

Class 4 Home Learning (from Mon 18/01/21 to Fri 22/01/21)

If you or your adult want to get in touch with me, my email is d.bateman@leacofe.lancs.sch.uk

Hi Elliot, Sienna, Shae, Jackson, Isaac, Mia, Elissa, Amelia, Kayla, Erin, Cole, Ryan, Jack, Oliver, Harvey, Isaac, Ruby, Lucas, William, Lola, Kai, Olivia, Katie, Faye, Isaac, Jessica, Emmanuel, Lucy, Kara, Harry and Mia!

I hope you're all still doing okay. I was great seeing you on Zoom. **See you every Thursday at 5pm.** Here is the Home Learning for this week. Ideally, you should be doing learning for at least 3 hours a day, so why not do English, Maths and one other subject a day. I have tried to give you a balance of activities from all the subjects we would be doing in school. Take photos of your work and email them to me. I want to see the learning you're getting up to.

As always, **LET YOUR LIGHT SHINE!** Stay safe and God bless. Mr B x

Focus Novel – The Train to Impossible Places by P.G. Bell Resource 01

You are able to read an extract of this book at <https://www.lovereadings4kids.co.uk/book/16259/The-Train-to-Impossible-Places-by-P-G-Bell.html> (you need to become a member – but it's free!)

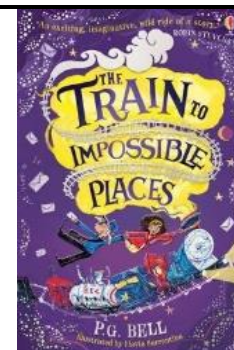
Session 1: Read and enjoy Chapter 1. Look at the vocabulary in the chapter. Find and discuss the meaning of the following words: **sprawled, stifle, unruly, enthusiasm, rate, affliction, sparked, forming, oblivious.** Use a dictionary to look up the meanings of words you don't know. Now use a thesaurus to find synonyms for these words. <https://www.wordhippo.com/> Create a word search using the new words you have explored.

Session 2: Re-read Chapter 1. If you can print it great! Highlight or jot down using bullet points all the information you read about Suzy. Now create a fact file about Suzy using the information you have collected. Make sure your spelling and punctuation is accurate.

Session 3: Read Chapter 2. Discuss any new/interesting vocabulary that you encounter. Look at the character Fletch. Draw a picture of what you think Fletch might look like. Annotate this picture using words from the text to describe his appearance and any that describe his personality. Now write a short character description of Fletch.

Session 4: Re-read Chapter 2 and the starting page of Chapter 3. Plan the next chapter for the story using a story mountain. Resource 02 Think about the following: What do you think has happened to Suzy? What will Suzy see when she wakes? Will Fletch be there? Where do you think the train is going? Is it to an imaginary place? Will Suzy's parents wake up? Will Suzy and Fletch become friends? What do you think will happen next?

Session 5: Write your own chapter of what you think will happen next. Use your plan from Session 4. Can you include any of the new words you have explored this week? Use the sentence structures we've used this year. Video yourself reading your story to me.



English

Reading

- Daily reading is a must. At least 10 minutes is needed to maintain and continue the progress you have made. I have created an account on www.oxfordowl.co.uk. It is a free resource that gives a range of reading books that follow the school reading bands.
Username: leaendowedclass4
Password: homereading
- When you have finished a book, complete a book review (you can find these easily with a Google search). Try to include: your favourite part of the story, your opinion about the story, how you could make it better, a quiz about the book, a drawing of the main character and label them.

