<ul> <li>Please ensure that your child has access to texts and that they read for 20 mins per day.</li> <li>Encourage them to complete an AR quiz.</li> </ul>

Reading (continued)	Lesson 1: Summarising skills	Web Link d - A link on the school website for the reading strategies booklet.  (d) <a href="https://www.oldfletton.org.uk/page/?">https://www.oldfletton.org.uk/page/?</a> title=Whole+Class+Reading&pid=132  Web Link e -Video on how to complete 'the simple summary'  (e) <a href="https://www.youtube.com/watch?v=V-ki6TP4EYs">https://www.youtube.com/watch?v=V-ki6TP4EYs</a> Web Link f - newspaper article 'UK getting wind power go ahead'.  (f) <a href="http://news.bbc.co.uk/cbbcnews/hi/sci_tech/newsid_3063000/3063681.stm">http://news.bbc.co.uk/cbbcnews/hi/sci_tech/newsid_3063000/3063681.stm</a> Web Link g - 'Summarising' webpage with answers <a href="http://news.bbc.co.uk/cbbcnews/hi/teachers/literacy_7_11/text/newsid_1694000/1694088.stm">http://news.bbc.co.uk/cbbcnews/hi/teachers/literacy_7_11/text/newsid_1694000/1694088.stm</a>	<ul> <li>Review: What does VIP (reading strategy) mean? (clue - it's not a celebrity)</li> <li>Watch the video "the simple summary' pausing at 2.31 seconds. This will give you the success steps to summarise a newspaper article.</li> <li>Read the newspaper article 'UK getting wind power go ahead' (f). Identify the who, what, where, when, why and how of the article.</li> <li>Did you identify all the very important parts? Check by looking at the 'summarising' website (g)- middle of the page - where you can see the 5 VIPs identified.</li> <li>Finish watching the 'simple summary' (e) video to discover the next steps.</li> </ul>	<ul> <li>Ask what they have read and have a discussion with them about it.</li> <li>When reading recipes, newspapers, magazines, ask your child to summarise what they have read.</li> </ul>
	Lesson 2: Finding VIPs and Build the gist strategies	Web Link d - A link on the school website for the reading strategies booklet.  (d) http://www.oldfletton.org.uk/page/? title=Whole+Class+Reading&pid=132 Resource 1 - Graphic organiser examples	<ul> <li>Review: Can you remember 'who' and what from the previous news article?</li> <li>Today we are going to focus on 'Find VIPs' and 'Build the Gist' (d).</li> <li>First, re-read the news article (f) and your summary VIPs - who, what, where, when, how and why.</li> <li>Now we have identified the VIPs we are going to 'Build the Gist' for the article 'UK getting wind power go ahead) (f). Recap your understanding of 'Build the Gist' (d).</li> <li>You are going to complete your own graphic organiser for the new article using the VIP information and help with from 'reading strategies booklet' (d). Different examples of graphic organisers (resource 1) have been include. Select the organiser you think best suits the news article.</li> <li>Remember, keep it short and only include the</li> </ul>	nave reaa.

VIPs.

