

Year 4 Learning Activities - Week Nine 18th May 2020



Please read through the choice of activities on the next page with your grown-ups and try to complete FIVE each day. Your parents/carers can send pictures of your learning or ask any questions via my email account:









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A day for the Y4 class at the moment could look like:

Time	What are we doing?	Activity choices
9.00 - 10.00 am	Active / Motivation Time	Join Joe Wicks - The Body Coach TV - youtube - for his daily workout or choose one of the activities in the pink boxes.
10.00 - 10.30 am	Reading Time	Read a book or your choice or choose an e-book on the OxfordOwls website www.oxfordowl.co.uk/for-home/find-a-book/library-page
10.30 - 11.00 am	Learning Time	Play some Maths games online. Try: coolmathgames.com or mathsframe.co.uk
11.00 - 12.00 pm	Learning Time	Choose one of the activities from the green boxes.
12.00 - 12.30 pm	Lunch	Help to make lunch, clean up and put everything away.
12.30 - 1.00 pm	Free Play	
1.00 - 2.00 pm	Creative Time	Choose one of the activities in the yellow boxes.
2.00 - 3.00 pm	Innovation Time	Choose one of the activities in the blue boxes.

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

Learning Time	Creative Time	Innovation Time	Motivation Time
<p>Have a go at all of the BBC Maths lessons this week! As well as the daily Maths lessons, choose some extra ones that interest you. If you can't decide, I've put arrows by ones that I recommend! https://whiterosemaths.com/home/earning/year-4/ Maths worksheets & answers can be found on the Penguins page of the school website.</p> <hr/> <p>The Boy, The Mole, The Fox and The Horse, part 2. https://www.youtube.com/watch?v=81b4i9jQhck After listening to the story again, answer the set of questions, below.</p> <hr/> <p>Think about this picture:</p>  <p>Write a story to explain what happens. Think about why the girl is on the bus, why nobody else is on it, what the giant cat might do and what the lady might be looking at.</p> <hr/> <p>Ask an adult for some food that can be easily cut into pieces. Weigh the food in grams. Cut it in half and then predict the weight of each piece. Weigh the pieces to check your accuracy. Try again by cutting the halves into quarters, etc – predict the weight of each fraction each time. When the pieces get too small, eat them!</p>	<p>Make a life-cycle turning wheel following the instructions below. Look at how the lifecycle of a butterfly has been illustrated, then discover the lifecycle of a frog by watching the clip here: https://www.youtube.com/watch?v=AMs3waaV75g Show the frog's transition through all 4 stages on your turning wheel.</p> <hr/> <p>Make a habitat guessing game. Fold a piece of paper to make a little 'book.' Draw a habitat on the outside an inside draw the creatures that live there. Make 3 of these little books and see which of your family can work out what's inside. You could add some clues if needed.</p>  <p>Dogs are being trained to use their super sense of smell to help test people for the coronavirus. What powers would you give an animal? Draw a picture of a super-powered animal – it could be your own pet - and add captions to explain what abilities it has, what it can do with them, how it got those powers and how you would like to reward it.</p> <hr/> <p>Try to master Cat's Cradle, following the tutorial here: https://www.youtube.com/watch?v=ZM53k3pKCqg Can you manage the solo version?</p>	<p>Choose a game from ixl.com - this week, I recommend Fraction Review: https://uk.ixl.com/math/year-4/fraction-review Easy? Explore some of the other games available on this website! Click on the words 'Year 4' to see all the games available.</p> <hr/> <p>Explore the Active Maths website: http://www.active-maths.co.uk/ Play a game on your own or with a partner - there's lots of challenges here!</p> <hr/> <p>Do you know where each animal should live? Why do they live there? Play the habitat game here to find out: https://368.stem.org.uk/Human%20and%20Animal%20Habitats/page/modules/habitats2.html</p> <hr/> <p>Some animals have such a dramatic impact on their habitats that, if they are removed (by being hunted for example) the whole habitat can change! Find out about the impact animals can have on their habitat. Research the following creatures and try to find out why they are so important to their environment.</p> <ul style="list-style-type: none"> • Beavers • Parrotfish • Sea Otters 	<p>We're all allowed to take exercise outdoors, once a day, as long as we can keep a safe distance from others. The Daily Mile at Home offers easy, fun ideas for exercise activities for you and your family: https://thedailymile.co.uk/at-home/</p> <hr/> <p>Follow an online yoga video at Cosmic Kids cosmickids.com</p> <hr/> <p>A change of pace game that's best in the garden or when you go out for your daily trip to the park! Establish different movements for each animal. The sloth moves very, very slowly. The kangaroo jumps and the cheetah sprints as fast as it can. Other animals can be used too – frog, . One person takes it in turn to call out the different animals whilst everyone else does the actions.</p>

Year 4/ P5 online lessons Monday 18 May - Friday 22 May				
 Bitesize Daily lessons				
Monday	Tuesday	Wednesday	Thursday	Friday
English Fact and opinion 	English Formal and informal language	English Using subordinating conjunctions	English Creating a formal report	English Reading lesson: You're A Bad Man Mr Gum by Andy Stanton
Maths Comparing fractions: tenths and hundreds 	Maths Equivalent fractions 	Maths Simplifying fractions 	Maths Compare fractions 	Maths Challenge of the week 
History The Bronze Age	Geography Mountains	Science Friction and resistance 	Computing How does the internet and search work	Music Dynamics and Tchaikovsky
Find all this content and more at: bbc.co.uk/bitesize/dailylessons				

The Boy, The Mole, The Fox and The Horse, pt 2:

Listen to the story through again. Stop at this page:



- 1) Now what do you think of the fox? Has your view changed? If so why has it changed?
- 2) Why do you think the fox rescued the mole?
- 3) Look at the next page.



"So much beauty we need to look after."

Use the next page to draw a picture of something beautiful you look after with the people that live with you in your home.

4) Go to this page:



"Everyone is a bit scared, but we are less scared together."

Describe an example of a time that you have been scared but people around you have made you feel less scared.

5) Look at the picture below:



"Asking for help isn't giving up, it's refusing to give up."

How do you think this message would help us at school? Can you think of any examples? Design a poster (in whatever form you want) to portray this message to help others at school when we get back?

6) Stop at this page:



How do you think this relates to the times we are living through now?

7) Stop again at this page:



Why do you think the Author chose the verb “sighed” to describe the way the boy spoke at this point? What does it make you think about how the character is feeling?

- 8) Who is your favourite character in the book and why? What is the most important message that your favourite character gives in the book? Draw a picture of the character here with their message:
- 9) The Author says this about all of the characters in the book:

“They are all different, like us, and each has their own weaknesses. I can see myself in all four of them, perhaps you can too?”

Do you agree with this? Which character do you think you are most like and why?

Life cycles

Make a life-cycle turning wheel:

Paper plates work well for this activity, but any pieces of card or paper will work if need be. You could use the inside of a box, such as a cereal box, drawing round a bowl or plate for the circle. A split pin is ideal for the centre, but assuming that's a rare thing to find in a craft box, this will work with two beads threaded through the discs, an opened out paper clip, or a pin through the middle attaching the two to a pinboard.



On the first plate, or card disc, draw the stages of an animal lifecycle (butterfly, frog etc). You can research these first and discuss what the stages would be. Make sure that you divide the plate up equally (chance for some fraction chat!) so that each picture takes up the same amount of space.

On the second disc, cut a section out, big enough to reveal each picture. Add an arrow to show which way to turn the disc, then attach the two discs with the pictures at the back. Turning the top disc will now reveal the stages of the life cycle in turn.