Writing

- You need to be writing every day to maintain the standard and keep the muscles in your hand working. This could take a variety of ways:
 - ✓ the home learning you're doing
 - ✓ specific handwriting practice
 - ✓ writing a letter to me.
 - ✓ Write your own story
 - Include the grammar foci: fronted adverbials, speech, ed openers, similes
 - Write in paragraphs and include chapters






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| Maths | <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div> <p style="text-align: center;">White Rose Maths</p> <p>I am including video links to the White Rose Maths teaching videos. These should helpfully guide the children through the learning process for each unit covered. The corresponding worksheets are available on the school website on our Home Learning class page. I will always tell you which videos to access as they week they refer to might not match up with the week we are currently in. This is simply due to referencing a different Scheme of Work.</p> <p>Depending on how confident you are feeling, you can move between the two sets of learning. If you are Year 4 and feeling confident as you progress through the week, have a go with the Year 5 learning. Likewise, if you are Year 5 and finding the work difficult, try the Year 4 learning first. These would usually correspond to 'Tricky', 'Trickier' and 'Trickiest' in class.</p> <p style="text-align: center;">Geometry – Position and Direction (Coordinates)</p> <ol style="list-style-type: none"> 1) https://whiterosemaths.com/homelearning/summer-archive/year-4/ Resource 04 - 11 2) https://whiterosemaths.com/homelearning/summer-archive/year-5/ (Lessons 3 and 4) Resource 12-15 3) Try some of the other Coordinate pictures I have uploaded. Resource 16 <p>I have included a blank grid to complete some tasks on if you wish. Resource 03</p> <p>As always, keep smashing it on Times Tables Rock Star. I'm going to be awarding weekly certificates for the winners.</p> </div> <div style="text-align: right;">  </div> </div> |
| RE | <p style="text-align: center;">Jesus, Son of God</p> <p>This half term, we are thinking about events in Jesus' life that prove he is the Son of God with authority and power.</p> <p>This week, the event is known in the Bible as 'Jairus' daughter'.</p> <p>You can read the story online here: https://www.biblegateway.com/passage/?search=Mark+5%3A21-43&version=ICB Resource 17</p> <p style="text-align: center;">Complete at least three of the following tasks.</p> <ol style="list-style-type: none"> 1) Create a storyboard of this story. See Resource 18 as an example. Resource 19 is a blank storyboard for you. 2) Retell the story using Lego / your toys / puppets. Film yourself doing it. 3) Create a piece of artwork retelling this event. <p>Extra Mile Challenge: Can you create a piece of artwork that is black and white in one half and colour in the other, to depict how the story changes.</p> <ol style="list-style-type: none"> 4) Write a 'thank-you' letter from Jairus to Jesus. 5) Write a diary entry from the perspective of Jairus, the disciples with Jesus or those mourning for Jairus' daughter <div style="text-align: right;">  </div> |







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| Science | <p>Our unit is Light Use the ASE (Association for Science Education) Home Learning Powerpoint. I am putting two on each week – the first one is the learning we are focussing on, the second will be what we will cover next week.</p> <p>Powerpoint 1 – Exploring that we need light to see things Resource 20 Powerpoint 2 – Exploring sources of light Resource 21</p> <p>Here is how the slides are arranged: Before the session: Please read slide 2 so you know what your child learning and what you need to get ready. As an alternative to lined paper, slide 5 may be printed for your child to record on. During the session: Share the learning intentions on slide 2. Support your child with the main activities on slides 3 & 4, as needed. Slide 6 is a further, optional activity. Slide 7 has a glossary of key terms. Reviewing with your child: Slide 8 gives an idea of what your child may produce.</p> <p>I have also attached an investigation the children can do at home. Resource 22</p> |    |
| Geography | <p>Mapping Skills – England Please access the following lesson from 'Oak Academy': https://classroom.thenational.academy/lessons/what-is-the-geography-of-england-69j3at Resource 23 is a transcript of everything Miss Harrison says in her video. You don't need to have a go at the first quiz – it is for learning we won't cover. 1) The task from the video is to create a poster about England. Use the information you learn in the video to help. Include both human and physical geographical features. 2) Using the blank map (Resource 24) label all the features Miss Harrison mentioned in her video. Extra Mile: Create a 10 question quiz about England (research first then make it a multiple choice quiz)</p> |   |

