

Week Beginning Monday 1<sup>st</sup> June 2020

**Weekly Spellings:** homophones and near homophones (words which sounds the same, however are spelt differently and have different meanings). Children should learn the correct spelling for the correct meaning and the correct use of each homophone or near homophone. There are opportunities during the online lessons for children to practice these, otherwise set aside 10 minutes a day to find definitions, synonyms, antonyms and to practice accurate spellings). **Accept/except effect/affect**

**peace/piece**


**Times Table Focus for the Week:** 6 times table and 12 times table. I have received lots of feedback suggesting children would like to give the 12 times table a go! So this week, children have the choice to focus either on the 6's or the 12's. I have set Rockstars to both so children will have the opportunity to practise both if they are playing online.

If you have any queries about the content in the maths or English online learning videos, please do not hesitate to contact me via email and I will be more than happy to help ☺

	Maths	Practical STEM activities	Reading/Writing Poetry	Foundation	Physical
<b>M</b>	<p><u>Lesson 1:</u> Make a whole.  <a href="https://whiterosemaths.co.uk/homelearning/year-4/">https://whiterosemaths.co.uk/homelearning/year-4/</a></p> <p><b>Scroll to the bottom of the page and look for the tab labelled 'Summer Term – Week 1 w/c 20 April'.</b></p>	<p>The world's largest steel structure The Bird's Nest is the world's largest steel structure and was built in China for the 2008 Olympic Games. It is made out of 26 miles of steel. Research this to see images!</p> <p>Use strips of paper, card or wool to create your own birds nest style building. You might like to search for photos of the 'Birds nest' to help you with your design.</p>	<p>Lesson 1: Reading comprehension: word meaning</p> <p><a href="https://www.thenational.academy/year-4/english/poetry-reading-comprehension-word-meaning-year-4-wk1-1">https://www.thenational.academy/year-4/english/poetry-reading-comprehension-word-meaning-year-4-wk1-1</a></p> <p><b>The Magic Box</b></p>	<p><b>Natural art</b></p> <p>Collect a few leaves or petals from your garden. Place them between 2 pieces of paper or a piece of spare white material. Using a stone bash the leaves and petals through the paper. When you open up the paper or material what do you see? Research Andy Goldsworthy and see if he can inspire you to create your own natural artwork. I would love to see photos!</p>	<p><b>GoNoodle!</b></p> <p>Follow the link below and select 'for families' to complete a GoNoodle video of your choice. This can be accessed on computers, phones or Ipads.  <a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></p>
			<p><b>Word of the day: 'fashioned'</b></p> <p>Can you find out what this word means? Which word family does it belong to? Can you find any synonyms? I wonder if you can use this word in your writing this week.</p> <p><b>Word Meaning</b></p>		

			<p>Read the poem below the timetable with a grown up.</p> <p>Can you underline any words which you are unfamiliar with. With your grown up I would like you to complete the following activities for each of your underlined words:</p> <ul style="list-style-type: none"> <li>• Read the word aloud</li> <li>• Read the word in the context of the sentence</li> <li>• Can you work out the word class?</li> <li>• Could you replace the word with a synonym?</li> <li>• What is the root word?</li> <li>• Check in a dictionary</li> </ul>		
T	<p><b>Lesson 2:</b> Write decimals. <a href="https://whiterosemaths.co.uk/homelearning/year-4/">https://whiterosemaths.co.uk/homelearning/year-4/</a></p> <p><b>Scroll to the bottom of the page and look for the tab labelled 'Summer Term – Week 1 w/c 20 April'.</b></p>	<p><b>Melting coloured ice</b> Freeze some ice cubes that you have coloured different colours using food colours. Take them out of the freezer and put them all in the same place. Which one do you think will melt first? Why?</p> <p><b>Grown-ups talk about:</b></p> <ul style="list-style-type: none"> <li>• When an ice cube gets warm what happens?</li> <li>• Do you know what a solid, a liquid and a gas are?</li> <li>• What might be making these coloured ice cubes melt strangely? (Clue: Do you get warmer on a hot sunny day in black clothes or white ones?)</li> <li>• After the experiment what did you find? Which ice cube melted the fastest? Which the slowest?</li> </ul>	<p>Lesson 2: Reading comprehension – language</p> <p><a href="https://www.thenational.academy/year-4/english/poetry-reading-comprehension-language-year-4-wk1-2">https://www.thenational.academy/year-4/english/poetry-reading-comprehension-language-year-4-wk1-2</a></p> <p><b>The Magic Box</b></p>	<p><b>Science – Burp in a pot!</b> See activity instructions below timetable.</p>	<p><b>Mission X – Astro</b> agility course Complete an agility course to improve movement skills, co-ordination, and speed. Record your speed and see if you can get faster with practise. <b>See guidance below timetable.</b></p>

