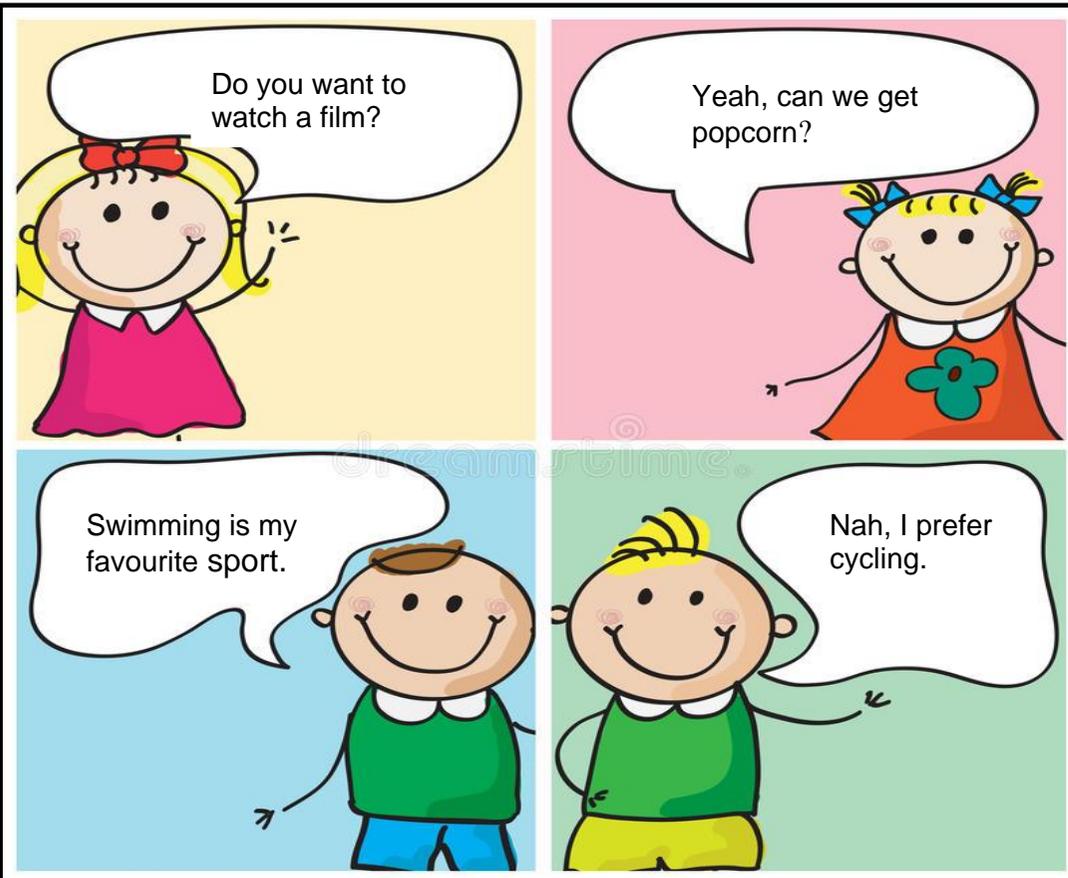


ENGLISH

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

Grammar: This week we are going to use inverted commas to indicate direct speech.



In the picture these children are having a conversation, this is shown using speech bubbles. See example below converting this into direct speech. Remember the inverted commas are used at the beginning of the speech and at the end of the speech, all other punctuation must be contained within the inverted commas. The person speaking can either be placed before their speech or after their speech.

“Do you want to watch a film?” asked Zoe.
“Yeah, can we get popcorn?” replied Zara.

In a loud voice, David shouted across the room “swimming is my favourite sport”
“Nah, I prefer cycling” bellowed Ashan.

Activity: Create two characters, show them speaking to each other using speech bubbles. Remember we do not use inverted commas in speech bubbles.
Convert the speech into direct speech as demonstrated above.

Reading: We will continue to read ‘Why the Whales Came’ by Michael Morpurgo. Continue to read books from home looking closely at the characters and how the author develops the characters through the story theme. Do you like/dislike the character, why?
If you could ask the character a question, what would it be?

Spelling: This week we are revising words with a ‘ch’ spelling that sound like ‘k’ e.g. **chemist**.

We will also practise words with the ‘tion’ and sion ending. **In the resources file you will find the Look, Cover Write** containing all the above words. Please practise recording each one carefully.