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| Computing <i>(from Miss Courtney)</i> | <p>Remember to stay safe online!</p> <p>Email Safety</p> <p>Take the following quiz https://www.educationquizzes.com/ks2/ict/internet-safety/</p> <p>If you have not done already, set up your own email address and send Miss Courtney an email – h.courtney@leacofe.lancs.sch.uk</p> <p>Miss Courtney has sent you an email with '5 safety tips when using email'. Please rank them in order of importance, the most important first, and reply to Miss Courtney with them written in the order you think is correct.</p> <p>You could access Google's 'Be Internet Legends'. Email Mr B your certificates when you complete a land.</p> |  |
| Art <i>(from Miss Wilson)</i> | <p>Have a go at Mrs Edmonds' 'Doodles for the Day'</p> <p>Create a piece of shadow art outside (or inside with a torch).</p> <p>Choose an object and place it in front of the light source and draw round the shadow.</p> <p>Come back to the object in a few hours and draw around the shadow again. (If you're inside, move your torch then draw around your shadow).</p> <p>Use a different colour each time you draw a shadow.</p> |  |
| French <i>(from Miss Courtney)</i> | <p>Write down the numbers from 1-20 on a individual cards.</p> <p>Now write the words for each of those numbers on different cards (you should have a total of 40 cards now).</p> <p>Turn them over then play snap. Each person turns over two cards at a time. If the number and word match, you keep the pair.</p> |  |
| PE | <p>Move</p> <p>Complete some of the Change4Life – 10 minute moves</p> <p>Complete one of the Toy Story themed activities at day: https://www.nhs.uk/10-minute-shake-up/shake-ups?filter=toy-story</p> <p>Complete a Just Dance video each day (trying to imitate the video) https://www.youtube.com/user/justdancegame/videos</p> <p>Learn</p> <p>Skill to learn and master – Orienteering https://lancashireschoolgames.co.uk/learn-skill-2-orienteering/ Resource 25</p> <p>Here is the demonstration video https://www.youtube.com/watch?v=nwOQBry2J7A&feature=youtu.be&ab_channel=ActiveLancashire</p> <p>Challenge</p> <p>Long jump and triple jump https://lancashireschoolgames.co.uk/9156-2/ Resource 26</p> <p>Here is the demonstration video https://www.youtube.com/watch?v=x15ACq2uvm8&feature=youtu.be&ab_channel=ActiveLancashire</p> |  |

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| <p>PSHE</p> | <ol style="list-style-type: none"> 1) Look up the definitions of the words 'danger', 'risk', 'hazard'. 2) Create a poster for each word, writing it in bubble writing in the middle of the page. Colour it in. 3) Complete the table sheet with different scenarios that may be a danger, risk or hazard. Resource 27 4) Now draw some pictures around each word on the poster (Task 2) with examples of each. <p>You can watch Newsround every day to keep up to date with what is happening in the world: https://www.bbc.co.uk/newsround/news/watch_newsround</p> |
| <p>Picture News</p> | <p>Armies in the UK and all over the world have played a key part in supporting governments and helping in many ways throughout the pandemic and it's likely that their role will continue in 2021. In early autumn, the military helped to organise mass testing in Liverpool. In December, 1,100 military personnel were sent to help thousands of lorry drivers spending Christmas Day stranded at Dover. Most recently, the Army have been helping secondary schools and colleges in England to set up mass coronavirus testing for their pupils.</p> <ul style="list-style-type: none"> What do you know about the role of the Army? Do you know anyone who is a soldier or works for the Army? If so, what is their role? <p>Task Being a soldier requires a certain level of fitness. They have to pass a fitness test before they can join the Army. Ask the children to create their own fitness session. Think about:</p> <ul style="list-style-type: none"> What equipment will you need? How much space do you need and where will you carry out the session? Who will take part in the session? How long will it last? <p>Extra Mile Challenge Measure out 2km and time yourself as you run it. 11 minutes and 30 seconds or less is the time needed to pass the Army fitness test!</p> |

