



Leesons Primary School – Home learning Timetable

Learning Project WEEK 4 – Rivers - Year 4

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (One text with tasks to be completed over the week)										
<p>White Rose maths week commencing 11.5.20</p> <ul style="list-style-type: none"> ● Daily practise of Times Table using PiXL, or Daily 10 (see links below) ● Arithmetic test paper 3B ● Additional resources if needed <p>-Classroom secrets pack – Next 2 pages for learning -Maths Workbook – Week 4</p> <p>Links Maths Lessons for the week https://whiterosemaths.com/homelearning/year-4/ https://www.bbc.co.uk/bitesize/dailylessons</p> <p><u>Further practise</u> https://mathsframe.co.uk/en/resources/category/134/year-4--block-d-draw-rectangles-and-measure-and-calculate-their-perimeters-find-the-area-of-rectilinear-shapes-drawn-on-a-square-grid-by-counting-squares https://mathsframe.co.uk/en/resources/resource/544/S-tone-Age-Stu-Times-Tables https://mathsframe.co.uk/en/resources/resource/563/S-nowball-Smash - https://mathsframe.co.uk/en/resources/resource/546/Match-the-Maths-Wall</p> <p>range of topics to choose from to practise their knowledge Lots more games can be found at https://mathsframe.co.uk/</p> <p>This is an additional website that you can sign up for free. It includes maths, English and other subjects. https://kids.classroomsecrets.co.uk/</p>	<p>Read '<u><i>The dentist and the crocodile</i></u>'</p> <p><u>Task 1</u> Write a list of all the pairs of rhyming words. Match these words to their synonym (similar or the same meaning)</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">cunning</td> <td style="padding: 5px;">trembled</td> </tr> <tr> <td style="padding: 5px;">despair</td> <td style="padding: 5px;">announced</td> </tr> <tr> <td style="padding: 5px;">quivered</td> <td style="padding: 5px;">howled</td> </tr> <tr> <td style="padding: 5px;">declared</td> <td style="padding: 5px;">unhappiness</td> </tr> <tr> <td style="padding: 5px;">shrieked</td> <td style="padding: 5px;">crafty</td> </tr> </table> <p><u>Task 2</u> Write out all the things the crocodile says to the dentist. Remember to copy the punctuation too!</p> <p><u>Task 3</u></p> <ol style="list-style-type: none"> 1) Copy the lines in the poem that show that the dentist was scared. 2) Why do you think the crocodile wants the dentist to look at his back teeth first? 3) The crocodile was the lady's pet. Do you think a crocodile would be a good pet? Explain your answer. <p><u>Task 4</u> Summarise this poem in 10, 20 and 40 words.</p> <ul style="list-style-type: none"> ● <i>Additional resources if needed</i> -English Workbook - Week 4 	cunning	trembled	despair	announced	quivered	howled	declared	unhappiness	shrieked	crafty
cunning	trembled										
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Weekly Spelling Tasks (Aim to do 10 minutes per day)	Weekly Writing Tasks (Aim to do 1 per day) Linked to Rivers										
<ul style="list-style-type: none"> ● <i>Look at the word lists (clued spelling) which have been sent previously. Choose 5 words you find difficult to spell</i> ● <i>Practise writing these over and over again – then be tested – Once you have spelled it right 4 times then you can tick it off the list.</i> ● <i>Practise writing it neatly using</i> <p>https://www.teachhandwriting.co.uk/route-d-letter-choice-4-ks2.html</p> <p>Use the spelling games on kids classroom secrets to help with spelling.</p>	<p>This week's project is linked to our theme of rivers. By the end of the week you will have produced a leaflet or booklet all about river animals.</p> <p>https://www.wildlifetrusts.org/wildlife-explorer https://www.wwf.org.uk/where-we-work/rivers-and-wetlands https://www.natgeokids.com/uk/home-is-good/fascinating-facts-about-rivers/ https://gowild.wwf.org.uk/</p> <p><u>Day 1</u> Research the different animals which live in and next to rivers around the world. Write a short paragraph listing the animals you might find in the UK and around the world. Ensure that you separate each animal in your paragraph using a comma.</p> <p><u>Day 2</u></p>										

Select an animal that you are interested in that lives in the UK and carry out some research to answer the following questions:

Is the creature a vertebrate or an invertebrate?

