



## ENGLISH

Please remember to always check the online resources before looking at them with your child e.g. online stories

**'Why the Whales Came'**

This week we are going to continue reading our class book, we are just beginning chapter 3. Before you start, think back to what happened in chapters 1 and 2. Why do you think everyone feared Samson? What do you think is meant by the phrase 'unredeemed guilt'? How do the villagers see the Birdman? What happens to make Daniel and Gracie see the Birdman in a different light?

Answers to the above questions – Samson is said to be cursed. 'Unredeemed guilt' is used as something bad happened on Samson which has not been put right and this has invoked the punishment of a curse.

We are going to look at 4 simple sentences based on the book:

The Birdman wore a black cape.  
The Birdman rode out in a donkey cart.  
The Birdman collected driftwood.  
The Birdman loved to carve birds.

We have previously changed a noun to a pronoun. We have also extended sentences by using conjunctions e.g. **He** wore a black cape **and** a sou'wester. *His legs were tired so he rode out in a donkey cart. After low tide he collected driftwood. He loved to carve birds using a craft knife.*

Re-write the sentences expanding them by adding a modifying noun. E.g. *He always wore a long, black cape and a black sou'wester. His legs were old and tired so he could be seen frequently riding out in his donkey cart. He collected drifted from the sandy beach after it had been washed onto the shore. He loved to carve birds because the Birdman loved birds.*

You can now practise expanding the simple sentences using a range of conjunctions with more than one clause e.g. *He wore a long, black cape **when** he rode out in his donkey cart. The Birdman collected driftwood from the sandy beach because he loved to carve birds.*

Draw a map of the collection of Scilly Isles and label all of the islands.



## ENGLISH



Now that we have practised expanding sentences and last week we described the main character in the book, we are going to use these skills to write a description of the island groups. Remember that although the book is fictional, the Scilly Isles is a real location. We want to write a set of descriptive sentences to make visiting the island appealing. Watch the advertisement clip (link is at the end of this document). While watching you may wish to take notes on anything that you notice and may wish to include in your description.

This is an example of what you could write:

***The beautiful Isles of Scilly are located off the south-western tip of Cornwall. Surrounded by water at high tide the islands offer amazing opportunities to engage in a variety of water sports. The islands are covered in heathland, and fringed by sandy beaches. Grey seals can be found basking on the numerous rocks.***

Create a poster detailing the island activities and advertising the island. Why would or should people visit the Island of Scilly?

### Spelling

This week we will be looking at the 'u' sound spelt ou and the 'n' sound spelt kn. Please see the **spelling activities saved in the Year 4 resources file**. Please remember while practising your spelling you need to use correctly formed cursive script.



## MATHS

**Counting in multiples**

Practise counting forwards and backwards in different amounts. Can you count in tens to 100? Can you count in 100s to 1000? Can you count in 5s to 100? Count forwards and backwards, starting at different numbers, whispering the numbers.

Complete the number sequencing sheet (**saved in the year 4 resources file called Counting in 1000s**)

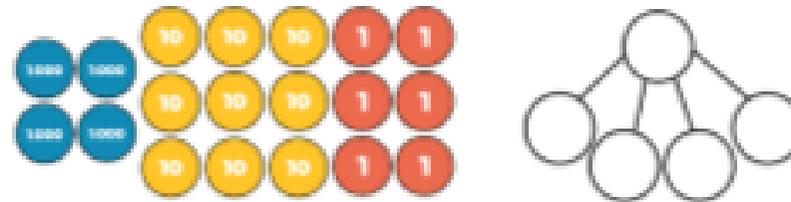
**Partitioning**

Draw a place value grid like the one shown below.

1000	100	10	1

Write a 4-digit number and using small objects position them to represent the number you have written. Write the number using standard partitioning e.g.  $4931 = 4000 + 900 + 30 + 1$ . Now move the counters into different piles to do non-standard partitioning?  $4931 = 3000 + 1900 + 21 + 10$ . Record these in your workbook. Repeat with other numbers with 0 placeholders e.g. 3041, 2309, 7840.