Writing	Lesson 1: Simple Past Tense	Web Link a - A link to the Grammar Monster information page with video and examples.  (a) https://www.grammar-monster.com/glossary/     simple_past_tense.htm  Web Link b - Simple past tense worksheet  (b) https://first-english.org/english_learning/english_tenses/     simple_past_worksheets/     simple_past_05_regular_verbs_worksheet.pdf  Web Link c - Simple past tense worksheet answers  (c) https://first-english.org/english_learning/english_tenses/     simple_past_worksheets/     simple_past_worksheets/     simple_past_05_regular_verbs_worksheet_answers.pdf	<ul> <li>Review: Read your reading book - Can you find any examples of past tense? How many past tense verbs can you find?</li> <li>This week, we are going to first focus on simple past tense. Look through the grammar monster page (a) looking at the simple past tense video and examples of sentences using it.</li> <li>Then complete the 'simple past tense worksheet' (b) and then check your answers (c).</li> </ul>	<ul> <li>Please ensure that your child has access to video and worksheets.</li> <li>Do not worry about printing any worksheets they can note down the answers on</li> </ul>
	Lesson 2: Fronted Adverbials	Web Link d - This BBC webpage 'what is a fronted adverbial?' explains what adverbials are, how to use them and a quiz.  (d) https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3  Web Link e - This video 'how they use adverbials in sports report' will give you an understanding of its use in reporting sporting events.  (e) https://www.bbc.co.uk/teach/class-clips-video/english-ks2-ks3-verbs-adverts-and-fronted-adverbials-in-sports-journalism/zkpqxyc  Web Link f - 'Fronted adverbial starters random wheel' game  (f) https://wordwall.net/resource/49198/english/fronted-adverbial-starters-random-wheel	<ul> <li>Review: Write down everything you know about fronted adverbials.</li> <li>Go through the BBC webpage 'what is a fronted adverbials?' (d). Were you right? Watch the video and read the information to recap your understanding of fronted adverbials. Complete the online quiz at the bottom of the page (d)</li> <li>Watch the 'how they use adverbials in sports reports' (e) to give you an understanding of how fronted adverbial can be used to great effect.</li> <li>Play the 'fronted adverbial starters random wheel' (f) game. Can you write a sentence that links to your selected fronted adverbial?</li> <li>Review: Can you name 3 different fronted</li> </ul>	scrap paper  During the week, use fronted adverbials in conversations with your child for example start sentences with fronted adverbials such as, 'After the weekend,' / 'Outside,' or 'As quick as a
	Lesson 3: Using adverbials	Resource 2 - Fronted adverbial word mat  Resource 3 -Adding fronted adverbials to the newspaper article 'UK getting wind power go ahead'.	<ul> <li>adverbials?</li> <li>We are now going to practise adding fronted adverbials to create exciting openers in a newspaper report. Using the fronted adverbial word map (resources 2) add fronted adverbials to our newspaper report 'UK getting wind power go ahead' (resource 3). Make sure you select a fronted adverbial that best fits the sentence.</li> <li>Extension. Add your own fronted adverbial sentences into the article.</li> </ul>	flash'. Then ask your child to identify them. Set a daily challenge - who can use the most fronted adverbials in a day!

Spelling	Lesson 2  • newspaper, possible, special, weight, historical, parallel.	Web Link a - online spelling games and tests  (a) https://www.spellingtraining.com	<ul> <li>Review: Do a spelling test of all the words covered so far. How many did you get right?</li> <li>Over the course of the week complete quizzing - repeated 'mini tests' over the week to gauge understanding.</li> <li>When first learning each word, complete Look - Say - Cover - Write - Check</li> <li>Following initial spellings, use a dictionary (online or paper) to find the meanings of the words.</li> <li>After this, practise using the words in sentences so you learn and consolidate the meaning.</li> <li>You could also play a range of word games such as Hangman and word shark (a).</li> </ul>	<ul> <li>Throughout the week ask your child to spell the words.</li> <li>Play spelling word games with your child.</li> <li>Display spellings around the room.</li> </ul>
Science (Linked to Block 4)  Topic: Electricity	Lesson 2: To understand that a switch opens and closes a circuit.	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 - Online 'circuit construction kit:DC' (click on intro to enter the online circuit building site)  (b) https://phet.colorado.edu/sims/html/circuit-construction-kit-dc/latest/circuit-construction-kit-dc_en.html  Web Link c - BBC video 'How can you change a circuit'  (c) https://www.bbc.co.uk/bitesize/topics/zq99q6f/articles/zt8vg82  Resource 4- Testing switches: circuit with two bulbs, batteries and switches.  Resource 5 - How to increase the voltage (power) of the battery.	<ul> <li>Review: What did Dexter Duck discover should never mix?</li> <li>Recap your electricity knowledge by viewing the knowledge organiser (a).</li> <li>Today we are going to learn about creating circuits with switches.</li> <li>Remember, you should never play with electricity or circuits at home.</li> <li>First, can you create a circuit online that works? (b) Can you create one with 2 bulbs? Can you create one with a switch and 1 bulb?</li> <li>Watch the video 'how can you change a circuit?' (c) This will explain how switches work.</li> <li>Now online create a circuit with a bulb and a switch. What happens when the switch is on or off?</li> <li>Recreate the circuits with two bulbs, batteries and switches (resource 4) What happens when the switches are on and off? What happens when you only turn one switch on? What happens if you click on the battery and increase the voltage? (resource 5).</li> </ul>	<ul> <li>Talk about electrical safety.         Remind them of Dexter Duck. Never play with electrics at home.</li> <li>Ask them questions throughout the week:         How does this turn on and off? Why do we have light switches?         What would happen if we couldn't turn this on and off.</li> </ul>

