

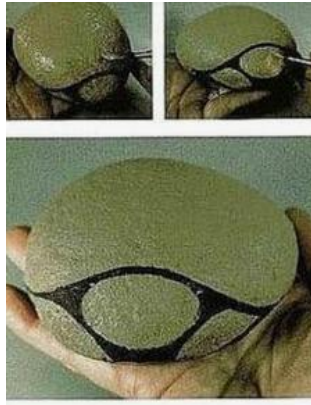




Yr 4 Penguins Learning Activities - Week 14 30th June 2020

Please read through the activities with your grown-ups. Your parents/carers can send pictures of your learning or ask any questions via my email account:

ianbeggs@st-bartholomews.brighton-hove.sch.uk

Good luck and keep in touch! We look forward to seeing what you have all been up to

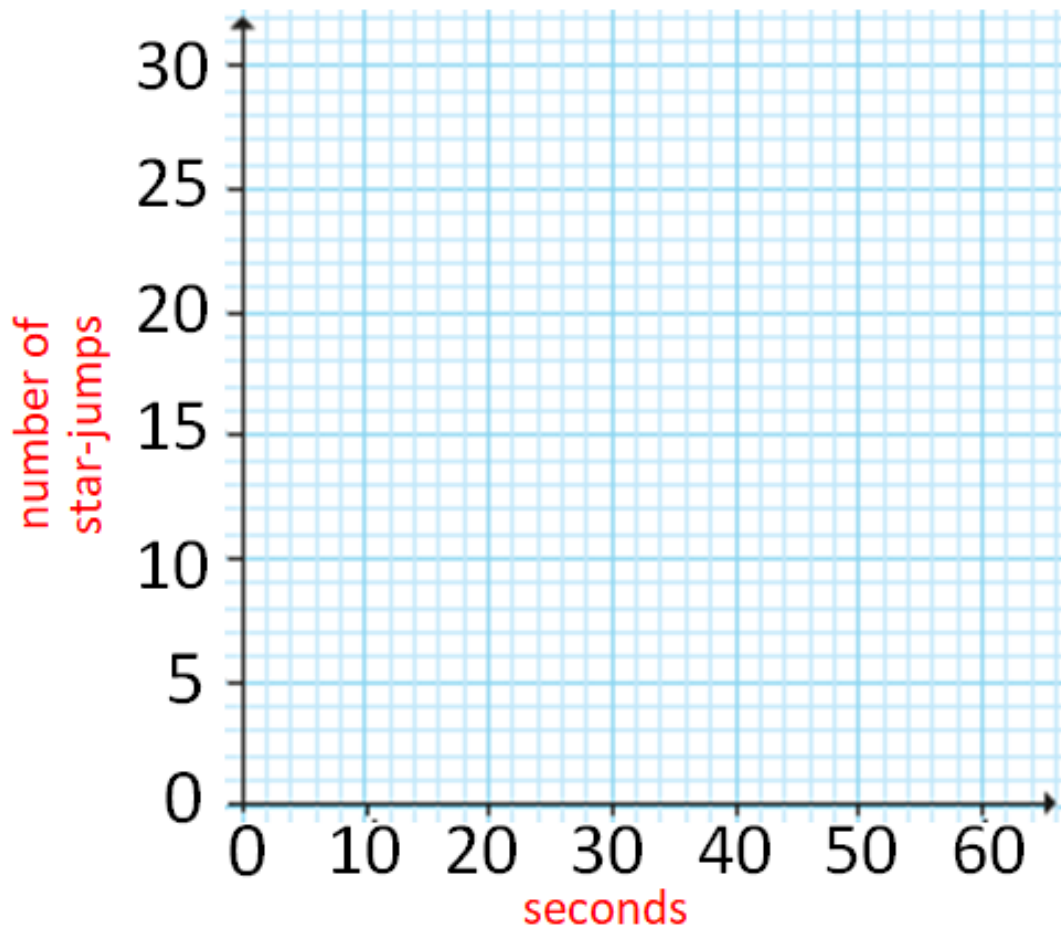
English	Maths	Topic	Motivation
<p><u>Lesson 1</u></p> <p>Esio Trot - Comprehension</p> <p>Watch the new video clips to hear Mr B read the middle part of Roald Dahl's story, Esio Trot.</p> <p>Have you understood the story so far? Can you see how Roald Dahl's words bring our characters to life? Answer the 10 questions at the end of the story text file, using full sentences to show what you know.</p> <p><u>Lesson 2</u></p> <p>Planning a story</p> <p>Mr Hoppy is trying to make his dream come true. He's come up with a plan to make it happen. Stories often describe people doing this!</p> <p>Today, plan a story in which you make a dream come true. You don't need to write much, but you do need to be ingenious! Record an idea for each of the following:</p> <ul style="list-style-type: none"> What is the dream you are trying to make come true? How are you going to make it happen? Discuss this with an adult. Try to develop a really cunning plan! What will you need to make it happen? What will you do once you've made it happen? How will you feel? 	<p>https://whiterosemaths.com/homelearning/year-4/</p> <p><u>Lesson 1</u></p> <p>Interpret charts</p> <p>The trick with these charts is to pay close attention to the key, eg:</p> <p>Key  = 2 ice creams</p> <p>and note the use of 'half' pictures to represent a single ice cream. Later, in Q3, you even need to use 'quarter' pictures.</p> <p>A tip for Q5: the number of snakes is different in each table, so the easiest way to match them is by looking at the snakes!</p> <p><u>Lesson 2</u></p> <p>Comparison, sum and difference</p> <p>When answering Q2c, remember that to find what is different, it also helps to think about what is the same.</p> <p>Q3 might be a little confusing! Remember that Q3a is asking you to find the totals in each column and add them; Q3b is asking you to count and then multiply. But both are trying to find the same thing, so hopefully your answers will be the same!</p>	<p><u>Lesson 1</u></p> <p>Make a tortoise</p> <p>Use shells or paint a pebble to sculpt a tortoise.</p>  <p>OR</p>   <p>Can you decorate it to make it look like Mr Hoppy or Mrs Silver? Eg, you could add blonde hair, glasses or a moustache...</p>	<p><u>Lesson 1</u></p> <p>Explore the #ThisIsPE activities. They are available via short, clear YouTube tutorials.</p> <p>A good lesson to continue with is the lesson on Lily-Pad jumps, here https://www.youtube.com/watch?v=pbmO3ZRREHE</p> <p>There are plenty of other lessons on other elements of the PE curriculum!</p> <p><u>Lesson 2</u></p> <p>Using the physical alphabet below, practise spelling out your name as fast as you can. Can you beat your time?</p> <p>If you can get your speed down to half of what it was at first, try spelling out your surname too!</p> <p><u>Lesson 3</u></p> <p>Fitness Bingo</p> <p>With an adult, make up Bingo-style sheets with exercises listed in the boxes. These might include 10</p>

