

Home Learning - Suggested Activities for children in Year 4

Weeks Beginning - Monday 29th June and Monday 6th July

Please find below activities, which may be beneficial to your child's home learning. We have tried to include a range of practical activities, written activities and activities using technology to cover whatever home setup you may have available. **It is not essential you complete all these activities.** We know many parents are working and therefore we do not want to ask more of you than you can easily give. Therefore, the activities have been arranged into three categories: **daily**, **weekly** and **topic** activities. We recommend completing the essential activities first then seeing what time is available to commit to additional activities. Please feel free to message your child's class teacher via eSchools with questions you have regarding these activities. Teachers would love to see photos or receive information about what you have been up to at home when you have time. Please encourage your child to continue sharing their learning online where possible.

Daily activities for children in Lower KS2

Online Learning

SPAG/Spelling (20 mins) - Log on to BBC bitesize for daily grammar on BBC Bitesize <https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

Daily Reading (2 x 15 mins) - Log on to Oxford Owl and read an eBook, there are lots of books to choose from! <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Maths (10 mins) Log on to TT Rockstars to practise your times tables.

Maths (20 mins) - We recommend taking a look at the BBC Bitesize website for their daily lessons

<https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

Maths: Week 5 MyMaths Week 6 Diagnostic questions

Offline Learning

Spellings - See weekly spelling lists on eSchools. Practice this throughout the week.

Daily Reading (20 to 30 mins) - If you have finished your school reading books then find a book you have at home to read. You might have a comic too, or something else you could read like a cookbook.

Make a story sack - choose one of your favourite books and collect some items in a bag that are related to the book. Can someone else guess the book based on what is in the bag?

SPAG - Can you write a sentence using your spellings for this week? Have a look at the books around your home, can you find any of our spelling words for this week?

Maths - Create a game of times table bingo, choose a times table that you find tricky for this game. You can either have a board with the questions or the answers. Ask another family member to either read a question for you to find the answer or read an answer and you cross off the question.

By the end of year 4: children should be fluent with the 6, 7, 9, 11 and 12 times tables, as well as those previously learnt.

Weekly activities for children in Year 4

Online Learning

Share a story - Choose a story from around your home and share this with a family member. Alternatively, you can listen to stories being read online by authors such as David Walliams at 'Elevenes with the World of David Walliams' <https://www.worldofdavidwalliams.com/elevenes/>

Reading: Log on to Accelerated reader and take a quiz on at least one book you have read or have a look at the reading comprehensions on Classroom Secrets Kids.

Writing: Watch 'The Windmill Farmer' - <https://www.literacyshed.com/windmillfarmer.html>

Write a first person story of the clip, describing the feelings of the farmer watching from the windows waiting for the 'first green shoots of growth.'

Offline Learning

Maths: It is helpful to have a dice for this activity. With a partner, take it in turns to roll a dice and write the number down. Repeat this three times - who can make the biggest number from the digits you rolled? The smallest number? Can you add your numbers up? How many + or x sums can you make? You can also play this on your own if need be.

Writing ideas: Instruction writing: Write a set of instructions on how to plant and care for a seed. Remember to use imperative verbs, bullet points and time adverbials.

Plant diary: Plant some seeds and keep a diary of its growth. Each day note down any changes and record what you have done to help it grow. Remember to include a diagram of your plant each day (or you could photograph it).

Life cycle of a plant: Create a poster showing the life cycle of a plant. How does a plant start? How do they grow? How do they change? Add a description to each part to explain what is happening; include any detail about what has helped the plant grow.

Setting description: Go for a walk in a park or have a walk around your own garden. Can you describe this setting in detail using all of your senses? What can you hear? What can you smell? What can you see? Remember to use appropriate adjectives to describe; you could also include similes and prepositions to add more detail.

Oracy: If you could be a flower, what would you be and why? Discuss this with your family. Make sure you explain why you chose this particular flower.

