



Home Learning Pack

Year: 4

Week: 5

Weekly Reading Tasks	Weekly Maths Tasks
<ul style="list-style-type: none"> <li>•Your child can log onto <i>PurpleMash</i> and complete the reading activities set.</li> <li>•Your child should continue to read a chapter from their reading book or library book each day. Encourage them to read and re-read certain passages with appropriate speed, intonation and expression.</li> <li>•After reading, ask your child to draw an outline of a man/ woman on a blank piece of paper and fill it with words to describe a key character from the book. On the inside, can they include some ‘feeling’ words to describe how the character feels inside?</li> <li>•Try reading some non-fiction books on Epic! This week. Your child can research one key issue related to the environment such as global warming, overfishing, air pollution etc.</li> <li>•Get your child to focus on their reading comprehension skills by trying a Twinkl assessment pack. <a href="https://www.twinkl.co.uk/resource/t2-e-2052-year-4-reading-assessments-pack">https://www.twinkl.co.uk/resource/t2-e-2052-year-4-reading-assessments-pack</a></li> </ul>	<ul style="list-style-type: none"> <li>•Your child can log in to <i>Times Table Rockstars</i>, <i>PurpleMash</i> and <i>MyMaths</i> with their personal login details and the set complete activities.</li> <li>•Get a piece of paper and ask your child to show everything they know about shape. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.</li> <li>•Play on Hit the Button <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> - focus on number bonds, halves, doubles and times tables.</li> <li>•Adding totals of the weekly shopping list or some work around money.</li> <li>•Get your child to work on their reasoning and problem solving by working through the activities in their home learning packs.</li> <li>•Practise telling the time. Read to the quarter hour and the nearest 5 minutes.</li> <li>•Practise counting forwards and backwards from any given number in 5s.</li> </ul>
Weekly Spelling Tasks	Weekly Writing Tasks
<ul style="list-style-type: none"> <li>•Practice weekly spellings set on <i>SpellingShed</i> through game play, encourage the children to write these spellings into a sentence to check meaning.</li> <li>•Encourage your child to practise the Year 3/4 Spelling List below.</li> <li>•Practise spellings on Spelling Frame website. There are lots of free games to access on here for your child’s year group. <a href="https://spellingframe.co.uk/">https://spellingframe.co.uk/</a></li> <li>•Get your child to proofread their writing from the day. They can use a dictionary/ online dictionary to check the spelling of any words that they found challenging.</li> </ul>	<ul style="list-style-type: none"> <li>•Your child can log onto <i>PurpleMash</i> and complete the grammar, punctuation and spelling activities.</li> <li>•Write a letter to a family member telling them all about how their day or week has been.</li> <li>•Write a book review for one of the books they have read. Remember to say what they have enjoyed or not and who they would recommend the book to?</li> <li>•Draw a scientific diagram of the water cycle then add labels and captions to explain how it works. <a href="https://www.youtube.com/watch?v=ncORPosDrjI">https://www.youtube.com/watch?v=ncORPosDrjI</a></li> <li>•Write a letter to be sent to local schools explaining why children should support local charities if they can and help those who are in need.</li> <li>•Design a poster that either expresses the importance of recycling, not dropping litter or another UK environmental issue. Can they think of a catchy slogan to accompany their design?</li> <li>•Take part in a writing master class! <a href="https://authorfy.com/">https://authorfy.com/</a></li> </ul>

## Learning project for this week: *Environment*

*The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.*

●**Let's Wonder:** What is the weather like around the world? Which countries are most likely to have a snowstorm? torrential rain? Heatwaves? Find out about natural disasters such as forest fires, earthquakes, tsunamis, floods, tornados etc.... How is climate change having an effect on the weather and natural disasters?

●**Let's Create:** Using recycled materials design and make a recycling mascot to spread the word about the importance and need to recycle. Think about what it is going to look like? Which materials are they going to use? How are they going to join the materials together? Once completed, remember to evaluate their mascot. What would they do differently next time? Which parts did they find the most challenging and why?

●**Be Active:** Get into the garden and practise throwing and catching skills and keeping control of ball-based equipment like bats and balls.

●**Time to Talk:** Discuss environmental issues in the UK. Air pollution, climate change, litter, waste, and soil contamination are all examples of human activity that have an impact in the UK. What are the global environmental issues? Various processes that can be said to contribute to the global environmental problems include pollution, global warming, ozone depletion, acid rain, depletion of natural resources, overpopulation, waste disposal and deforestation ... These processes have a highly negative impact on our environment. Decide as a family how they could 'do their bit' to look after their environment e.g. you could set up a recycling station in their home; Paper, plastics and glass.

● **Understanding Others and Appreciating Differences:** Throughout our lives, culture and experience shapes worldviews, children growing up in the Netherlands, for example, have a much different understanding of the role of water in their lives than their peers in the Sahara Desert. The difference between the abundance and scarcity of water in each of these physical environments affects every aspect of their respective cultures, including the global perceptions they will carry with them throughout their lives. Think about food. How do they think people view food in the UK compared to those living in Ethiopia for example? Research a country where food and water are scarce. Find out about charities that help people in need, Red cross, Christian Aid, Islamic Relief or other charities that are significant to them.

Stage: 4	The /s/ sound spelt c before 'i' and 'e'.	
List: 26	Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt
circle			
century			
centaur			
circus			
princess			
voice			
medicine			
celebrate			
celery			
pencil			

