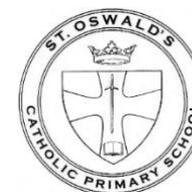


# St Oswald's Catholic Primary School Home Learning

Year Group: 4

Week Beginning: 29th June 2020



|              | Monday   | Tuesday  | Wednesday   | Thursday   | Friday  |
|--------------|--|--|---|--|---|
| <p>Maths</p> | <p>This week's Times Tables – x 12 times table (test on Friday)</p> <p><u>Estimation.</u></p> <p><a href="https://www.twinkl.co.uk/resource/t2-m-608-year-4-identify-represent-estimate-lesson-5-estimating-calculations-teaching-pack?sign_in=1">https://www.twinkl.co.uk/resource/t2-m-608-year-4-identify-represent-estimate-lesson-5-estimating-calculations-teaching-pack?sign_in=1</a></p> <p>Estimation is an important skill in maths as it allows us to check our answers are accurate and help to avoid making mistakes. An estimation is a guess of what you think the answer to a question could be. Use the addition estimating money worksheet and circle the answer you think would be most accurate for each question. Don't forget to apply the rounding skills that you practised last week to help you.</p> | <p>12 Times Tables practise</p> <p><u>Ordering amounts using &lt; / &gt; ≥</u></p> <p>Complete page 4 of the Classroom Secrets Home Learning pack. Order the amounts of money from lowest to highest. It might be easier for you to convert all of the amounts into the same units of measure first (pounds and pence). To do this you must remember to multiply or divide by 100. Try to expand your reasoning skills when you answer question 3.</p> | <p>Times Tables Rockstars <a href="https://trockstars.com/">https://trockstars.com/</a></p> <p><u>Four Operations – Word Problems</u></p> <p>Complete page 8 of the classroom secrets document attached. You will need to use the four operations to answer these questions.</p> <p>Read each question carefully and show your working out, you may need to use different strategies and trial and error to find the solution. Try to use your rounding and estimation skills at the start of each question to help you find the most logical solution.</p> | <p>Times Tables Rockstars <a href="https://trockstars.com/">https://trockstars.com/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z9pg4xs">https://www.bbc.co.uk/bitesize/articles/z9pg4xs</a></p> <p>Try the challenges to improve your problem solving and reasoning skills. Each one of the questions gets a bit more difficult so you must think logically and decide on the best way to answer each question. Don't forget RUCSAC!</p> <p><b>Word problems?</b><br/><b>No problem!</b></p> <p><b>Read!</b><br/>Read the question and underline the important bits.</p> <p><b>Understand!</b><br/>Think about it and write the number sentence(s) you will need.</p> <p><b>Choose!</b><br/>Choose how you will work it out.</p> <p><b>Solve!</b><br/>Solve the problem – work it out.</p> <p><b>Answer!</b><br/>Have you answered the question fully?</p> <p><b>Check!</b><br/>IF LIKELY? Check it and double underline your final answer.</p> | <p>12 Times Tables Test – Focus on the ones you get wrong next time.</p> <p><u>Active Maths Multiple Music</u></p> <p>Children jump, tap, clap, click etc. as they count on certain numbers e.g. tap shoulders on multiples of 2, jump on multiples of 5, stamp on multiples of 10 etc. as you count on or back from 0 – 100.</p> <p>To practise start with counting up to 30 and clap your hands on every multiple of 2.</p> <p>Then try counting to 30 again but this time clap your hands on every multiple of 2 and stamp your feet on every multiple of 10. Then try and include a movement for every multiple of 5, then 3, 4 and 6. Some numbers you will find you need to use</p> |

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|  |  |   |  |  | multiple movements as they have several factor pairs.   |
| <b>Word of the day-</b> find the definition, write it in a sentence and learn how to spell it. |  |   |  |  |   |
| English<br>   | <p><b>Grammar</b></p> <p>Monday – ‘Were’ or ‘Was’ and ‘Did’ or ‘Done’ (P.3 Home Learning Pack)</p> <p>Today’s activity is all about using the correct form of the verbs or standard English.</p> <p>e.g. ‘We was going to the park’ or ‘We were going to the park’. Which is correct?</p> <p>Often if you say the sentences aloud, one will sound right and one will not.</p> <p>For Q5 you need a fronted adverbial. Some examples:<br/><b>Before sunrise</b>, Zack ate his breakfast.<br/><b>After the rain stopped</b>, Sophie went outside to play</p> | <p><b>Grammar</b></p> <p>Tuesday – ‘I’ or ‘Me’</p> <p>Use I when referring to yourself as the subject of a sentence.<br/>e.g. I play tennis</p> <p>Use me when referring to yourself as the object of a sentence.<br/>e.g. Can you hear me?</p> <p>Have a go at the questions on the sheet (P.5)</p>  | <p><b>Writing - Research</b></p> <p>This is a research and writing task. Choose someone you would like to write about; they could be famous, or it could be someone in your family. Find out as much about them as possible and write their biography: the story of their life.</p> <p>Use the word bank on P.7 to help you create an interesting biography.</p> | <p><b>Writing – Character</b></p> <p>When authors create a new character they have to know everything about them. This means answering a lot of questions about what that character is like. Watch this short clip to see how this is done.</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zp76wnb">https://www.bbc.co.uk/bitesize/articles/zp76wnb</a></p> <p>Imagine you are writing a story set in a school, like in <i>Matilda</i>. You’re going to create a <b>character</b> who would be in that story. It could be anyone - the head teacher, a teacher, a student, a coach, a caretaker. Complete the ‘Character Profile’ activity sheet.</p> | <p><b>Comprehension</b></p> <p>‘I asked my Dad again’ P.10 – P.13 Home Learning Pack</p> <p>Start off by reading the extract at least once. Why not underline key information or use a highlighter when you find an answer.</p> <p>Remember to add detail to extend your answers where you can.</p> |
| Other Subject  | <p><b>HISTORY</b></p> <p>Recently it was the Summer Solstice (20<sup>th</sup> June). The Summer Solstice signals the start of summer here in the</p>   | <p><b>P.E</b></p> <p>Create your own circuit training.<br/>Today you are going to be the teacher! Previously the</p>  | <p><b>ART</b></p> <p>Self portrait<br/>Each student needs a mirror, paper, 1 pencil, coloured pencils, and patience. Ask if</p>  | <p><b>SPANISH</b></p> <p>Watch the video clip of Melissa talking about her garden.</p>   | <p><b>PE</b></p> <p>Cosmic Kids Yoga – The Twits by Roald Dahl.</p>   |