Represent the number in two different ways in a part-whole model.



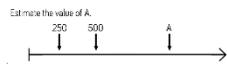
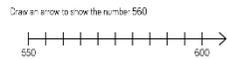
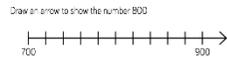




MATHS

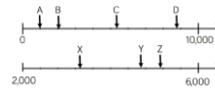
Estimating numbers reasoning

Complete the following estimating numbers reasoning. These are saved in the **Year 4 resources file** and are called **Estimating numbers reasoning**.



If the arrow is pointing to 780, what could the start and end numbers be?

Find three different ways and explain your reasoning.



Estimate where seven hundred and twenty-five will go on each of the number lines.



Explain why it is not in the same place on each number line.



DT

**Simple circuits and switches**

Go on a hunt around the house to see how many items you can find that are battery powered. Record the items you find by drawing a picture or writing the name of the item. Once you have found a selection of items and have recorded them, decide what the items are used for and who uses the item.



Does the item have a switch to make it work? How do you think a switch works?



## COMPUTING

Last week we thought about different ways to communicate online and the importance of being kind.

This week we are going to look at **Cyberbullying**.

Cyberbullying is when people are unkind, hurtful or abusive to other using online communications. Bullying of any kind is unacceptable and must be stopped as soon as possible. Look at the PowerPoint saved in the **Year 4 resources file entitled 'Cyberbully'**.

Using the PowerPoint 'Cyberbully' discuss what it is, how it happens and what you can do about any type of bullying you experience.

Make a poster teaching other children how to stay safe and what they should do if they think they are being cyberbullied.





## GEOGRAPHY AND HISTORY

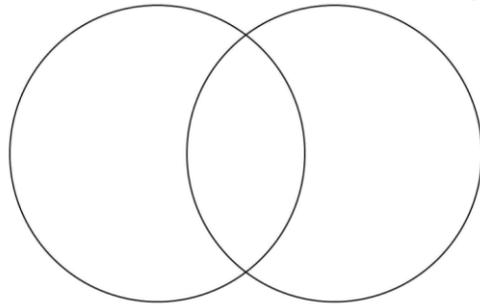
### Geography

Last week we located Surrey in England and discussed how England is located in Europe.

The Earth is separated into two halves called the northern and southern hemisphere. England / Surrey / Ewell is located in the northern hemisphere.

Using an atlas or a globe, identify the location of both hemispheres. Identify the continents closest to and furthest to the equator. Investigate the lines of longitude and latitude and their relation to the tropics of Cancer and Capricorn. What affect do you think this will have on the climate of countries?

On a Venn diagram, place the continents into either the southern hemisphere, the northern hemisphere and those spanning both hemispheres.



### History

Have you heard of the Glyn family? What part does the family play in the history of Ewell?

Look at the picture below, have you seen this building (clue – Church Road, Ewell village)? Using your preferred search engine, investigate the Glyn family and write a fact file to explain the impact of this family on Ewell village.





## RE

RE

Remember there are different groups of people around the world who believe in different things. The six largest world religions are Judaism, Christianity, Islam, Buddhism, Hinduism.

How do we show respect towards different religions?

Today we are going to think about actions as symbols and the effect these have of other people.

Think about action we use to show respect, communicate a feeling or express an opinion with other people.

For example –

Hand on heart for national anthem. Salute by soldiers, Ok gesture used by drivers, finger on lips for quiet, thumbs up, thumbs down.

Think back to the actions we talked about last week when looking at the Holy Communion taken by Christians. What did their action of eating bread and drinking wine symbolise?

Can you think of an action that is symbolic to you?



PE

**Dance:** Choose a favourite piece of music and create a routine with a member of your family where the main focus should be mirroring and unison. This means you need to work together as one to complete a routine. You will need to listen carefully to the beat of the music in order to move in time to the music and in unison with your dance partner. As a pair come up with 5 or 6 moves to perform in unison.