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<p><u>Lesson 3</u></p> <p>Story writing</p> <p>Using your plan from the previous lesson, write your story carefully. Leave blank lines underneath each line you write on so that you can add some extra details tomorrow. Try to add adjectives to describe – especially the dream you are trying to achieve!</p> <p>CHALLENGE: try to add some fronted adverbials to give a bit of extra information about where, when or why something is happening. Eg, In the living-room, I covered the floor with canvas. The comma is really important!</p> <p><u>Lesson 4</u></p> <p>Editing and improving</p> <p>In the blank lines in your story, consider which of these things you could do to develop your writing:</p> <ul style="list-style-type: none"> • Include adjectives (eg the wrinkled reptile) • Choose better verbs (eg the tortoise walked crept over) • Find sentences that are too long and put full-stops in (eg The wrinkled reptile crept over it got closer and closer until it got close enough to nibble my foot. This needs a full stop in the middle – can you see where?) <p><u>Beggsy Bonus</u></p> <p>Free writing</p> <p>Think about the picture below. You can write from the point of view of a spectator or the man in the air. Is he flying? Levitating? Hanging on wires? How and why is he doing it? Where is this taking place? What will he do next?</p>	<p><u>Lesson 3</u></p> <p>Introducing line graphs</p> <p>Pay close attention to the numbered scales on the axes here! Note that sometimes, we need to think about what is in-between intervals.</p> <p>Also, the tutorial sometimes considers the ‘real-world’ things the graph measures, eg when the graph is showing a race, the tutorial explains how we can tell the runners are getting tired and slowing down. It’s important to reflect on such things to establish that we represent data in charts and graphs to provide a tool to understand the world around us.</p> <p><u>Lesson 4</u></p> <p>Line graphs</p> <p>There is a bit more calculation in today’s lesson, so it might be worth practising the written methods - for subtraction & division especially.</p> <p>Children might need to be reminded that ‘find the difference’ questions are asking for subtraction.</p> <p>The graph in Q3 and the task in Q4 are more challenging. Some children may find these tasks too tricky. Remember, doing a little but discussing it at length with an adult can be more valuable than trying to struggle through everything.</p> <p><u>Beggsy Bonus</u></p> <p>Create your own line graph. Ask someone to time you doing star jumps. How many have you done in the first 10 seconds? How many do you manage in the next 10 seconds? Keep going! Use the graph below to plot your results.</p>	<p><u>Lesson 2</u></p> <p>Journey sticks</p> <p>Take a walk in a natural environment – on the Downs, the beach, through the woods... Collect objects you find along the way. Try to find objects you find curious, weird or interesting. When you get home, fix the objects you’ve collected to a stick by tying them, taping them or gluing them. Your stick will help you remember your walk!</p> <p><u>Lesson 3</u></p> <p>Ocean pollution</p> <p>Watch the clips on the BBC Bitesize lesson to find out about oceans, their currents and the pollution currently threatening them.</p> <p>Then watch this clip about a project to clean them up: https://www.youtube.com/watch?v=O1EAeNdTFHU</p> <p>Investigate how this system works by filling a basin with water and floating lots of pieces of plastic from your recycling in it. The try to move the plastic with a length of string.</p>  <p>How could you make it more effective?</p>	<p><u>Lesson 3 (cont’d)</u></p> <p>press-ups, squats or star-jumps; 20 seconds of mountain-climbers, side-to-side jumping or running on the spot; and so on. Give each person a Fitness Bingo sheet and a pencil or marker to mark off the activities they complete as they are called out – take turns to call them out. The first person to call out “Bingo!” wins the round.</p> <p><u>Beggsy Bonus</u></p> <p>Traffic lights</p> <p>When we are enjoying moving fast, stopping quickly can be tricky!</p> <p>In this game, a caller and a runner stand well apart and the runner has to reach the caller. When the runner tags the caller, the two have to swap places. But the caller can signal “green” (meaning move fast), “amber” (move slow), or “red” (stop quickly). The tricky part is going straight from green to red! If the runner doesn’t stop immediately, they are sent back to where they started!</p>

Free writing



Maths Bonus



Let's Make an Alphabet!

