

Year 4- Learning at Home Activity Sheet

Week beginning 1 st June 2020				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>PE 9.00am – 9.30am Joe Wicks live workout: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p>	<p>PE 9.00am – 9.30am Joe Wicks live workout: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p>	<p>PE 9.00am – 9.30am Joe Wicks live workout: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p>	<p>PE 9.00am – 9.30am Joe Wicks live workout: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p>	<p>PE 9.00am – 9.30am Joe Wicks live workout: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p>
<p>Maths Times table Rock stars</p> <p>Multiplying and dividing mentally Task: Complete the sets of questions (<i>Maths - Monday multiplication and division</i>) in your book as quickly as you can.</p>	<p>Maths Times table Rock stars</p> <p>Calculating on paper Read sheet '<i>Maths – Tuesday calculating on paper</i>'. Look at the concept cartoon and the section below 'Multiplying a 2 digit number by a single digit number.'</p> <p>Who do you agree with? Tom or Ana?</p> <p>Task: Work out the calculation that Tom and Ana are discussing (9x50) using the method shown.</p> <p>Write a few sentences below your calculations explaining whether you agree with Tom or Ana and why.</p>	<p>Maths Times table Rock stars</p> <p>Calculating on paper (ii) Think about what you read yesterday on how to calculate on paper.</p> <p>Task: Continue using the same method as yesterday for the sheet entitled <i>Maths - Wednesday calculations</i></p>	<p>Maths Times table Rock stars</p> <p>Solving 2 step problems</p> <p>Read the section '<i>Maths - Thursday (READING) Solving 2-step problems</i>'</p> <p>Task: Complete the calculations on the sheet '<i>Maths - Thursday calculations</i>'</p>	<p>Maths Times table Rock stars</p> <p>Multiplication</p> <p>Task: Complete the sheet '<i>Maths - Friday calculations</i>'</p>
<p>English Reading - 30 mins</p> <p>Handwriting-Letter join https://www.letterjoin.co.uk/log-in.html Username – vt6459 Password – home Listen to the Indian music:</p>	<p>English Reading - 30 mins</p> <p>Features of a myth We are going to be looking at the Myth and legend story of Rama and Sita.</p>	<p>English Reading - 30 mins</p> <p>Handwriting-Letter join https://www.letterjoin.co.uk/log-in.html Username – vt6459 Password – home</p> <p>Spellings- Adding the suffix –ous</p>	<p>English Reading - 30 mins</p> <p>Plan a setting description</p> <p>Stories often start with a good setting description. A story opening with a setting description can often transport the reader to feel as though</p>	<p>English Reading - 30 mins</p> <p>Handwriting-Letter join https://www.letterjoin.co.uk/log-in.html Username – vt6459 Password – home</p> <p>Writing a setting description</p>

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<p>https://www.youtube.com/watch?v=XCV7_LcEruw</p> <p>Describing a setting We are going to be looking at a Myth and legend story.</p> <p>The main characters in myths are usually gods or supernatural heroes. The stories are set in the distant past. The people who told these stories believed that they were true. A legend is a traditional story about the past. The main characters are usually kings or heroes and there is little dialogue between them and is often narrated.</p> <p>Task: Look at the Indian setting (sheet), imagine you are there. Using your senses, describe the things you might hear, smell, see, taste and feel.</p>	<p>Read the story of Rama and Sita (from our Class Story page) or watch the video of this story:</p> <p>https://www.bbc.co.uk/programmes/p06ptdgh</p> <p>From the story, make a note of the following myth and legend features:</p> <ul style="list-style-type: none"> - Supernatural character - Set in the past - Dangerous journey - Rich vocabulary <p>Task: Split your book into 4 and find examples of the above features. You can add illustrations.</p>	<p>Watch the video and complete the activities:</p> <p>https://www.bbc.co.uk/bitesize/topics/zqgsw6f/articles/zqcpv9q</p> <p>Task: Can you find some more words which change when you add the suffix 'ous'? Use a dictionary to help you.</p>	<p>they are actually there. Using expanded noun phrases can help bring our setting description to life.</p> <p>Task: Using the 'planning a setting' sheet: Step 1. Look for all the nouns in the picture and create an expanded noun phrase by adding an adjective. e.g. The scorching sun</p> <p>Prepositions Step 2. Expand your noun phrase even further by adding a preposition. e.g. The scorching sun shimmered over the river. or Shimmering over the river was the scorching sun.</p>	<p>Refer to plan on expanded noun phrases/prepositional phrases.</p> <p>Task: Write a setting description (1 paragraph) based on the picture.</p>
<p>RE St Paul and forgiveness</p> <p>Read the scripture from St Paul to the Colossians (RE – Monday St Paul).</p> <p>Task: Discuss the meaning of the scripture with an adult.</p>	<p>RE St Paul and forgiveness</p> <p>Re-read yesterday's scripture from St Paul to the Colossians.</p> <p>Task: Choose and highlight your favourite line/phrase from the</p>	<p>RE St Paul and forgiveness</p> <p>Task: Create an illustration of St Paul. This can be in any medium that you choose e.g. paint, colouring pencils etc.</p>	<p>RE St Paul and forgiveness</p> <p>Task: Write a reflection about a time that you have had to forgive someone. Think about the following questions to guide your writing:</p>	<p>RE St Paul and forgiveness</p> <p>St Paul discussed in that we should <i>'forgive one another; just as the lord has forgiven you, so you must also forgive.'</i></p> <p>St Paul is telling us that nobody is perfect and we all</p>