## PSHE

Last week we look at why rules are important and how they help to keep people safe.  
This week we would like you to think about how you can help yourself and others safe at home.

Look around the room you are in now. What can you see that might be a hazard to - younger children, pets, if not put away properly?

Medicines are something which can help us feel better when we are poorly but can also make us very ill if not taken correctly or handled carefully.

Look at the **PowerPoint 'Medicines' saved in the Year 4 resources folder** answer the questions as you go along and think about where medicines are stored in your house. Are they safe? Would you know what to do if you found medicine in the house which hadn't been put away?



## ART

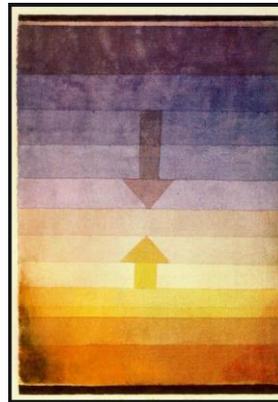
## Paul Klee

Last week we studied the artist Picasso. This week we are going to be looking at the artist Paul Klee. Look at the PowerPoint presentation entitled **Paul Klee saved in the year 4 resources file**. What do you think of his work? Do you like it? Which artist do you prefer, Picasso or Klee? Why?



Look at the PowerPoint presentation called **Paul Klee tints saved in the year 4 resources file**.

You are going to create your own tint sheet. First get a strip of paper and fold it into six sections. In the first section paint your choice of colour. Add white to this colour and paint the second section of your paper with this new colour. Continue until all the sections on your strip are painted.



This picture is called 'Separation in the Evening' by Paul Klee. How does your picture compare to it?



ART



This picture is called 'Castle and Sun' by Paul Klee

What can you see? What do you notice about the colours?

Using a ruler and 2D shapes you are going to try to create your own version of this picture. Once created and you are happy with the image, use what you learnt about colours and tints to paint your picture.

Look at the PowerPoint presentation **called Senecio in the Year 4 resources file**

Last week you drew a self-portrait and then recreated a portrait in the style of Picasso. You are now going to draw your portrait again but this time in the style of Paul Klee. Start with a circle, add eyes, nose, mouth and additional lines to split up the face. You can choose whether to use different tints and shades of oil pastels or mix your own colours using paint.



SCIENCE

Remember what we did last week on what animals eat.

Look at the following pictures and talk to someone about how these could be linked?



Can you remember what we call this order (food chain)

Can you remember what each part is called – Energy source, Producer, predator, prey (Energy source – sun, Producer - they produce their own food, Prey – feeds on producers, Predator – Feeds on prey)

What is travelling/passing through the chain (energy starting from the sun).

Look at the PowerPoint – ‘Under the sea’

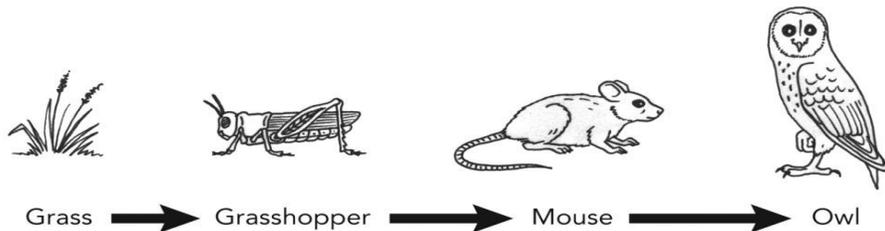
Think where else food chains might be found – garden, African plains, pond, what animals would be a prey or predator in these habitats?

Look at PowerPoint – ‘Food chains’

In your book copy the food at the top with the rabbit and fox in and label each part.

Try to create your own food chain by changing the animals or location/habitat of the food chain.

Remember to add the arrow to show the direction that the energy passes. You can remember it by saying ‘This is eaten by this’.





## USEFUL WEBSITES

<https://www.visitislesofscilly.com/accommodation> - English clip on the Scilly Isles