



# Year 4

## Week beginning: 13.7.20

It is really important to make the most of all learning opportunities during this strange time. To help you do this, we expect Year 4 children to do the following each day:

English - 20 minutes	Times Table Rockstars - 15 minutes
Reading - 20 minutes	Teacher activities - 30 minutes
Spellings - 15 minutes	PE - 30 minutes
Maths - 20 minutes	

As teachers are back in school now, you won't hear from us quite as much as you did before. We still love to receive your home learning though so please continue to email us ([year4@hollylodge.kite.academy](mailto:year4@hollylodge.kite.academy)).

Best wishes,

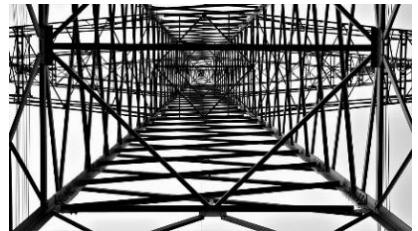
Mr. Smith and Miss Moreton-Ford

### Maths

Watch the videos and complete the activities from BBC Bitesize:

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

Monday - Line symmetry: Finding lines of symmetry



Tuesday - Line symmetry: Completing a shape

Wednesday - Describing position

Thursday - Coordinates in the first quadrant

Friday - Challenge of the week

*Write down all of the letters of the alphabet in capital letters. Which letters are symmetrical? How many lines of symmetry do they have? Can you write a whole word using symmetrical letters?*

Keep practising your times tables on Times Table Rockstars:

<https://play.ttrockstars.com/auth/school>

### English

Improve your grammar and punctuation skills with BBC Bitesize:

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

Monday - Revising adverbs and fronted adverbials

Tuesday - Instruction writing

Wednesday - Creative writing

Thursday - Creating a comic book

Friday - Reading activity



## Reading

What is the best book you have read this year? How would you advertise this book to others?  
Design an advertisement for your best book. You could design a poster, record a radio or TV advert.

## Spelling

Learn to spell the words on the Look-Say-Cover-Write-Check list towards the back of this pack by completing one spelling activity from the "Spelling Menu" each day.

Remember to practise a few of the Statutory Spellings or high frequency words every day too.

## Topic/Art

Design your own dinosaur thinking about characteristics listed below.

Draw your creation. Can you write a description explaining its features?

Herbivores must have:

- Large molars to grind up food.
- Low to the ground or have a very long neck to reach food.
- Thick skins and tough armour for defence against predators.
- Flat feet and be equally balanced (e.g. neck and tail).



Carnivores must have:

- Sharp canines to tear flesh.
- Strong and powerful legs to catch prey.
- Small arms with sharp claws.
- A streamlined body.
- Attack features e.g. spikes, talons, teeth and claws.



Aquatic dinosaurs must have:

- Fins and tails.
- Gills for breathing underwater.
- A streamlined body to travel quickly through the water.
- Smooth, slippery, shiny hide (skin).
- A large mouth with canine teeth.



Flying dinosaurs must have:

- Strong wings to support the size of its body.
- A beak with small rows of sharp canines.
- A streamlined body to travel quickly through the sky.
- Sharp talons to catch prey.
- Large eyes to see prey from above.
- A tail for balance.



## Computing

Try the games and activities on the "Think u know" website. They can help you find out about more about staying safe online. [https://www.thinkuknow.co.uk/8\\_10/](https://www.thinkuknow.co.uk/8_10/)

You can also try the activities here:

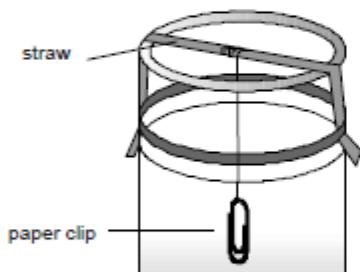
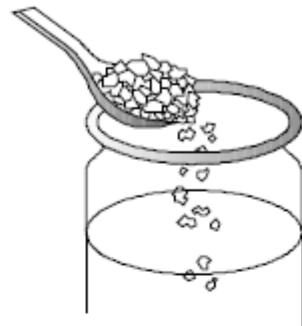
<https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-8-10s-home-activity-sheet-8.pdf>

## Science

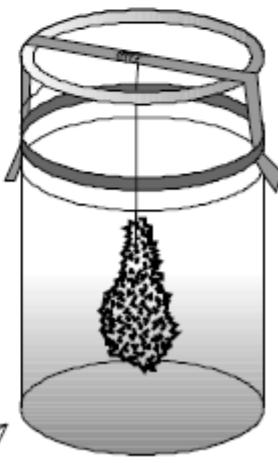
Ask an adult's permission to try this experiment.

### GROWING CRYSTALS

1. Fill a jar with warm water from a kettle.
2. Add several teaspoons of salt to the water and stir until all the salt has dissolved.
3. Add several more teaspoons and stir.  
Repeat this until no more salt will dissolve.