		Can you explain why?			
			<p><b>Word of the day: 'ancient'</b></p> <p>Can you find out what this word means? Which word family does it belong to? Can you find any synonyms? I wonder if you can use this word in your writing this week.</p> <p><u>Figurative language:</u> When the author uses words and ideas to create imagery (a picture) in the reader's mind and captures the reader's attention.</p> <p>Read the poem again with your grown up and this time, look out for words which help to create a picture of something in your mind. Discuss these with your grown up – you might want to write them down in a list.</p> <p><u>Onomatopoeia:</u> words that sound like the common sound of the object that the word is describing. E.g. bang, whizz, pop, fizz.</p> <p><b>Can you find any examples of this in the poem?</b></p> <p><u>Alliteration:</u> the repetition of identical or similar sounds at the beginning of words. E.g. the tip of a tongue touching a tooth.</p> <p><b>Can you find any examples in the poem?</b></p>		

<p><b>W</b></p>	<p><u>Lesson 3: Compare decimals.</u>  <a href="https://whiterosemaths.co.uk/homelearning/year-4/">https://whiterosemaths.co.uk/homelearning/year-4/</a></p> <p><b>Scroll to the bottom of the page and look for the tab labelled 'Summer Term – Week 1 w/c 20 April'.</b></p>	<p><b>Make honeycomb toffee:</b>  <u>You will need:</u> - 4 desert spoons granulated sugar - 2 desert spoons syrup - 1/4 teaspoon bicarbonate of soda - saucepan  <u>What you do</u></p> <ul style="list-style-type: none"> <li>• Measure the sugar and syrup into a pan and stir over a medium heat. What happens to the sugar?</li> <li>• When the sugar has completely dissolved, bring the mixture to the boil and let it bubble until the mixture turns dark brown. Why has the colour changed?</li> <li>• Add ¼ teaspoon of bicarbonate of soda. What happens to the mixture? Allow to froth while stirring out any lumps.</li> <li>• Pour onto a baking tray and allow to cool. What happens to the mixture as it cools down?</li> </ul> <p><b>Challenges:</b> What other sweets could you make by altering the properties of sugar?</p>	<p>Lesson 3 – Features of poetry</p> <p><a href="https://www.thenational.academy/year-4/english/features-of-poetry-year-4-wk1-3">https://www.thenational.academy/year-4/english/features-of-poetry-year-4-wk1-3</a></p> <p><b>The Magic Box</b></p>	<p><b>RE – Islam</b>          What is Ramadan?          Follow the link below:  <a href="https://www.bbc.co.uk/bitesize/topics/zpdtbks">https://www.bbc.co.uk/bitesize/topics/zpdtbks</a></p> <p><b>Activity:</b> Can you make your own Eid stars and moon mobile like those pictured below:</p> 	<p><b>PE with Joe Wicks</b></p> <p>Available each morning via his YouTube channel:</p> <p><a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a></p>
			<p><u>Poetic Features - Figurative Language</u></p> <p>Yesterday you began to find some examples of figurative language with your grown up in 'The Magix Box' poem. Today we are going to focus on similes and metaphors. You might remember using these in class when we wrote poems about Varmints and wrote about</p>		

'change'.

Similes: A simile is used to make a direct comparison and usually contains the words 'as' or 'like'.  
E.g. 'As cold as ice'.

Metaphors: A metaphor states that one thing is another. E.g. change is a cold ice cream on a hot summer's day'. It does not use the words 'as' or 'like' to compare.

Which line in this verse contains an example of a simile?

I will put in the box

Line 1

The rumble of thunder on a stormy night,

Line 2

Delicate blades of grass as green as an ogre,

Line 3

The tip of a fin from a fearsome great white shark.

Line 4



Let's try another...

Which line in this verse contains an example of a metaphor?

I will put in the box,

Line 1

A 14th month and an eighth day of the week,

Line 2


The moon which is a blue balloon,

Line 3

And a beautiful ogre with silky hair.

