St John's Catholic Primary School- Learning at home planning

Year 4

Home Planner Week 2

Weekly Maths Tasks Suggestions

- Go on Timetable Rockstars. Q. Can you beat your best speed? https://play.ttrockstars.com/auth/school/student

- White Rose Hub Lesson on decimals and fractions by watching a short 5 minute video and answering a few questions https://whiterosemaths.com/homelearning/year-4/
  Start on Week 2 day 1.

- Complete daily calculations (Questions at the end of the planner) Challenge – can you check your calculations by using the inverse? Don't worry if you can't use the inverse, you can check using a calculator, an adult or even ask Siri, google or Alexa.

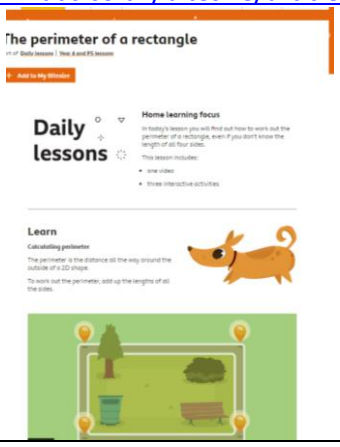
Daily Calculations

Week 1

Monday

2348 +1953 *(Remember to add your carry)*	3467 −1359 *(Remember to exchange if the number at the top is smaller)*
235 x 3	2 ⟌ 468

- Can you find the perimeter of a triangle? Use the link to watch a video on BBC bitesize and complete the tasks https://www.bbc.co.uk/bitesize/articles/zbcnf4j



Weekly Reading Tasks Suggestions

- Complete a story on reading plus: https://student.readingplus.com/seereader/api/sec/login

- Complete the comprehension tasks on fact or opinion from the BBC bitesize

- Learn about what is inference - https://www.bbc.co.uk/bitesize/topics/zs44jxs/articles/zqmyw6f

- Choose a poem written by Ian Bland to recite to an adult. https://www.ianbland.com/

- Listen to a story online. Make a cartoon strip to retell and summarise the main points. https://www.storylineonline.net/ https://home.oxfordowl.co.uk/books/

- Read a magazine or a comic

Weekly Spellings	Weekly Writing tasks (Aim to do 1 per day)
Adding the suffix –ed Q: *What is a suffix?* With some root words, the spelling stays the same before adding –ed **Looked, watched, blinked, shouted, walked, stayed,** Sometimes the consonant has to be doubled before adding –ed **hopped, shopped, jogged, napped, popped** Sometimes, if words add in y we change the y to an i before adding –ed e.g. cry – cried, try – tried, https://www.youtube.com/watch?v=Ud_cAf-vZMo https://www.youtube.com/watch?v=jxl28KQOHy4 https://www.youtube.com/watch?v=msJIy_f_Xsw *Q: Can you think of any more words where you double the consonant or change the y to an i when adding –ed.*	**Follow the link to Pobble 365 website.** Look at the picture for the day and choose one of the suggested activities. Pictures are changed daily. http://www.pobble365.com/ **Focus on similes and metaphors** Use the link for the BBC Bitesize, watch the videos and complete the short tasks https://www.bbc.co.uk/bitesize/articles/zk68wty  **Write a poem including similes and metaphors and/or your spelling words.** Tip: Don't forget you can use thesaurus.com to find more exciting words. Remember: Poems don't have to rhyme, have fun with the words. **Write a letter to a friend from school. Describe what you have been doing lately and how you are feeling. Try to include some questions that they could answer in their reply.**

Handwriting- practice your handwriting as often as you can

Your child would be expected to use continuous cursive letters:
https://www.teachhandwriting.co.uk/continuous-cursive-beginners-choice-2.html

Science

Science: States of matter

Reversible and irreversible changes

Q: What do reversible and irreversible mean?
Use the following web page and video clip: https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/z9brcwx

Activity ideas

- Explain the difference between reversible and irreversible changes.
- Use the interactive game on the above link to sort changes into reversible or irreversible.

- With an adult, try the heating experiment of different objects in the microwave (See attached documents). Record your observations and describe whether each change was reversible or irreversible.
- Create a list of any other reversible and irreversible changes you can think of. Can you test your prediction? (With adult support)
- Make some rice-crispie cakes or cornflake cakes. Think about the different changes that take place?