ENGLISH

This week we will be assessing the children's ability to write a narrative story. Choose a favourite short story to read together. Discuss the characters, setting and story theme. Together look at how the story develops. Examine how the use of exciting vocabulary can make the story more exciting. You can decide to rewrite the story in your own words or take some ideas from the story and write your own version. Before writing a story it is important to create a story plan. This can be achieved using either a story planner, story board or an 'S' plan.

Story Planner

| | |
|--|--|
| Introduction • Introduce the main characters • Introduce the story setting | |
| Build-Up • Develop the characters and the setting • The points that lead up to the conflict or climax (high point) in the story | |
| Conflict/Climax • The conflict or climax in the story • How do the characters react? | |
| Resolution • How the conflict is resolved and the ending to the story | |

Story Board

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |

S Plan



Check List
 Capital letters
 Finger spaces
 Full stops
 A range of punctuation -
 Commas,
 Inverted commas,
 Exclamation mark,
 Edit and improve your work by checking spelling and grammar.

Go to <https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/zgmkh39> and watch a short clip on how to build a story plan. Once you are happy with the plan you have created you can begin writing your story. It is important to introduce the characters and setting in the opening paragraph as this will help to develop the theme. As you write, think about how to add adjectives to describe characters and the setting, use conjunctions to expand the sentences. Remember you want to engage the reader. Write the story ensuring you have a beginning, middle and end using paragraphs to separate ideas. Include direct speech in your story.

setting

Example: *As the sun set over the deserted beach, Sam felt the chill of the sea breeze. He knew he would have to find shelter and quickly. Although small for his age (12 on his next birthday) he was smart and resourceful. He enjoyed his own company so being alone didn't bother him but he knew that the fading light would make this task almost impossible.*

The character has been introduced, a young boy who is small yet resourceful and perhaps a loner. His character traits can be developed throughout the story.

The scene is set, Sam has a problem, as the story develops we can find out why he is on a deserted beach and how he overcomes this problem.

**MATHS**

This week we will be assessing the children on arithmetic and reasoning. Before beginning the assessments recap on what strategies we use for each operation. For example, for addition questions we would use column addition:

$$\begin{array}{r} 247 \\ +125 \\ \hline 372 \\ \hline 1 \end{array}$$

It is important to remembering to line the digits up correctly in the columns, especially if the numbers have a different amount of digits, for example a three digit number adding a two digit number. If the number bridges the tens or the hundreds, a little 1 underneath the answer line helps us to remember to include it in the next calculation.

When subtracting two numbers, we would use column subtraction.

$$\begin{array}{r} \overset{2}{2} \overset{1}{3} 2 \\ - 114 \\ \hline 118 \end{array}$$

When using column subtraction, it is important to line the digits up correctly in the correct column. If you are unable to complete the calculation like in the ones column on the example above, you will need to exchange from the number in the next column as shown above.

When multiplying we use the grid method, shown below for the number sentence 18×3 :

| | | |
|---|----|----|
| | 10 | 8 |
| 3 | 30 | 24 |

**MATHS**

Remember to partition the two digit number before you start. Don't forget to add the numbers together after e.g. for the example above it would be $30 + 24$.

When dividing think about the facts that you already know as shown below.

$$48 \div 4 = 12$$

$$40 \div 4 = 10$$

$$8 \div 4 = 2$$

$$10 + 2 = 12$$

Remainders

$$49 \div 4 = 12 \text{ r}1$$

$$40 \div 4 = 10$$

$$9 \div 4 = 2 \text{ r}1$$

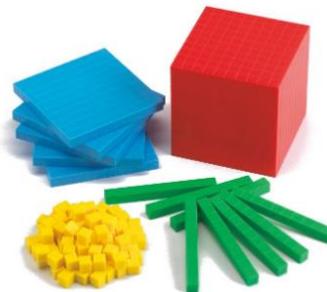
$$10 + 2 \text{ r}1 = 12 \text{ r}1$$

Now complete the arithmetic paper (**saved as Arithmetic Paper in the year 4 resources file**) You can have as long as you like to complete it and please remember to check your work through afterwards. Don't forget to show the strategies above.

Complete the reasoning paper (**saved as Reasoning Paper in the year 4 resources file**). Again you can have as long as you like to complete this paper and again check it through once you have finished.

Finding more or less than a given number

In school we will be using multibase (shown below) to make numbers.