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|                | <p>Northern Hemisphere and winter in the Southern Hemisphere. It is the longest day of the year.</p> <p>Use the link below to learn about one of the world's most famous monuments, Stonehenge and its significance during the Summer Solstice.<br/> <a href="https://www.bbc.co.uk/bitesize/articles/zv67mfr">https://www.bbc.co.uk/bitesize/articles/zv67mfr</a></p> <p>This lesson includes:</p> <ul style="list-style-type: none"> <li>• Four videos about Stonehenge and the mystery surrounding the monument</li> <li>• Two activities to build knowledge and understanding of Stonehenge</li> </ul>  | <p>teachers in year 4 have designed a circuit training for you, but today you will plan your own. You can plan this for all of your family, but remember, you have to join in also! As you are the teacher, it is also important that you demonstrate each of your exercises to your family safely.</p> <p>Ideas for the family – Jump over cushions 5 times, Leap frog over another family member and Piggy back races.</p> <p>Ideas for individual circuit – Star jumps, burpees, squats and sit ups.</p> | <p>everyone knows that your hand is as big as your face. Try it! For the most part it is.</p> <p>Place your hand in the middle of your paper and draw your dots at the top of your middle finger and under your wrist.</p> <p>Carry on and try to create your own self portrait using the website below.</p> <p><a href="http://www.artsmudge.com/blog/2012/05/how-to-draw-proportional-self-portraits-with-kids">http://www.artsmudge.com/blog/2012/05/how-to-draw-proportional-self-portraits-with-kids</a></p>  | <p><a href="https://drive.google.com/file/d/1OY0PmloDA8Fx1VgRrF14GFiebdIU4MYP/view">https://drive.google.com/file/d/1OY0PmloDA8Fx1VgRrF14GFiebdIU4MYP/view</a></p> <p>Explore the worksheet 'My Garden', it is attached to the school website, along with some answers. How many can you complete?</p>  | <p>Use the video link below, to join in with a story based yoga activity, with cosmic kids, based on The Twits.</p> <p>This activity involves peaceful relaxation, stretches and story time.</p>  |
| Other subjects | <p><b>Science</b></p> <p>Earlier this year, we learnt about how we hear sound. Visit the following link to revise this topic.</p>   | <p><b>RE</b></p> <p><u>Act of contrition</u><br/>Thinking back to the previous R.E lesson, complete the following task.</p>   | <p><b>RE</b></p> <p>Continuing with our 'Building Bridges' topic, read the following...<br/>Matthew 5: 23-24</p>   | <p><b>PHSE</b></p> <p>Respecting human rights, makes the world a better and fairer place. We can all do our bit through the</p>  | <p><b>Geography</b></p> <p><u>Rivers</u><br/><a href="https://www.bbc.co.uk/bitesize/articles/zc3gp4j">https://www.bbc.co.uk/bitesize/articles/zc3gp4j</a></p>   |

<https://www.bbc.co.uk/bitesize/articles/zb4jcmn>

Remember \* -

Sounds are made when objects **vibrate**.

The vibration makes the air around the object vibrate and the air vibrations enter your ear - you hear them as sounds.

You cannot always see the vibrations, but if something is making a sound, some part of it is always vibrating. There are 2 interactive activities to go with the videos provided.

Can you also create a poster to explain how we hear sounds? Remember to use key vocabulary.

<https://www.bbc.co.uk/bitesize/topics/zgffr82>

visit this website for more videos on how we hear sound.

\*Remember if you show contrition, you are showing that you are sorry.

Task - Take time to pause and reflect. Write your own prayer of sorrow to God. It will be called an Act of Contrition.

### ACT OF CONTRITION

MY GOD, I AM SORRY for my sins with all my heart. In choosing to do wrong and failing to do good, I have sinned against you whom I should love above all things. I firmly intend, with your help, to do penance, to sin no more, and to avoid whatever leads me to sin. Our Savior Jesus Christ suffered and died for us. In his name, my God, have mercy. Amen.

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'So if you are about to offer your gift to God at the altar and there you remember that another has something against you, leave your gift there in front of the altar, go at once and make peace with that person, and then come back and offer your gift to God.'

Look at the following image and consider the following key questions –

- What is the man in the picture is doing?
- What makes you think he is sorry for something?
- How does this picture make you feel?
- How do you feel when you have done something wrong?



choices we make and the actions we take.

Watch the video clip below to learn about Human Rights.

<https://www.youtube.com/watch?v=VO7oS8PqkJY>

Activity:

Create an acrostic poem using the words 'Human Rights' to show what you have learnt. See the example below for how to lay out your poem.

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Learn about rivers, including what they are and how they are formed.

Complete the online quiz to see what you have learnt about rivers.

There is a worksheet attached to colour in the rivers around the world. You will need a coloured pencil or felt to complete this activity. Extension – Research The River Nile online. Create a fact file about all of the important information you can find about this famous river.