If the creature is a vertebrate, is it a mammal, reptile, fish, bird or amphibian?

What is the lifecycle and life span of the creature?

What does it eat?

What are its predators?

Day 3

Select an animal that you are interested in that lives somewhere else in the world and carry out some research to answer the following questions:

Is the creature a vertebrate or an invertebrate?

If the creature is a vertebrate, is it a mammal, reptile, fish, bird or amphibian?

Is the creature nocturnal or diurnal?

What is the lifecycle and life span of the creature?

What does it eat?

What are its predators?

Day 4

Write a poem about a river animal (see animal poem example)

Day 5

Compile your leaflet or booklet and write a glossary of any interesting words you found during the course of your project. Remember, the glossary needs to be written in alphabetical order.

Vocabulary you can use in your writing

Vertebrate, invertebrate, mammal, reptile, fish, amphibian, nocturnal, diurnal, lifecycle, prey, predators

Vocabulary you can use in your Maths

Multiplication division area perimeter length width count estimate

Learning Project - to be done throughout the week

Here are additional tasks which the children can undertake linked to our curriculum.

Let's Wonder:



<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8>

Watch these two videos about rivers and then take the quick quiz.

What happens in your stomach?

Take a zip loc bag and a couple of crackers or piece of bread. The bag is like the stomach - a muscle that squeezes the food. Now pour a little orange juice or coke into the bag to act as the "digestive juices." Observe what begins to happen to the bread. Then squeeze the bag for two minutes. Note changes in the bread (it turns to liquid and is ready to be absorbed into the small intestine and into the blood stream).

The children could draw what happened in their model, and then uses this to explain what happens in our stomachs.

Summary: <https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zg2g7p3>

Let's Create: Pointillism

Watch this video and then have a go at creating your own pointillism picture. You could use paint or felt tips to do this. In the video it suggests creating an autumn tree but you can use your imagination and create a landscape or animal if you prefer. <https://www.youtube.com/watch?v=D4hgKPX6d68>

Be Active: Go Noodle or Joe Wicks with the family or have a family workout. Fancy a dance? There are lots of dance videos they could try. ***Dance***. Maybe try some ***Yoga***. **Recommendation at least 2 hours of exercise a week.**



Time to Talk:
Play charades

One person writes out a set of cards with the names of well-known books, films, people, songs and places. Each person takes it in turn to select a card and act it out using the actions set out below. The rest of the group try to guess.

Acting out Categories

- Book: Open your hands and pretend you are opening a book
- Movie or Film: Pretend you are using an old movie camera, holding with one hand and winding with the other
- Person: Place your hands on your hips and stand tall
- Place: Draw earth (a circle) in the air with your fingers and point to it
- Play: Use your hands and pretend to open a theatre curtain
- Song: Pretend to sing a song by cupping your hand to your mouth
- TV Show: Draw a TV with your fingers - simply a rectangle in the air will do

Basic Gestures

- Signal the number of words in the phrase: Hold up as many fingers as there are number of words in the phrase
- Signal the word or syllable you are about to act (if there is more than one): Hold up the corresponding number of fingers, e.g., one finger for the first word
- Signal the number of syllables in a word: Hold the corresponding number of fingers against your forearm, e.g., two fingers against your forearm demonstrates two syllables
- Signal a small word: Hold your index finger and thumb close together
- Signal a big word: Hold your index finger and thumb far apart
- Signal that a word sounds like another word: Hold a hand behind your ear
- Signal the plural of the word: Hook your little fingers together

Music:

Science link music

<https://www.portsmouthmusicclub.org/songsource/themadscientistsongbook/whathappenstoyourfood/513741>

Composition

<https://musiclab.chromeexperiments.com>

Additional learning resources parents may wish to engage with

<http://www.pobble365.com/> - look at and discuss the picture of the day

<https://www.themathsfactor.com/> additional maths learning and resources

<https://stories.audible.com/start-listen> - listen free to audio books

The Year 4 Teaching Team