Freezing and Melting

Q: How does an object change state when it freezes? How does an object change state when it melts?
Use the following web page and video clip: https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z9ck9qt

Activity ideas

- Design a poster/leaflet explaining the processes of freezing and melting.
- Make home-made ice-cream. See attached documents
- Draw and label a diagram to show how water freezes to become a solid and ice melts to become a liquid.
- Choose a fun ice experiment: https://www.science-sparks.com/ice-experiments/
- Skittles melting experiment: https://www.science-sparks.com/skittles-experiment/

Foundation subjects and learning projects- to be done throughout the week

Geography: UK Rivers The water cycle (linking to science)
Q. How does water travel around the Earth?

The **water cycle** is the path that all **water** follows as it moves around the Earth in different states. Liquid **water** is found in oceans, rivers, lakes—and even underground. ... **Water** vapour—a gas—is found in the Earth's atmosphere

Watch this videos https://www.youtube.com/watch?v=y5gFI3pMvoI and listen to
The water cycle song https://www.youtube.com/watch?v=TWb4KlM2vts

Activity ideas

- Complete the Danny the rain drop activity See attached documents
- Draw and label the water cycle See attached documents
- Make your own water cycle using a food bag. The instructions are on the bottom of the following web page https://www.rookieparenting.com/what-is-water-cycle/
- Create a water cycle plate https://www.pinterest.cl/pin/26599454031834765/
- Create a cloud in a glass See attached documents

Art – Creating an online Mosaic
Using the following website use the program to create your own Roman mosaic. Remember the Romans had symmetrical patterns. http://www.gwydir.demon.co.uk/jo/mosaic/mkmosaic.htm You can take a screen shot of your mosaic so we can see it when we get back to school.

History – The Mayan religious beliefs
Watch the following video about the Mayan Gods and their beliefs.
https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z2gkk2p

Find out information about famous Mayan temple Chichen Itza.
https://kids.kiddle.co/Chichen_Itza

Activity Idea suggestions

- Create an information card for each Mayan God including a drawing.
- Choose your favourite Mayan god and tell an adult all about them.
- Design your own Mayan god or godess. Draw them and describe their talents / qualities.
- Play a game of 'Britain's got talent' using the Mayan gods. *Which one would you choose to win and why?*
- Write your own story including a Mayan god or goddess.
- Draw or create Chichen Itza using a medium of your choice.
- Imagine you are a child during Mayan times. Write a diary entry of your day visiting Chichen Itza.
- Take a tour of some ancient Mayan ruins and temples
  https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zs2ph39

DT suggestions

- Create a colourful Mayan mask

https://www.pinterest.co.uk/pin/87257311500216478/
https://www.twinkl.co.uk/resource/t2-h-5600-ks2-design-a-mayan-mask-activity-sheet
https://www.twinkl.co.uk/resource/t2-h-5492-aztec-mask-colouring-page

- Design and create a Roman helmet

https://www.firstpalette.com/craft/roman-imperial-helmet.html
https://larrycrafts.wordpress.com/2015/04/15/diy-roman-soldier-helmet/

R.E.- Come and See

The story of Paul (Acts 22: 6-16) https://www.youtube.com/watch?v=g-tqgp8g-TM

- Create a character sketch of Paul before he became a follower of Jesus and another for after he became a follower of Jesus. *How did he change and why?*

Paul is an important person in the early church who wrote many letters to encourage and advise others.

- Write a letter of advice/encouragement to a friend telling them how Jesus and the Holy spirit can help them.

Additional learning resources children and parents may wish to engage with

http://www.sciencekids.co.nz/gamesactivities.html

https://www.booktrust.org.uk/books-and-reading/have-some fun/?q&sortOption=AtoZ&pageNo=1#!?q=&sortOption=AtoZ&pageNo=1

https://www.literacyshedplus.com/browse/free-resources

https://nrich.maths.org/

https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-lessons/1

https://sciencebob.com/category/experiments/

https://wowscience.co.uk/

https://www.coolkidfacts.com/famous-scientists/

https://www.historyforkids.net/

Teacher tips

Let the children lead their learning, if they are interested in a particular thing let them explore it and where possible make links with other things as children learn more if they enjoy it.
Breaks are important- Children cannot concentrate for long periods of time and need to have time built in for them to switch off. Try PE with Joe wicks or Cosmic Yoga on YouTube to get the children moving and enable them to burn off some energy.