MATHS

If you are at home you can represent numbers by drawing them. For example, 342 would look like:



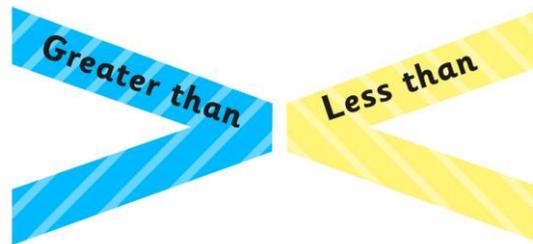
What would happen if I was to add 10 more? Would all of the digits change? What digits would change?
What would happen if I added 10 more to 392? What digits would change?

Complete the sheet **saved in the year 4 resources file called Number** and complete activity 1.

Challenge : 10 more than my number is 342, what was my number ?

Comparing numbers

We are going to be using the greater than / less than symbols to compare two numbers.



We know that to compare numbers we need to look closely at the numbers. How do we work out which is bigger? What if they have the same digit in that column?

Complete the sheet **saved in the year 4 resources file called Number** and complete activity 2.

Challenge: I have 2 numbers 8245 and 842. Which one is bigger as they both have an eight in the first column?

Ordering numbers

Look at these three numbers:

345 543 453

Put them in order. How have you ordered them? Smallest to largest? Largest to smallest?

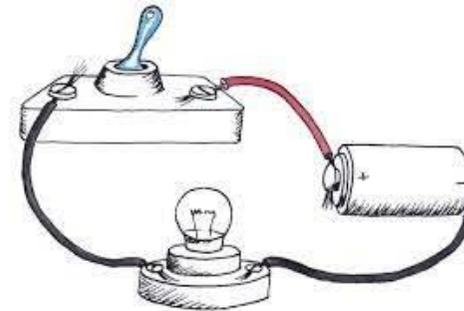
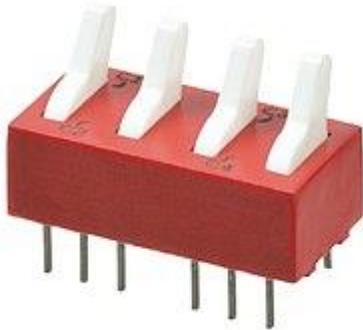
Complete the sheet **saved in the year 4 resources file called Number** and complete activity 3.



DT

This week we are exploring switches within battery powered or electrical objects. **NB Remember you must never touch electrical objects without an adult present.**

Last week you went on a hunt around the house to see how many items you could find that were battery powered. This week please ask an adult if you can look inside this product, what can you see? Look at the components e.g. wires, switches, batteries, on/off switch. Talk to the adult about how the switch works. Can you see a circuit of wires? **Take pictures of the components you find.**

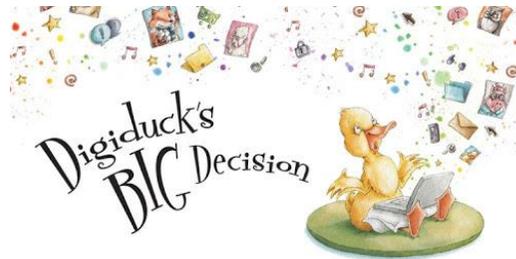


In the simplest case, a switch has two conductive pieces, often metal, called contacts, connected to an external circuit, that touch to complete (make) the circuit, and separate to open (break) the circuit.

**COMPUTING**

Last week we looked at what Cyberbullying is. We talk about how it can happen and what can be done to stop it. This week we are going to find out what could happen when a message, photo or video of someone is shared online without that person's permission.

When an image or video is uploaded to the internet it will always be there for people to see. It can be easily passed around, copied or changed. Read the story about Digi Duck's Big Decision (**Y4 Resources, Computing**) and discuss what happened.



Now watch the animation 'Sharing Pictures' which can be found in **Y4 resources, Computing** then answer the following questions.

Jessie & Friends: Sharing Pictures - Questions

Here are some suggested questions to ask your child once you have read the storybook together. Asking questions can help you check their understanding and start a conversation about their safety online.

1. Who did Tia want to send the pictures to at first?
2. Was Tia's nan the only person they sent them to?
3. How did more people end up seeing the pictures?
4. What made Mo feel sad?
5. What did Kyle say about the friends sharing a picture with him in it?
6. What did the friends do when they found out that their photos had been shared with other people at school?
7. What did Miss Humphrey say she would do to help?

Has anyone ever taken a photo of you that you didn't like? How did it make you feel when you saw the picture?