SPANISH

Use these words to have a cafe role play with someone at home. See if you can order a drink from a waiter/waitress using only French words. Add in any other words you know such as hello and goodbye. Me gusta (I would like), Por favor (please), gracias (thank you) aqui estas (here you are) ¿Cuanto cuesta? (how much is it?) algo de leche (some milk) un zumo de naranja (an orange juice) un poco de agua (some water)

P.E.

Aiming sports - Have a go at the simple activities below - could you turn it into a competition with your family members?

Frisbee golf - get creative with setting up a course around your house, either indoors or out. Decide how many shots to allow per hole and have fun.

King of the cones - can you be the king or queen of the cones? Hit your opponent's cone, collect it and add it to yours. Can you hit them all to win?

In the box - how far away from the box can you get and still land your ball on target? Challenge yourself to improve your personal best.

DT

Biome in a box! The Eden project has two large biomes containing a range of different plants.

Can you make your own biome in a box? First, design it - what do you want to include? What objects might you need?

Next, find a suitable container - a cardboard or plastic box or tray. Think carefully about your choice of material, if it is going to be left outside what would be suitable? Find natural materials like stones, sticks, leaves and shells to furnish your box or use objects from around the home. If your box is lined or waterproof, you can add soil and living plants. How will you care for them? Add fixed and moveable objects and consider their size and shape. Cress seeds on wet kitchen towel could make a perfect mini vegetable patch. Vegetable peelings might make a slimy swamp. Keep check in on it throughout the week, how has it changed?

RE/PSHE

Could you plant some seeds and provide them with the care that they need in order to survive? Cress seeds can be grown without soil - you could use damp cotton wool or kitchen roll instead. Draw a picture of what you've grown and label it with the things you've done to keep it alive e.g. water it, put it somewhere in the sunlight.

Year Group Theme - Outdoor Explorers!

Topic Activities

You may wish to choose to complete one or more of these activities during this two-week period.

These have been organised into different subject areas and are based around your year group theme.

COMMUNITY SPIRIT

- Collect a little bunch of wildflowers, wrap the stems in tin foil and deliver (safely) to a friend/neighbour to make them smile.
- Decorate a flower pot and plant a seed inside it. Deliver it to someone to show you are thinking of them or pop it in your window for people passing by to enjoy.
- Design a friendship flower. Write your friends name in the middle and on the petal write why they are special. Deliver to your friend or take a picture and send it to them.

SCIENCE

How do plants grow?

Have a look at

<https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/zcjmp39>

Which parts of a flower can you label? Have a go at completing the activity sheet attached or, alternatively, draw and label a flower yourself. Can you explain what each part of the flower does? Can you include what a flower needs to grow?

Flower explorer!

Download one of the following apps - 'Plant Snap' or 'Plant Net'. (Both Apps are free with ads.) Have a walk around your local area and spot some wild flowers. Are there any that you can name yourself/with the help of an adult? For any that you aren't sure of, using the App, scan the flower and it will identify it for you. How many different types of flower can you find? Which flowers are most/least common? Why do you think this is?

Offline: Alternatively, you could photograph the flowers you see and use the attached sheet to help you identify them. You could collect examples of the different flowers (from your own garden), stick them onto a large sheet of paper and create an identification chart that others could use.

HISTORY/GEOGRAPHY

Choose either The Lost Gardens of Heligan or the Eden Project and research their history...

☆ <https://www.heligan.com/the-story/timeline>

☆ <https://www.edenproject.com/eden-story/eden-timeline>

The Eden website has videos of the challenges they faced and a time-lapse video of the build. If you're researching the Eden Project: Have a look at the Core building <https://www.edenproject.com/eden-story/behind-the-scenes/architecture-at-eden> and how its design was based on the Fibonacci sequence (explained in the text). These spiral patterns are also found in pineapples, pinecones and sunflowers.

Create a leaflet to advertise the Lost Gardens of Heligan or the Eden Project, make sure you include the history of the site, the main features of the site and things to do there! Be persuasive in your leaflet to make it the best place to visit! You could even draw your own map for either The Eden Project or the Lost Gardens of Heligan!