Daily Calculations

Week 1

Monday

2348 +1953 *(Remember to add your carry)*	3467 – 1359 *(Remember to exchange if the number at the top is smaller)*
235 x 3	2 ⟌ 468

Tuesday

5407 +2973 *(Remember to add your carry)*	8097 – 1234 *(Remember to exchange if the number at the top is smaller)*
421 x 6	3 ⟌ 518

Wednesday

4682 +2383 _____ *(Remember to add your carry)*	6981 – 2472 _____ *(Remember to exchange if the number at the top is smaller)*
361 x 4 _____	5 ⟌ 206

Thursday

5538 +3719 _____ *(Remember to add your carry)*	2381 – 1257 _____ *(Remember to exchange if the number at the top is smaller)*
472 x 7 _____	7 ⟌ 924

Friday

4649 +3615 _____ *(Remember to add your carry)*	7093 – 3637 _____ *(Remember to exchange if the number at the top is smaller)*
506 x 8 _____	6 ⟌ 136

Week 2

Monday

7 3 5 1 + 2 4 6 8 _____ *(Remember to add your carry)*	3 9 3 4 – 1 5 6 7 _____ *(Remember to exchange if the number at the top is smaller)*
5 7 2 x 9 ____	7 ⟌ 6 4 2

Tuesday

7 8 6 3 + 4 5 8 2 _____ *(Remember to add your carry)*	7 9 0 3 – 3 5 7 2 _____ *(Remember to exchange if the number at the top is smaller)*
7 8 0 x 8 ____	5 ⟌ 9 5 8

Wednesday

8735 389 + 21 _____ *(Remember to add your carry)*	5034 – 1217 _____ *(Remember to exchange if the number at the top is smaller)*
639 x 2 _____	2 ⟌ 761

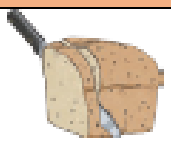
Thursday

1362 442 + 98 _____ *(Remember to add your carry)*	7390 – 3974 _____ *(Remember to exchange if the number at the top is smaller)*
703 x 4 _____	3 ⟌ 789

Friday

4536 456 + 54 _____ *(Remember to add your carry)*	8022 – 2513 _____ *(Remember to exchange if the number at the top is smaller)*
719 x 9 _____	8 ⟌ 656

Science: Reversible and irreversible changes experiment

Item	Prediction Reversible or irreversible?	Description of what happened	Reversible or irreversible?
		_____ _____ _____ _____	
		_____ _____ _____ _____	
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		_____ _____ _____ _____	
		_____ _____ _____ _____	

3.3 Making ice-cream

You will need:

- 80 ml milk
- ¼ teaspoon vanilla flavouring
- 10 tablespoons salt
- 1 big freezer bag, with fastening or zip
- To serve the ice-cream – small plate or bowl, and spoons
- 1 tablespoon caster sugar
- 1 litre crushed ice
- 2 small freezer bags, with fastening or zip
- Winter gloves

You must wear winter gloves when holding the bag of ice-salt mixture.

1. Measure out the milk, sugar and vanilla and place in one small bag. Remove the air from the bag. Fasten securely.

2. Place the bag in another small bag. Remove the air. Fasten securely.

3. Place the salt and crushed ice in the big bag.

Shake to mix the contents.

4. Place the small bag and its contents in the big bag of ice-salt mixture. Remove the air. Fasten securely.

5. Using gloves, hold the big bag and its contents. Shake for about 10 minutes.

6. Remove the ice-cream from the inner bag.

Make sure it **does not come into contact** with the ice-salt mixture.

AND EAT!

1. Which substances were solids?

2. Which substances were liquids?

3. What helped to change the mixture into ice-cream?

4. Did you have to use ice? Why?

5. Why do you think salt was added to the ice?

3.5 Cloud in a glass

You are going to show how clouds form by making a cloud in a glass.

1. You will need

- Beakers
- Thermometer
- Ice
- Cold baking trays
- Mirrors
- Warm water
- Kettle
- Foil trays such as apple pies come in
- Access to a freezer

2. What to do

- Put the ice in the foil container. Wait for the foil to get very cold.
- Pour about 1 cm height of warm water into the glass beaker.
- Place the foil container and ice on top of the beaker.
- Look carefully at the inside of the beaker.

3. What we saw

- Draw a picture to show what you saw inside your glass.

4. Explaining what we saw

- Highlight the correct bold words to explain what happened.

Some of the warm water **condensed/evaporated** to form water in the **solid/gas** state. This is also called water vapour. The vapour moved up to the cold part of the glass. Here, it **condensed/evaporated** to form tiny droplets of water in the **liquid/gas** state. These droplets formed our cloud.

- Describe how your model is similar to the way that real clouds form, and how it is different.