4. Tie a paper clip onto the end of a piece of cotton and wrap the cotton around a straw. Bend down the ends of the straw and secure over the jar with an elastic band as shown in the diagram.



5. Put your growing crystal solution to one side and look again in a week. You should see crystals growing around the paper clip.
6. After a week, observe your crystal using a magnifying glass.  
Can you see any of the shapes below?



From: <https://www.stem.org.uk/resources/elibrary/resource/31669/growing-crystals#&gid=undefined&pid=1>

## PSHE

### REACH Values

At Holly Lodge, we remember our values using REACH. Can you remember what each letter stands for?

Answers: Respect, Effort, Achievement, Care, Honesty.

Thinking back over the whole of this school year, how have you shown the REACH values? How can you continue to show these values in the future?



Task: Make a poster with a picture for each value.

## Music

Listen to this piece of music: <https://www.youtube.com/watch?v=b44-5M4e9nI>

Always ask an adult's permission before using YouTube and make sure you are supervised.

This piece of music is called 'The Swan' by French composer Camille Saint-Saëns.

It is a part of his famous composition called 'The Carnival of the Animals'. This

 music is composed for two pianos and a cello solo. The calming tune of the cello represents a swan gliding easily over the water while the piano chords represent the swan's hidden feet, paddling furiously under the water.



**Task:** Draw a picture of a swan gliding over the water.

Will you show its feet under the water or not?

**Extra task:** Listen to this longer piece of music from 'The Carnival of Animals':

<https://www.youtube.com/watch?v=wBGEf4urGNo>

Always ask an adult's permission before using YouTube and make sure you are supervised.

**Can you guess which animal is represented by listening to the music?**

(Clues: fish, birds, tortoise, hens, donkeys, a cuckoo, an elephant, kangaroos...)

## R.E.

We are learning about caring for others. Discuss these questions with an adult.

**Where do you usually eat your breakfast, lunch and dinner?**

**Who usually makes the meals in your house? Who clears up after dinner?**

Just like Christians worship in a church, Sikhs worship a special building called the Gurdwara. Although the Gurdwara is for Sikhs, people from all religions are welcome inside. Probably the most famous Gurdwara is Harmandir Sahib (also known as The Golden Temple), which is in Amritsar, India. Each Gurdwara has a langar, which means 'free kitchen'. The langar meal is always vegetarian and you sit together on the floor whether you are rich or poor. Guru Nanak Dev Ji, who created the religion of Sikhism, also created the langar because he believed in equality. That means that everyone is equal and should all be treated the same. At the Gurdwara, everyone takes it in turns to prepare, cook and serve the meal, then clear up afterwards. It is all voluntary which means people do this free of charge to help other people.



Watch these videos to learn more about it:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-gurdwara/z4qc8xs>

<https://www.bbc.co.uk/newsround/49957253>

**Task:** Write two special things about the langar meal.

**Extra task:** Can you design your own langar meal?

(Tip: It usually has chapatti, vegetables, dal/lentils and rice)

## P.E.

Try "Towel Toss" (target) challenge from the Virtual Surrey School Games.  
If you want to enter either of the competitions, you will need a parent to enter for you.

*Parents: These competitions are not run by Holly Lodge. More information (including terms and conditions and online safety information) is here: <http://www.activesurrey.com/events/games/VSSG>*

Keen to learn more? Try some of these activities: <https://www.thenational.academy/online-classroom/year-4>

Want to get outside? Try some outdoor learning activities with Learning through Landscapes (under the home learning activities or [here](#))

# Spelling Menu

Choose how you want to practise your weekly spelling rule/words.

Try to choose a different activity each day.