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<p>What is it about? Are there any instructions? What is St Paul trying to teach us?</p>	<p>reading and write a paragraph explaining: Why this is your favourite phrase? What is it telling us? What can we learn from this? How do we follow what St Paul is asking us to do?</p>	<p>Type into google junior 'St Paul portrait' to find inspiration of what he looked like. Take your time to create a masterpiece!</p>	<p>Who did you forgive? What sin/mistake did they make? What was difficult about forgiving them? How did you feel after you forgave them? Why is it important to forgive others?</p>	<p>make mistakes. If our friends make mistakes/sins then we should forgive them. Just like when we make a mistake or sin, we are also forgiven by God. Task: Read RE – Friday Pope John Paul II. Discuss the following question with an adult. <i>What would the world be like without forgiveness?</i></p>				
<p>Geography When was the Indus Valley-timeline- read the labels carefully to understand how the Indus Valley people lived. Note that the dates are all BC, you must start with the largest number because this event happened first. For example: 1200 BC is before 1100 BC. Task: Order the timeline in your books.</p>	<p>Geography Using the sheet called 'Map work'- https://www.bbc.co.uk/bitesize/topics/zxn3r82/articles/z9mpsbk Read 'Where was the Indus Valley?' Task: Locate Indus valley, countries surrounding the valley (India, Iran, China, Nepal, Afghanistan, Pakistan) Seas (Arabian Sea) and Cities (Lothol, Mohenjo-Daro, Harappa) Use the interactive map to help you complete your task.</p>	<p>Geography Using your map from yesterday- find the physical features- Indus river, Himalayan mountain, can you also locate the Thar desert, Ghaggar-Hakra river? Task: Label and illustrate the physical features like below:</p> 	<p>Geography Comparing now and then Using your five senses, compare living in the Indus Valley to where you live now in your home. Think Task: Split your page into two and write the following headings:</p> <table border="1" data-bbox="1503 1198 1697 1337"> <tr> <td>Past</td> <td>Present</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Think about</p> <ul style="list-style-type: none"> • transport links • What your home looks like (garden?) • street 	Past	Present			<p>Geography Why do you think the Indus people chose this area to live in? Task: Write a paragraph to discuss transport, farming and trade (Use your time line to help you). Guideline questions: Why would living near a river be useful? Does the river have an effect on the farming land? How? How would the Indus people trade their goods? How would the Indus people transport their goods to other places?</p>
Past	Present							

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			Write about the differences on the above bullet points for the past and present.	
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Watch Newsround daily

https://www.bbc.co.uk/newsround/news/watch_newsround

Espresso

<https://www.discoveryeducation.co.uk/>

Login: student23136

Password: ourlady321

My USO

Try out different activities on My USO

<https://my.uso.im/>

<https://www.letterjoin.co.uk/log-in.html>

Desktop Username – vt6459

Password – home