

## LEARNING FROM HOME

### YEAR 4 - Week Beginning 20.04.20



- Using the teacher examples and features list, write a letter to Miss Helm about your thoughts on home learning.
- Read the power point on subordinating and coordinating conjunctions. Complete both activity sheets. If you want to challenge yourself, write the difference between a subordinating and independent clause in your book.
- Read chapter 1 and 2 of Oliver Twist. Answer the questions on the sheet in your home learning book.



- Read the PowerPoint on symmetry. Use this to complete the main activity sheet finding lines of symmetry in 2D shapes. If you want something harder, try the 2 challenge questions.
- Use the video below to remind yourself of the angles, their properties and how you measure their exact degrees with a protractor.
- <https://www.youtube.com/watch?v=9RTM418qfdI&t=156s>
- Can you test these skills using the online game?
- <https://mathsframe.co.uk/en/resources/resource/76/itp-fixpoints>



#### Living things and their habitats

- Read the information pages (pg36, 37 and 38) on animals adapting to their habitat and watch the video below. Use them to complete the activity sheet on camel adaptations.
- <https://www.bbc.co.uk/teach/class-clips-video/how-animals-have-adapted/z4y76v4>
- Can you complete the challenge at the bottom of the sheet?



**History:** Create your own historical timeline including all the dates on the example showing where the Victorian fit in. Use the dates and the timeline given to help you. **REMEMBER** some will overlap!

**RE:** 'What makes me the person I am?' Think of all the people in your life that influence you. Draw a picture of yourself and write all the people that influence you around it.

**Computing:** Purple Mash: Try out your debugging skills. Log in and find 2Code. Scroll down to the chimp debugging challenges and see if you can debug the programme.

**ART:** Go online and research pattern. Write what a pattern is in your book. Can you create your own pattern using different shapes and colours?

**PE:** Go on to YouTube. Type in '5-a-day exercise.' Follow the steps on the video to get your daily exercise in.

**Music:** Look at the objects in your home. Can you use them to make sounds? Write about the objects and sounds in your home learning book. Can you get your family involved and create a "home object band"?

**Additional activities:** Use the YouTube video to make a simple kite and learn how to fly it.

<https://www.youtube.com/watch?v=s7AtNsVM2x8&t=98s>




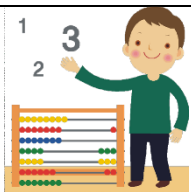
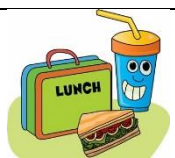
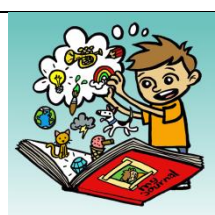

Type in "Myleene's Music Klass" into youtube to have some free online music lessons.

<https://www.youtube.com/channel/UCQh2wgJ5tOrixYBn6jFXsXQ>

## Home Learning in Year 4

Working with your child at home may seem a bit daunting in terms of keeping them occupied and balancing time out. At school, we find keeping to routines a very helpful way of keeping children focused and balancing out formal learning time with relaxation. This also applies to keeping fairly regular bedtimes and getting up times to keep things as 'normal' as possible.

This may help you – or you may choose to set your own timetable! There is lots of advice and suggestions online if this doesn't really suit you.

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|    | <b>7:30-9:00am</b><br><b>Getting ready</b>  | Time to get up, washed, have breakfast and get dressed. Talk about the day ahead and ideas for activities.  |
|    | <b>9:00am</b><br><b>Reading and Writing</b> | At school we start the day with some reading activities. This could be reading a book / newspaper / magazine / using online resources such as online news.<br>After this, perhaps you could think about some writing. Could your children write or draw something about the book they read? Could they choose a writing activity in their home learning from school?  |
|   | <b>10:30am</b>                              | Time for a break and perhaps a snack. Is there an opportunity for your child to get active? Could they do some jogging / dancing if you are in the house? Is there a possibility to get outside for skipping / jumping / running?   |
|  | <b>11:00am</b><br><b>Maths</b>              | There are lots of resources that can be accessed online to help your children get quicker at number facts, and the school will have sent some activities home. Try the BBC website and Times Table Rockstars among others.<br>Could you do some 'real life' maths together such as weighing ingredients for lunch or counting coins out and playing shops?  |
|  | <b>12:00</b><br><b>Lunch and playtime</b>   | Could your child help to prepare the lunch, clear up and wash up?<br>For playtime, is there a chance to get active again? Or could your child choose an activity they enjoy such as drawing / colouring...  |
|  | <b>Afternoon</b>                            | At school, we tend to do more of the creative subjects in the afternoon. As well as project ideas we have sent home, some other suggestions for ideas at home could be:<br>-junk modelling something out of old boxes/containers<br>-researching a famous person and presenting the information they found<br>-going on a hunt for natural items outside and using to create some art work<br>-arts and crafts – drawing/colouring/painting/creating<br>-Science such as freezing / melting, looking at plants and animals in or out of the house |
|  | <b>End of the day</b>                       | It is important to think about when to end the day and separate home time.  |