Line 4



			<p><b>Let's try one more...</b></p> <p>Which line in this verse contains an example of onomatopoeia?</p> <p>I shall race in my box, <span>Line 1</span></p> <p>I will zoom dangerously around the track, <span>Line 2</span></p> <p>Twisting and turning around the corners, <span>Line 3</span></p> <p>At a thousand miles per hour. <span>Line 4</span></p>  <p><b>Consider the questions above. You may wish to use the verse examples above to help inspire your poetry on Friday!</b></p>		
T	<p><b>Lesson 4: Order decimals.</b>  <a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a></p> <p><b>Scroll to the bottom of the page and look for the tab labelled 'Summer Term – Week 1 w/c 20 April'.</b></p>	<p><b>World's tallest tower</b></p> <p>In 2020 the new world's largest tower will be the Jeddah Tower, in Saudi Arabia. It will have 200 floors and will reach 1008 meters high. Use scrap paper and junk box materials to build a tower. You might like to search for photos of the 'Jeddah Tower' to help you with your design. What is the tallest tower you can build? Can you measure your tower using a range of units? (e.g. rulers/meter stick/cubes/straws).</p>	<p>Lesson 4 – SpAG Focus: Expanded noun phrases</p> <p><a href="https://www.thenational.academy/year-4/english/spag-focus-expanded-noun-phrases-year-4-wk1-4">https://www.thenational.academy/year-4/english/spag-focus-expanded-noun-phrases-year-4-wk1-4</a></p> <p><b>The Magic Box</b></p>	<p><b>Computing – How do the Internet and search engines work?</b></p> <p>Follow the link for lesson and activities:</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zbk6pg8">https://www.bbc.co.uk/bitesize/articles/zbk6pg8</a></p>	<p><b>KidzBop Kids</b></p> <p>Choose a guided dance via the KidzBop YouTube channel:</p> <p><a href="https://www.youtube.com/user/KidzBopKids">https://www.youtube.com/user/KidzBopKids</a></p>
			<p><u>Expanded noun phrases</u></p> <p>Expanded noun phrases make our poetry more exciting by describing a noun. For example:</p> <p><b>Noun:</b> A yeti (<i>the subject</i>)</p> <p><b>Noun phrase:</b> An elusive yeti (<i>add in an adjective</i>)</p> <p><b>Expanded noun phrase:</b> mysterious footprints from an elusive yeti (<i>more complex expanded noun phrase</i>)</p> <p>Consider the nouns below, can you expand these into noun phrases?</p>		

			<div><div>Unicorn</div><div>Snowflakes</div><div>What ideas did you come up with?</div><div><div>Snowflake</div><div>Unicorn</div></div><div>Sparkling ice crystals from a silver snowflake.</div><div>A magnificent pointed horn from an exquisite unicorn.</div><div>Try that activity again, using the two nouns below:</div><div>Phoenix</div><div>Smile</div><div>What ideas did you come up with?</div><div><div>phoenix</div><div>Smile</div></div><div>The flaming-orange feather from an exquisite phoenix.</div><div>An instant, infectious smile.</div><div>You can use your expanded noun phrases to help form your verse!</div><div>For example:</div><div>What is the impact of using expanded noun phrases?</div><div>I will put in the box,</div><div>The flaming-orange feather from an exquisite phoenix.</div><div>An instant, infectious smile,</div><div>And sparkling ice crystals from a silver snowflake.</div><div>Activity: Write a list of nouns which you might want to include in your box. You can expand on these</div></div>	
--	--	--	--	--

			tomorrow when you right your own verse to add to The Magic Box.											
F	<p><b>Friday Maths Challenge!</b></p> <p>Scroll to the bottom of the page and look for the tab labelled ‘Summer Term – Week 1 w/c 20 April’.</p>	<p><b>Countdown!</b></p> <p>With a grown up, design and play your own version of number countdown like the one below:</p> 	<p>Lesson 5 – Write a repetitive poem</p> <p><a href="https://www.thenational.academy/year-4/english/poetry-write-a-repetitive-poem-year-4-wk1-5">https://www.thenational.academy/year-4/english/poetry-write-a-repetitive-poem-year-4-wk1-5</a></p>	<p><b>Science – Vertebrates and Invertebrates</b></p> <p>Follow the link for lesson and activities:</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zr4kd6f">https://www.bbc.co.uk/bitesize/articles/zr4kd6f</a></p>	<p>Using chalk, draw your own hopscotch grid outside. Inside each square, draw a different animal.</p> <p><b>To play:</b></p> <p>Throw a ball or beanbag and see which square it lands on. Player has to make the noise matching the animal in the square before beginning hopscotch!</p>									
			<p><b>Word of the day: ‘exquisite’</b></p> <p>Adjective – extremely beautiful and delicate. <i>She had exquisite manners.</i></p> <p>Use the plan below to write verse 1 for your own poem based on ‘The Magic Box’:</p> <div><p><b>Verse 1</b></p><table><tr><td></td><td>phoenix</td><td>A mystical, exquisite unicorn</td></tr><tr><td>A fearsome, snarling werewolf</td><td><b>Mythical / Magical</b></td><td>yeti</td></tr><tr><td>A devious, mischievous leprechaun</td><td>fairy</td><td>A colossal, enchanted ogre</td></tr></table></div> <p><b>For example:</b></p>		phoenix	A mystical, exquisite unicorn	A fearsome, snarling werewolf	<b>Mythical / Magical</b>	yeti	A devious, mischievous leprechaun	fairy	A colossal, enchanted ogre		
	phoenix	A mystical, exquisite unicorn												
A fearsome, snarling werewolf	<b>Mythical / Magical</b>	yeti												
A devious, mischievous leprechaun	fairy	A colossal, enchanted ogre												



I will put in the box,  
The flaming orange feather from an exquisite phoenix,  
mysterious footprints from an elusive yeti,  
Magical wishes escaping from a fairy's wand.

