



Hatherleigh Community Primary School

Home learning Week beginning 22nd February 2021

Hello Oaks,

I hope you all had a lovely half term break.

This week I will be in school teaching so I will be offering drop in sessions at 2.45pm on Tuesday and Wednesday for anyone who has questions about their home learning. On Thursday, I will be holding a games/catch up session for everyone to join on Thursday at 2.45pm.

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

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

I hope you have a brilliant week!

Mrs Baker

| Year 4 | English | Maths | Science & the wider curriculum |
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| <p>Monday</p> | <p>Reading - Reading for 20 minutes. Find and write down any words that appeal to you. It could be a new word that you need to look up in a dictionary or a word you'd like to use in your writing.</p> <p>English - Persuasive Writing For this week, all our English sessions will have a link for you to follow.</p> <p>In this lesson, we will look at an example of an advert and discuss its PALL - purpose, audience and language.</p> <p>https://classroom.thenational.academy/lessons/to-understand-the-features-of-adverts-65k3ed</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> <ul style="list-style-type: none"> -Pyramid words -Rainbow letters -Word scribble | <p>For the next few weeks, we will be learning all about fractions!</p> <p>Today I would like you to show me what you already know about fractions. You should show me with 10 objects (dry pasta works well) or write down any fractions you know. It has been a very long time since you last looked at fractions so please don't panic if you're struggling.</p> <p>Don't forget to regularly go onto TTRS, extra Dojo Points for every visit!</p> | <p>PE - Create your own Joe Wicks style workout! You could do 5 different exercises and repeat them. The main aim for PE is to get your body up and moving ideally in the fresh air!</p> <p>French - Writing sentences about how you feel about different toys. You'll find the activity sheet set by Madam Wilkinson on the website.</p> |
| | English | Maths | Science & the wider curriculum |
| <p>Tuesday</p> | <p>Guided Reading Activities - * Who were the Ancient Romans? Have a go at reading the text then try answering the Viper Questions.</p> | <p>https://vimeo.com/502315136 - unit and non-unit fractions</p> <p>* watch the video and have a go at the questions 1- 3</p> | <p>Topic - Romans in Britain Today we will learn about how the Romans became more and more powerful in the 100 years before the birth of Jesus. Follow the link below to the interactive map. Click on 800 BC.</p> |

****/** - Who were the Ancient Romans?**
Read and complete all the questions.
(Please don't forget the answers are on the final page!)

English - Spelling -er -est

In this lesson, we will further explore the rules associated with adding the suffixes -er and -est. 10 spelling words will be explained and set to learn.

<https://classroom.thenational.academy/lessons/to-investigate-suffixes-more-er-and-est-suffixes-6rv6at>

****/** watch the video and complete all the questions**

EXT - log onto TTRS or Prodigy

(BC stands for *before Christ* and this is the old way of writing BCE (*before the common era*). Remember that the larger the number BCE the longer ago it was. *Notice how in 800 BCE the Celts occupied a large chunk of Europe (shown in green). Now click on 237 BC. What has happened to the Celtic region? It's grown to include Britain and a much larger area of Europe. What new area is shown? The red region, occupied by the Romans. This part of Europe (now called Italy) is where the Romans came from. Click on 133 BC and then 44 BC and think what was happening to the Romans and the Celts. In less than 200 years (from 237 to 44 BCE) the Romans have taken over a vast amount of land including Spain, France, Greece, Turkey and part of North Africa! How did they do it?*

<http://resourcesforhistory.com/map.htm#gsc.tab=0>

<https://www.youtube.com/watch?v=-OCFeUDUohs>

Watch the clip above. Think about what made the Roman army so successful (organisation, training and skill, uniform and equipment, huge numbers). *In the coming lessons we will explore the Roman army, and I would like each of you to design and make your own shield.* Look at the sheet of Roman shield designs and the similarities. All are red and yellow, have a central metal boss and have two lines of reflective symmetry. Designs include wings, lightning, shells, arrows, etc. You will need to try keep to these rules to create an authentic looking shield. Draw and label your design