ART

Pointillism - a style of art where lots of tiny dots are used to build up an image. Many TVs and cinema screens use the same technique - tiny pixels form to create an overall image, but close up it is hard to see it clearly. Watch

<https://www.bbc.co.uk/bitesize/clips/zgmkp39> (an introduction) and <https://www.bbc.co.uk/bitesize/clips/zxqc6fr>. The second clip shows

a large-scale picture being created in this style using pogo sticks!

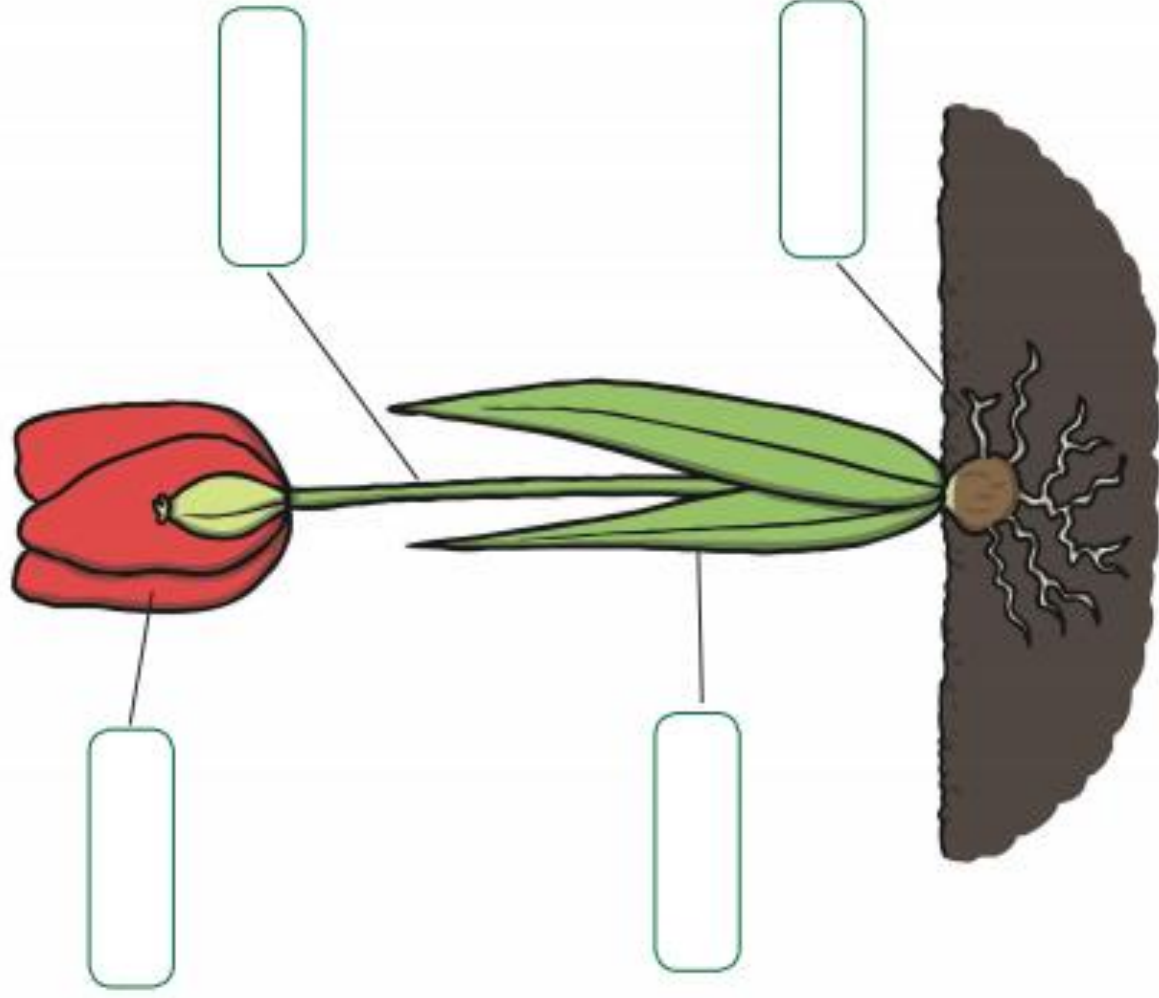
Using a real flower, or a simple photograph, try to recreate it in the style of Pointillism (see

example) - using lots and lots of tiny dots! This could be done either with paint and a cotton bud or felt-tips. **Tip: You may wish to draw a very faint outline of your flower first so you have some guidelines to follow.**



Label the different parts of the plant using what you know. Can you explain the function of each part of the plant?