**Can you write your own first verse?**

**Now try the same, this time using the plan below to write your second verse:**

**Verse 2**

	snowflake	A meandering, rippling river
thunder		
	<b>Nature</b>	An erupting, devastating volcano
An exotic, colourful rainbow	A powerful, roaring waterfall	shark

**Use this example to help you now write your own second verse:**

I will put in the box,  
The rumble of thunder on a stormy night,  
Sparkling ice crystals from a silver snowflake,  
The tip of a fin from a great white shark.

**And finally, use the expanded noun examples below, or some of your own choosing to write your third and final verse:**

			<p><b>Verse 3</b></p> <p>Stupendous sneeze</p> <p>smile</p> <p>Human characteristics</p> <p>Hilarious joke</p> <p>Raucous, laughter</p> <p>love</p> <p>Glistening, falling tears</p>		
--	--	--	--	--	--

## Burp in a pot

[Campus Science activity pack](#)

Ask people why they think Alka-Seltzer needs to be dissolved in water before taking.

### You will need

- 35mm film canister
- alka-Seltzer
- water

### What you do

- Place a tablet in some water and watch it fizz. Suggest that if you were to eat the tablet without water it would create all that fizz inside your stomach. How could you expel this buildup of gas? In a giant burp?
- Using the film canister as a substitute stomach, fill it about a third full of water. Place a quarter of an Alka-Seltzer tablet in the canister and quickly fit the lid. Place on a level surface and stand back.
- The lid will be fired off.

### What's happening

When an Alka-Seltzer tablet is placed in water, the  $\text{CO}_2$  is produced as a result of a chemical reaction. In the canister the gas builds up so much pressure the lid is forcibly launched.

Burps, on the other hand, are usually caused by excess air that has been swallowed.

### Useful notes

Always take care when dealing with projectiles and use appropriate eye protection.

## YOUR MISSION: **Agility Astro-Course**

You will complete an agility course as quickly and as accurately as possible to improve agility, coordination and speed. After you have completed the Astro-Course and recorded your times, you will comment on your agility during this physical experience on your Mission Journal.

Agility requires quickness, strength, and good balance and coordination. Walking up and down stairs, hiking outdoors and playing tag are some daily activities that require agility.

**Mission Question:** How can you perform a physical activity that will improve your agility, coordination, and speed?

## MISSION ASSIGNMENT: **Agility Training**

Follow the directions listed below to complete the Agility Astro-Course. A warm-up/stretching and cool-down period is always recommended.

- ☐ Lie face-down on the ground at the starting point.
- ☐ When time starts, jump to your feet and run the course to the finish following these criteria.
  - ⇒ Complete the course as quickly as possible.
  - ⇒ Do not touch or knock over any cones.
  - ⇒ Touching or knocking over a cone is a 2 second penalty added to your completed time for each cone infraction.
- ☐ Record your final time on your Mission Journal.
- ☐ Record any penalties that occurred on your Mission Journal.
- ☐ Rest at least one minute.
- ☐ Return to the line, repeat the Astro-Course at least three times, following the same directions as the first time. Continue to practice improving your movements, accuracy and time.
- ☐ Record observations about this activity before and after this physical experience in your Mission Journal.

**Follow these instructions to train like an astronaut.**



Improving agility makes it easier for you to move around objects quickly and safely. By improving your movements and time on the Agility Astro-Course, you may find it is easier to change directions while moving or running and keep your balance instead of falling over or bumping into other people or objects.



## The Magic Box

I will put in the box

the swish of a silk sari on a summer night,  
fire from the nostrils of a Chinese dragon,  
the tip of a tongue touching a tooth.



I will put in the box

a snowman with a rumbling belly  
a sip of the bluest water from Lake Lucerene,  
a leaping spark from an electric fish.



I will put into the box

three violet wishes spoken in Gujarati,  
the last joke of an ancient uncle,  
and the first smile of a baby.



I will put into the box

a fifth season and a black sun,  
a cowboy on a broomstick  
and a witch on a white horse.



My box is fashioned from ice and gold and steel,  
with stars on the lid and secrets in the corners.  
Its hinges are the toe joints of dinosaurs.

I shall surf in my box  
on the great high-rolling breakers of the wild Atlantic,  
then wash ashore on a yellow beach  
the colour of the sun.

by Kit Wright