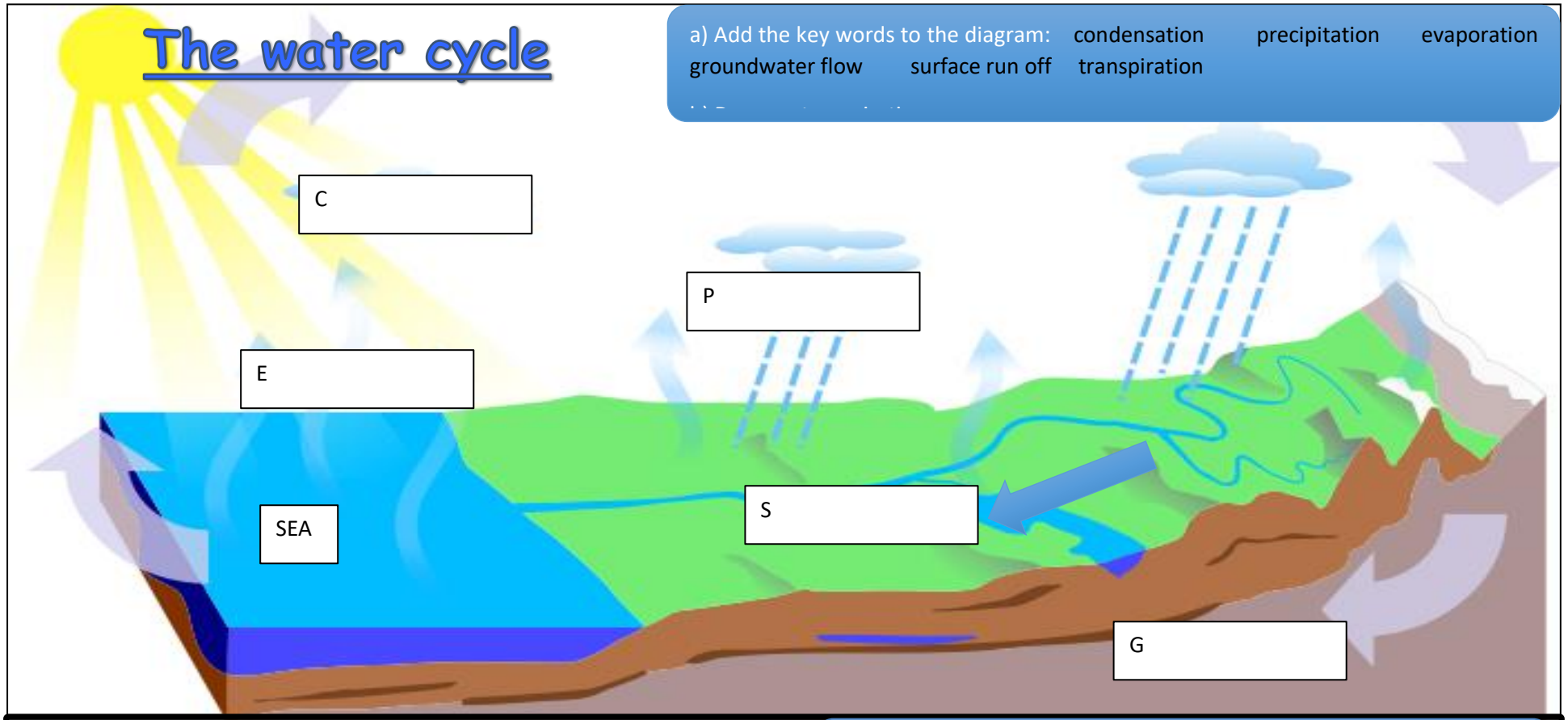
Danny the rain droplet

Danny starts his life out as a tiny water d_____ in a lake, river or the s_____. He then is e_____ by the sun into the sky where he cools down and turns into c_____. For some time he stays as a cloud until the w_____ begins to blow. As the wind blows him across the sky he turns into p_____, this means he can be either r_____, hail, sleet or s_____. One he has fallen to the g_____ he finds his way back to the lake, river or sea again. He does this by either running downhill along the soil; this is called surface- r_____. Or he can go deep underground as ground w_____, however this takes much l_____.

Danny the rain droplet in the water cycle

The water cycle

a) Add the key words to the diagram: condensation precipitation evaporation groundwater flow surface run off transpiration



Extension: Explain how the water moves from sea, air and land and back.

Key words

evaporation condenses groundwater flow precipitation

Firstly the water starts off in the s_____ it then is transferred to the air by the process of e_____ this is when the sun heats the water and it turns into water vapour. The water vapour then cools and c_____ to form clouds, and falls as p_____ (rain, sleet, snow). The precipitation then goes back to the sea either by s_____ r_____ or g_____ f_____.