Parts of a Plant



Plant identification



2010 Hockey Season

Name	Played	Won	Drew	Lost
Sam	10	5	5	0
Joe	9	4	4	1
Paul	11	6	2	3
Tim	12	5	3	5
Rose	10	3	4	3
Sue	10	8	1	1
Zoe	12	4	4	4
Mike	11	7	0	4
Nina	8	1	2	5

2011 Hockey Season

Name	Played	Won	Drew	Lost
Sam	15	5	5	5
Joe	12	2	0	10
Paul	11	5	1	5
Tim	12	1	2	9
Rose	11	5	0	6
Sue	9	9	0	0
Zoe	14	4	4	6
Mike	14	10	2	2
Nina	10	5	3	2

Maths activity

- Who played the most games in 2010?
- Who played the most games in 2011?
- Who played the least games in 2010?
- Who played the least games in 2011?
- Who lost the most games in 2010?
- Who lost the most games in 2011?
- How many more games did Sam play in 2011?
- How many fewer games did Sue play in 2011?
- Who won the same number of games in each season?
- Who lost the same number of games in both season?
- How many more games did Zoe, Mike and Nina play altogether in 2011 than in 2010?
- What is the difference in the number of games that Tim lost in 2011 to 2010?
- Who won and drew the same number of games in 2010 and 2011?
- Who do you think was the best player in 2010? Why?
- Who do you think was the best player in 2011? Why?

All about Vegetables

A vegetable is the part of a plant which can be eaten but does not have any seeds. Vegetables grow in lots of different shapes, sizes and colours.



Leafy Greens



Some types of vegetables grow above the ground. We can eat the leaves of different plants, such as lettuce, kale and spinach. These are called leafy greens.

Broccoli and cauliflower plants have leaves, but it is the flowers of these plants that we eat.

Root Vegetables

Vegetables like carrots, parsnips, radishes, onions and turnips grow under the ground. These are called root vegetables. The part we see growing above the ground are the leaves of these vegetable plants.



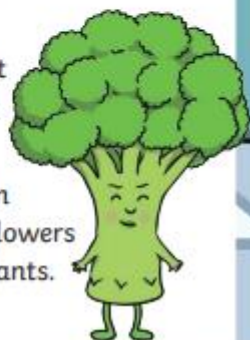
Potatoes are not root vegetables but are actually tubers that grow under the ground.



How Do Vegetables Grow?

Most vegetables need warm weather to grow but others can grow in cooler weather, such as carrots, spinach and turnips.

Vegetable plants will grow flowers if you let them grow for long enough. Seeds form from these flowers and can then be planted to grow new vegetable plants.



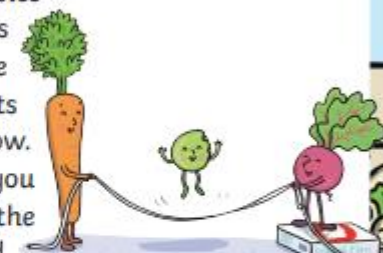
All about Vegetables

Vegetables or Fruit?

Although many people think they are vegetables, tomatoes, pumpkins, squashes, green beans and cucumbers are actually fruits. This is because they have seeds inside them.

Why Are Vegetables Good for You?

It is important to eat lots of vegetables as part of a healthy diet. Vegetables give you lots of energy. Vegetables have lots of vitamins, minerals and nutrients inside them which help you to grow. Eating vegetables can help to keep you well by keeping your immune system (the part of the body that fights illness and infections) healthy.



Did You Know?

Potatoes were the first food to be grown in space!