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| Wednesday | <p>Reading - Read your own book for at least 15 minutes, then write a short paragraph explaining to me why you're reading this book and why others should read it too.</p> <p>English - Prepositions</p> <p>In this lesson, children will explore prepositions of place and time. First, they will look at some pictures of a koala, describe what its position is, and complete a short task filling in the missing prepositions of place. Then, children will identify when we use the prepositions 'at' 'in' and 'on' in relation to time and see if they can spot a rule. Finally, children will fill in the missing prepositions of time in some sentences.</p> <p>https://classroom.thenational.academy/lessons/to-explore-prepositions-74t66r</p> <p>Spelling - Practise another 5 of your spellings from your spelling list.</p> | <p>https://vimeo.com/502527306 - What is a fraction?</p> <p>*/** watch the video and complete questions 1-4</p> <p>*** watch the video and complete all the questions</p> <p>EXT - log onto TTRS or Prodigy</p> | <p>Science - Living things</p> <p>What is Climate Change?</p> <p>Have a go at writing down your answer to this question.</p> <p>Key vocabulary - Climate, change, danger, greenhouse, carbon dioxide</p> <p>https://climatekids.nasa.gov/menu/atmosphere/</p> <p>Now I would like you to explore the website above. There's lots of fantastic clear information explaining what is happening to our climate due to Climate Change. Once you've had a chance to read, watch the clips and play some of the games. Have another go at answering the question, what is Climate Change?</p> <p>You may draw any diagrams to support your answer.</p> |

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| Thursday | <p>Guided Reading Activities - * - Floods and Droughts - Read the text and answer both sets of questions. **/** - Digestion - Read the text and answer both sets of questions. (Don't forget the answers are on the final page!)</p> <p>English - New Scientific vocabulary</p> <p>In this lesson, children will sort healthy and unhealthy snacks. We will discuss a healthy diet and what foods make up a healthy diet. Children will think about what makes a snack healthy. Scientific vocabulary will be introduced: protein, fibre, vitamins, minerals.</p> <p>https://classroom.thenational.academy/lessons/to-build-scientific-vocabulary-to-describe-healthy-snacks-70tp4d</p> | <p>https://vimeo.com/502315833 - Tenths</p> <p>* watch the video and complete questions 1-3 ** watch the video and complete questions 1-6 *** watch the video and complete all the questions.</p> <p>EXT - log onto TTRS or Prodigy</p> | <p>Art - Roman shield</p> <p>What you will need:</p> <p>A2 thick card (42cm × 60cm) – the corners rounded off;</p> <p>A thick card strip (30cm × 6cm) and Stapler to secure the handle;</p> <p>Black marker pens;</p> <p>PVA glue;</p> <p>Red and yellow poster or acrylic paint;</p> <p>Thick and fine brushes;</p> <p>Their design of a Roman shield</p> <p>Aluminium pie cases (saved and washed)</p> <p>Paint their piece of thick card red. Using a pencil, they should first draw round a circular plastic cup or similar to mark the place of the central metal boss. Next they will draw their favourite design onto the red background and carefully paint over it in yellow. Once it is dry, the black marker pen can be used to add detail and definition using the Roman shield design sheet for reference. To make the central boss, stick the aluminium pie case (base up) in the centre, slightly flattening it, but leaving the centre raised. Staple the card strip to the back (5 or 6 times) at each edge so</p> |

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| | | | <p>it pulls the shield into a gentle curve and creates a handle.</p> <p>I can't wait to see your designs!</p> |
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| Friday | <p>Reading - Read for 15 minutes per day either with an adult or sibling, or by yourself. <i>Friday Reading Challenge: take a picture of yourself reading in an unusual place!</i></p> <p>English - applying new vocabulary</p> <p>In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.</p> <p>https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-meals-crt64d</p> <p>Spelling - Play and practice! http://www.ictgames.com/mobilePage/lwc/index.html</p> <p>* - Practice the Year 2 Tricky words **/** - Practice the Year 3/4 patterns</p> | <p>https://vimeo.com/502686139 - counting in tenths</p> <p>* Watch the video and complete questions 1-4 **/** Watch the video and complete all the questions</p> <p>EXT - log onto TTRS or Prodigy</p> | <p>PSHE - Session 1 Getting to know money https://www.coramlifeeducation.org.uk/s-carf-at-home-unit-4-rights-and-responsibilities-7-9-year-olds</p> <p>Follow the link, there are lots of good questions for you and your child to talk through about this week's activity.</p> <p>Session 1 - Getting to know money Harold the Giraffe wants to buy a new bike - he's too big for his old one. But the new bike that he would like costs £100 and Harold only has £20 in his money box.</p> <p>Have a look at the activity sheet or on the website. Have a think about what Harold could do. There are no right or wrong answers, so encourage your child to think in an open manner.</p> <p>Ask: before somebody buys something what do they need to know? (e.g. they need to know how much it is; whether they can buy it cheaper anywhere else; how much money they have to spend; what other things they need to spend their money on; whether they have any money they can put aside to save up for it;</p> |

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| | | | <p>how long it would take to save up for it, etc.)</p> <p>Explain: before we can spend money, we need to know how much money we have 'coming in' – which is why we call this 'income'.</p> |
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