



Hatherleigh Community Primary School


Home learning Week beginning 8th February 2021


Hello Oaks,

Live Guided Reading sessions will be taking place on Wednesday morning, please make sure your child has completed the questions before this session.

I will open the meeting 5 minutes before, so all you need to do is click the Meet Link on our Google Classroom.

Oaks 202021

Class code `cwq3m4j` 

Meet link <https://meet.google.com/cep3qdykdg> 

Please don't forget to upload your work to Dojo or the Yearfour@ email.

I hope you have a brilliant week!

Mrs Baker

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| Year 4 | English | Maths | Science & the wider curriculum |
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| <p>Monday</p> | <p>Reading - Read for 15 minutes per day either with an adult or sibling, or by yourself.</p> <p>English - The Firework-Maker's Daughter by Philip Pullman</p> <p>I would like you to reread chapter 3 and then read chapter 4. We will be focusing on the Water Goddess so read that part of the story carefully.</p> <p>https://www.youtube.com/watch?v=C8w9JjVVdo4 - chapter 3</p> <p>https://www.youtube.com/watch?v=InUL8L10mdY - chapter 4</p> <p>If you wish to read the chapters yourself, you will find the pictures on Google Classroom.</p> <p><u>Task 1 (all children)</u></p> <p>Can you find and copy a description of the Water Goddess's voice. Then explain why you think it sounds like that. (I expect full sentences with a clear reason to back up your answer)</p> <p>Spelling - Pick 5 words to practise today. I have given you a spelling list of the words you should know by the end of Year 4.</p> <p>-Pyramid words -Rainbow letters -Word scribble</p> | <p>This week we are starting a new unit all about area.</p> <p>https://vimeo.com/499229510 - what is area?</p> <p>* watch the video and have a go at questions 1-3</p> <p>**/** watch the video and have a go at as many questions as you can.</p> | <p>PE - Joe Wick will be continuing to do live sessions on Monday, Wednesday and Friday mornings at 9am. If you fancy trying something new, have a look at the link below.</p> <p>Craig and Mr Mercy have been busy creating a collection of videos and challenges to help you keep active. You can find these on our class page on the school website.</p> <p>French - Birthdays and ages</p> <p>You'll find the activity sheet set by Madam Wilkinson on the website.</p> <p>PSHE/Wellbeing - How can you be kind to yourself? After Mental Health Week, we sometimes forget to look after ourselves. Have a go at filling in the empty hearts, you don't have to print it off. You could create your own.</p> |
| | <p>English</p> | <p>Maths</p> | <p>Science & the wider curriculum</p> |

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| <p>Tuesday</p> | <p>Guided Reading Complete your star questions for your live Guided Reading session tomorrow. You'll find all three of the star texts on the website. (Please don't forget the answers are on the final page!)</p> <p>English - Warm up (optional) - listen to this piece of music and draw/jot down images that are conjured up in your head. Could they link to our story? https://www.youtube.com/watch?v=Qbx5i4A_XMc</p> <p>Chapter 5 - https://www.youtube.com/watch?v=XO5WFXlpVIO Pictures of the chapter will be on Google Classroom</p> <p>Task 1 - complete these questions What does the word 'swarmed' on page 68 tell you about the way that the fire-imps move?</p> <p>Find the following words on pages 67 and 69. Read them in the context of the sentence. What do they mean?</p> <ul style="list-style-type: none"> • cavern • toiled <p>On page 73, we are introduced to the ghosts. Predict who you think these are</p> | <p>https://vimeo.com/500381471 - counting squares</p> <p>* watch the video and have a go at the questions 1-3 ** watch the video and completes questions 1-5 *** watch the video and complete all the questions</p> | <p>Safer Internet Day - Today is Safer Internet Day! We have already touched this subject a few weeks ago so you should already know lots about how to stay safe online. Firstly, I would like you to have a look at the powerpoint which is on our class page on the school website. Discussing each slide with an adult is possible. Then you have two activities;</p> <p>Safer Internet Day: Public or Private?</p> <p>Digital Footprint - watch this video clip https://www.bbc.com/ownit/its-personal/what-is-your-digital-footprint then have a go at creating your own digital footprint</p> <p>You'll find both of these activities on the website. If you'd like to find out more about Internet Safety watch the live lesson on BBC Teach which will be available from 11am on 9th February. https://www.bbc.co.uk/teach/live-lessons/safer-internet-day-live-lesson/zdh2wnb</p> |
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| | <p><u>Task 2</u> Using the Tuesday help sheet, which is full of exciting vocabulary. * children select at least two words from each of the sense on the help sheet. If they are unsure of meanings, use a dictionary. Use each of these words in a sentence to describe the Grotto of the Fire-Fiend. ** children to use some of the words from a range of categories on help sheet to write at least three sentences about each of the characters/setting list (fire imps, fire-fiend, ghosts, cavern) *** Same as ** but to include a range of conjunctions to join and begin sentences and use fronted adverbials.</p> | | |
| | English | Maths | Science & the wider curriculum |
| Wednesday | <p>Guided Reading Live Session For Guided Reading this week I would like you to read the text and answer the questions plus the VIPER questions. 3 star - 9.30am 2 star - 10.30am 1 star - 11.30am If you are unsure which star to pick please drop me a message on Class Dojo. These sessions should last roughly 20-30 minutes with a chance at the end for</p> | <p>https://vimeo.com/500864228 - Making shapes * watch the video and complete questions 1-3 ** watch the video and complete questions 1-5 *** watch the video and complete all the questions</p> | <p>Science - Living things (Help Our Habitats) I can consider some of the natural changes that could happen to an environment and to understand what some living things can do to survive such changes. Key vocabulary - Change, adapt, danger, threat.</p> |

anyone to ask questions about their home learning.