How would it have made you feel if that picture had been shared with your friends and peers?

What would you do if it ever happened to you?

If you take a photo of someone else and they don't like it what do you think you should do with that photo?



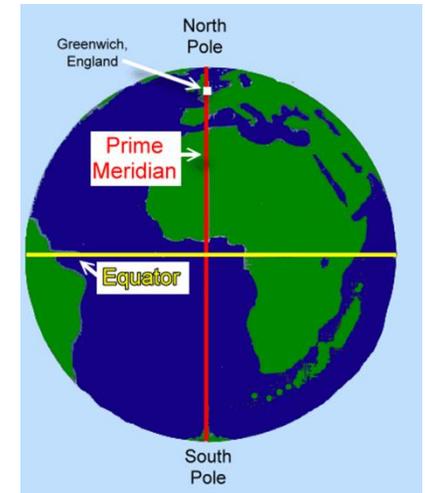
GEOGRAPHY AND HISTORY

Geography

This week we are going to look at how the different times zones around the world are created.

On the Earth there are lots of invisible lines which run through different countries. One of the main lines is the Equator which runs around the Earth horizontally. It runs through many of the hottest countries and deserts on Earth and splits the Earth into the Northern and Southern Hemispheres.

Another main invisible line runs around the Earth vertically, passing through the North and South Pole. It splits the Earth into the Eastern and Western Hemispheres. This line is called the Prime Meridian and it runs straight through England in a place called Greenwich in London.



Using the PPT in **Y4, Resources, Geography, Prime Meridian** research the countries which fall on each side of the Prime Meridian Line.

On a piece of paper or in a book draw a line down the centre of you page and labels this as the Prime Meridian. On each side at the top label Eastern Hemisphere on right and Western Hemisphere on the left.

Draw around each of your hands or feet on each side of the line to make it look like you are stand right over it. On each side of the line around your feet write the names of countries found in each of those hemispheres.





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, and 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?





PE

Talk to the children about what a Motif is - A motif in dance can be discussed as a movement pattern which symbolises an aspect of or the theme of the dance.

Look at the picture of a beach/sea (**Y4, Resources, Art, Dance Stimulus**). Ask them to think about the things which live there and how everything would move – animals, sand, waves, wind? Children to develop a dance. Remember the movements must represent the stimulus. Think carefully about the dynamics of the actions – are they strong and direct?

Children to combine and link a selection of the movements to compose an **eight count motif** individually
Concentrate on quality movements- dynamics, rhythmic and expression within their dance. Talk about these and use demonstrations to show.

Include turning, jumping, travelling and balancing



PSHE

Last week we thought about keeping safe with medicines that are kept in the house. This week we are going to talk about alarms.

At school we are familiar with 2 different alarms, the lock in and the fire alarm. We know what to expect, where to go and how we are expected to behave. Tell someone at home what happens when either of these alarms sounds.

In a home people have smoke alarms fitted to their ceilings. These alarms should be tested every month and batteries replaced every 6 months.

1. Do you have smoke alarms in your home?
2. Do you know where they are located and why they have been put in those positions?
3. Have you seen anyone at home testing your smoke alarms?
4. Do you know what to do if one goes off?
5. What do you do if it went off at night?

As a family, talk about the best escape routes from different rooms of your home. What if one of your routes was blocked? Which other way could you go?

Draw a map of your house and highlight your planned escape route from your bedroom.

For more information, the London Fire Brigade have their own website with helpful tips and information. <https://www.london-fire.gov.uk/safety/the-home/>



ART

This week we are going to look at a 3rd artist called Andy Warhol. He was born in 1928 in America and his work was known as Pop Art. He used bright colours to draw and paint popular things such as food packaging, popstars and other famous people.

<https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol> you can also use the PPT saved in **(Y4 Recourses, Art)**

Activity 1 – Look carefully at Warhol's pictures of Marilyn Monroe.

Talk about the shapes, features and colours he uses. Look for similarities and differences between him and the other artists we have looked at.

Copy his art using coloured pencils.

Activity 2 – Sketch your self-portrait for the 4th time, this time in the style of Andy Warhol. You will need to think about the amount of detail you add to the face and hair.

Activity 3 – Colour your portraits from yesterday using oil pastels. Think about the colours you are going to use first. Which ones go well together? Which colours clash, do you want dark or light colours? How many colours will you use? Plan your colours before you start to work.





USEFUL WEBSITES