Maths	Lesson 1: Describe positions on a 2D grid as coordinates.  Lesson 2: Describe movements between positions as translations of a given unit to the left/right and up/down.	Web Link a - Oak academy video 'Position and direction: to describe positions on a 2D grid as coordinates' video.  (a) https://classroom.thenational.academy/lessons/to-describe-positions-on-a-2-d-grid-as-coordinates/activities/2  Web Link b - 'Coordinates alien attack' online game  (b) https://mathsframe.co.uk/en/resources/resource/469/Coordinates-Alien-Attack  Resource 6 - Pirate map coordinates worksheet	<ul> <li>Review: Write down everything you know about coordinates.</li> <li>Today we are going to be focusing on describing and plotting coordinates.</li> <li>Start by watching the video 'Position and direction: to describe positions on a 2D grid as coordinates' (a), This will give you a good understanding on coordinates and how to read them.</li> <li>Now, play the 'Coordinates alien attack' (b) game – select first quadrant and get playing. This will help you practise your coordinates skills by recording the points of each alien.</li> <li>Finally, complete pirate map coordinates worksheet (resource 6).</li> </ul>	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 • You could draw your own 2D grid with chalk in the garden or on paper and ask your child
		Web Link c - Oak academy video 'Position and direction: translation. To describe movements between positions as translation of a given unit left/right or up/down'  (c) https://classroom.thenational.academy/lessons/to-describe-movements-between-positions-as-translations-of-a-given-unit-/activities/2  Resource 7 - space coordinate translation worksheet	<ul> <li>Review: Why might we use coordinates?</li> <li>We are going to build upon out plotting skills and focus on the movement of shapes. Start by watching the 'Position and direction: translation. To describe movements between positions as translation of a given unit left/right or up/down' (c). This will give you a good understanding of how to describe translations.</li> <li>Now, complete the space coordinate translation worksheet (resource 7). This will help you to understand how to record the new coordinate.</li> </ul>	

Maths (continued)	Lesson 3: Plot points and draw sides to complete a given polygon.	Web Link e -Oak academy video 'Position and direction: To plot specified points and draw sides to complete a given triangle'.  (e) https://classroom.thenational.academy/lessons/to-plot-specified-points-and-draw-sides-to-complete-a-given-triangle/activities/2  Web Link f - Online activity 'plot points to draw a polygon' (f) https://uk.ixl.com/math/year-4/plot-points-to-draw-a-polygon  Resource 8 - shape coordinate plotting worksheet  EXT: Resource 9 - picture coordinates challenge sheet	<ul> <li>Review: What is a polygon? (see point 3 for the answer)</li> <li>Now we are going to put all your coordinate and movement of points skills together to plot points to create polygons.</li> <li>First, watch the 'Position and direction: To plot specified points and draw sides to complete a given triangle' (e) video.</li> <li>Then, complete the online activity ' plot points to draw a polygon' (f). This will recap your reading coordinates skill and then build upon this to plot points to create polygons (2D shape formed with at least 3 straight lines).</li> <li>Finally complete the shape coordinates plotting sheet (resource 8).</li> <li>EXT: if you want an extra challenge have a go at the picture coordinates challenge sheet (resource 9).</li> </ul>	
French (Linked to block 4)  Topic: TLM L1 M4	Lesson 2: To recognise & use key language for family and activities.	Web Link a - Website 'family members in French'. This site gives the correct pronunciation of family members in French.  (a) https://www.french-games.net/frenchvocabulary? topic=Family%20-%20members&level=primary  Web Link b - Website explaining 'French vocabulary: Hobbies, sports, and games'.  (b) https://www.thoughtco.com/french-vocabulary-lesson-hobbies-sports-games-4079594	<ul> <li>Review: What are the French words for brother and mum?</li> <li>Recap your understanding and knowledge of family members in French by going through the website 'family members in French' (a). Can you remember any of the words?</li> <li>Today we are going to be looking at activities. Look at the website 'French vocabulary: Hobbies, sports, and games' (b) and listen to the correct pronunciation of the different activities.</li> <li>Can you now say a family member and then their favourite activity? Check back at the websites (a and b) to help.</li> </ul>	When doing activities throughout the week, test your child by asking them to pronounce the word in French.     Ask them to do an activity in French.

Theme: Computing (Linked to Block 4)  Topic: E- Safety	Lesson 3: How to stay safe when opening emails and web links.	Web Link a -video 'chapter 2: whats reliable'  (a) https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter2  Web Link b - Online safety quiz  (b) https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/are-you-smart-online-quiz  Web Link c - 'Online information and videos on e safety'  (c) https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/	* First watch the video 'chapter 2: whats reliable' (a). This will give you a good understanding of e-safety and the reliability of information online.  * Then complete the 'online safety quiz' (b). This will help reinforce all your e-safety knowledge.  * Finally, create a e-safety poster telling children how to stay safe online. The website (c) has lots of safe information and videos for you to use.	• Talk about personal experiences of unreliable information, for example when you looked a information on a holiday destination or saw a bad restaurant review for your favourite place.
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