English -

Today, I would like you to draw a detailed picture of the Grotto of the Fire-Fiend or a story map of Lila's journey, from her father's workshop to Mount Merapi. I expect these pictures to be drawn carefully, neatly and to a very high standard. Reread chapter 5 if you need to be reminded.

Spelling - Practise another 5 of your spellings from your spelling list.

Our environments change. Sometimes they change naturally and sometimes us humans change them. Have a think of some changes to an environment that happen naturally, and note them down. Most natural changes happen regularly and do not pose a danger to the living things. Living things have special adaptations that allow them to survive the changes. What do some living things do to cope with winter? Watch this clip, <https://www.bbc.co.uk/bitesize/clips/zbp6n39>

What about if there is less food? Some reptiles such as crocodiles and snakes can go a very long time without eating. *A change in temperature?* Crocodiles lie with their mouth opening when they get too hot, some lizards lie on a rock in the sun if they need to warm up. Nocturnal animals often have larger eyes to let in as much light as possible to help them see at night. Flowers close up when they sun goes down and open out when they sun rises.

Main activity - to design a living thing (plant or animal) that could survive all of the natural environment changes. It might need to be able to survive under water for 12 hours when the tide comes in, survive on the land, endure winter, hot summer, a storm, a drought, darkness, daylight. *What would it eat if lava had covered the*

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| | | | <i>ground?</i> Have fun with your designs, but think how being adaptable to so many huge changes would actually be impossible. Just something simple such as being able to survive summer and winter can be difficult for many living things. If they are old or weak, changing to winter may be enough to cause a living thing to die. |
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| Thursday | <p>Reading - Read for 15 minutes per day either with an adult or sibling, or by yourself.</p> <p>English - Read or listen to the final 2 chapters of the story. https://www.youtube.com/watch?v=n8Ud1ZJ7MEU https://www.youtube.com/watch?v=JWiZxof52vE https://www.youtube.com/watch?v=toFsRdofsRA</p> <p>After you have finished the book, think about whether it is a fairy tale/myth/legend ect. Think about the book as a whole and discuss what type of story/genre you think it is?</p> <p>Follow this link https://www.literacysshed.com/the-other-cultures-shed.html and scroll down to 'Hugh', play 'Hugh'. What genre do you think this is?</p> | <p>https://vimeo.com/501678823 - Comparing area</p> <p>* watch the video and complete questions 1-3 **/** watch the video and complete all the questions.</p> | <p>Creative Thursdays/Outdoor Education - As it's very nearly half term, I would like to make a bank of scavenger hunts for you guys to have a go during the half term break. All you need to do to make your scavenger hunt sheet is either draw or write what they need to find on a walk or bike ride. Take a picture of the sheet and send it to me! If I get enough I will pop these on our school website for other children to have a go! I will try and complete as many as I can too! I'll put an example on the website.</p> |

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| | <p>**/** Now I would like you to think about the similarities that 'Hugh' has with the Firework -Maker's Daughter. Write down your ideas in the form of a short paragraph.</p> | | |
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| Friday | <p>Reading - Read for 15 minutes per day either with an adult or sibling, or by yourself.</p> <p>English - Today I would like you to complete a book review of The Firework-Maker's Daughter by Philip Pullman You can either design or create your own, I have given you one to complete. I expect to see detail. Not just that you did or didn't like it. Back up your opinion with examples.</p> <p>Spelling - Play and practice! http://www.ictgames.com/mobilePage/lcw/c/index.html * - Practice the Year 2 Tricky words **/** - Practice the Year 3/4 spellings</p> | <p>Today is our final session on area and I'd like to see how much you have learnt over this week. Have a go at as many of the questions as you can on the sheets. They get a little trickier as you move through the questions.</p> | <p>Topic - The Romans - what Britain was like before the Romans invaded?</p> <p><i>I understand how people lived before the Romans came to Britain</i></p> <p>To start today's session I would like you to watch this video clip to learn about the Celts who were the people who lived in Britain before the Roman came. https://www.bbc.co.uk/bitesize/clips/zcfy/gk7</p> <p><u>Task 1</u> - is to read a text and answer questions about the Celts and how they lived.</p> <p><u>Task 2</u> - Make your own Celtic Roundhouse. I have given you two sets of instructions, simple and complex. I suggest doing this activity with a parent or sibling to help you as it's a little fiddly. Don't forget to upload a picture to Dojo!</p> |