<p><b>Look-Say-Cover-Write-Check</b></p> <p><u>Look</u> at the words on your spelling list and say each one aloud. <u>Copy</u> each of the words. <u>Cover</u> the word then <u>write</u> the word. Repeat for each word in your list. <u>Check</u> that you have spelled the words correctly. If incorrect, write out the words correctly.</p>	<p><b>Book Search</b></p>  <p>How many of your spelling words or words that follow the spelling rule can you find in your reading book? Write out each word that you find.</p>
<p><b>Word Parts - Syl-la-bles</b></p> <p>Write out your spelling words in pencil. Use different colours to divide each word into syllables. Remember to count the syllables in a word, count the number of "jaw drops" or tap the beat of the word.</p> <p>jumping → jump-ing amazing → a-ma-zing petrified → pet-ri-fied</p>	<p><b>Spelling Pyramid</b></p> <p>Write out each of your spelling words one letter at a time in the style of a pyramid.</p> <p>w wh whi whil while</p>
<p><b>Blue Vowels and Red Consonants</b></p> <p><b>Vowels</b> are the letters: a e i o u</p> <p><b>Consonants</b> are all the other letters of the alphabet.</p> <p>Write out each of your spelling words using blue for vowels and red for consonants.</p>	<p><b>Words on Back</b></p> <p>This is an activity for two. Ask an adult at home to sit with their back to you. Now use your finger to 'write' one of your spelling words on their back. If you spell it correctly, you get a point. If it is incorrect, write out the word three times correctly. Swap roles. 😊</p>
<p><b>Spelling Artist</b></p> <p>Draw a very simple scene or a series of 2D shapes. Now use coloured pencils to 'colour' the scene or shapes with your spelling words. To do this, simply fill up each image you have drawn with your spelling words written over and over again.</p>	<p><b>Silly Sentences/Write a Story</b></p> <p>Have a go with using each of your spelling words in a silly sentence. Alternatively, can you write a 100 word or less story using words from your spelling list? <u>Underline</u> each of your spelling words.</p>
<p><b>Cut-out Words</b></p> <p>(Ask for permission before using any magazines or newspapers.) Cut out letters from an old newspaper or magazine and use them to spell your words by gluing them onto a piece of paper.</p> <p><b>k N O w l e d G E</b></p>	<p><b>Rainbow Spelling</b></p>  <p>First write each of your spelling words in pencil. Then trace over each word using a different coloured pencil or felt tip for each word.</p>

	<p>Alternative: Trace over each individual letter using a different coloured pencil or felt tip.</p>
<p><b>Mirror Image</b> Write out each of your spelling words correctly. Next to each word, write the word again, but this time in reverse.  <b>measure erusaem</b></p>	<p><b>Beat the Clock</b> Set a timer for 2 minutes. How many times can you <u>neatly</u> write each spelling word within that time?</p> 

# Look – Say – Cover – Write - Check

Look at the words. Say the words aloud. Copy the words. Cover the words.

Write the words. Check the words. Correct the words.

## Spelling Rule

Homophones: long 'o'

- **Vowels** are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- Vowels can make a **short sound** ('o' as in 'hop') or a **long sound** ('o' as in 'hope').
- A **homophone** is a word that sounds the same as another but is spelt differently.
- A **homophone** can also be spelt the same as another word but have a different meaning.  
Many homophones use the different spellings for long vowel sounds

Word list	Copy your spelling words.	Cover the words and write them without looking.	Check and correct.
moan			
groan			
toad			
road			
mown			
grown			
towed			
rowed			
loan			
lone			

NB: This activity could be completed on a piece of paper divided into three columns if you are unable to print it.



accident(ally)	decide	guard	naughty	recent
actual(lly)	describe	guide	notice	regular
address	different	heard	occasion(ally)	reign
answer	difficult	heart	often	remember
appear	disappear	height	opposite	sentence
arrive	early	history	ordinary	separate
believe	earth	imagine	particular	special
bicycle	eight/eighth	increase	peculiar	straight
breath	enough	important	perhaps	strange
breathe	exercise	interest	popular	suppose
build	experience	island	position	surprise
busy/business	experiment	knowledge	possess(ion)	therefore
calendar	extreme	learn	possible	though/although
caught	famous	length	potatoes	thought
centre	favourite	library	pressure	through
century	February	material	probably	various
certain	forward(s)	medicine	promise	weight
circle	fruit	mention	purpose	woman/women
consider	grammar	minute	quarter	
continue	group	natural	question	

Holly Lodge Primary Academy		Next 200 High Frequency Words (in frequency order reading down the columns)						
water	things	fox	something	let's	window	fell	ever	
away	new	through	bed	much	sleep	friends	miss	
good	after	way	may	suddenly	feet	box	most	
want	wanted	been	still	told	morning	dark	cold	
over	eat	stop	found	another	queen	grandad	park	
how	everyone	must	live	great	each	there's	lived	
did	our	red	say	why	book	looking	birds	
man	two	door	soon	cried	its	end	duck	
going	has	right	night	keep	green	than	horse	
where	yes	sea	narrator	room	different	best	rabbit	
would	play	these	small	last	let	better	white	
or	take	began	car	jumped	girl	hot	coming	
took	thought	boy	couldn't	because	which	sun	he's	
school	dog	animals	three	even	inside	across	river	
think	well	never	head	am	run	gone	liked	
home	find	next	king	before	any	hard	giant	
who	more	first	town	gran	under	floppy	looks	
didn't	I'll	work	I've	clothes	hat	really	use	
ran	round	lots	around	tell	snow	wind	along	
know	tree	need	every	key	air	wish	plants	
bear	magic	that's	garden	fun	trees	eggs	dragon	
can't	shouted	baby	fast	place	bad	once	pulled	
again	us	fish	only	mother	tea	please	we're	
cat	other	gave	many	sat	top	thing	fly	
long	food	mouse	laughed	boat	eyes	stopped	grow	