Fortnight Beginning: 01.06.2020

Hi Year 4!

We really miss and you and love speaking to you every 2 weeks. It has been fantastic to hear all of the exciting things that you are getting up to at home. We understand how tricky it can be to work from home so please make sure you have found a quiet, calm space and try to do a little every day.
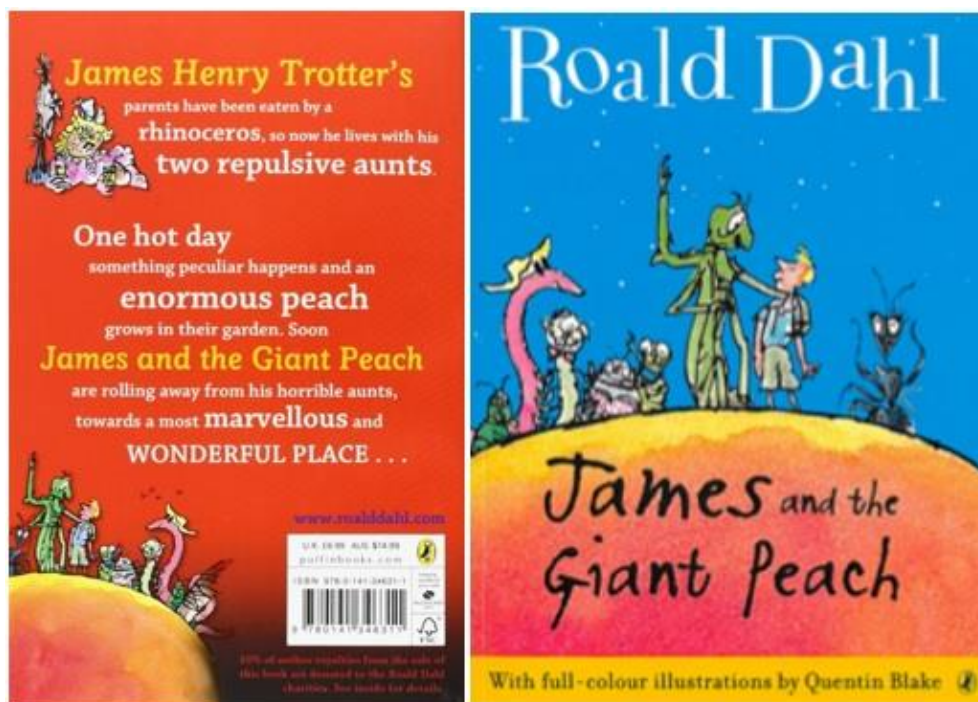
We absolutely love seeing your work and have started adding your pictures to our Year 4 page. Please keep tweeting and emailing them to us.
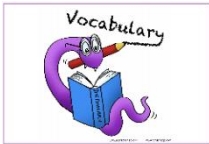
Stay safe!

Miss Jackson, Mrs Kilday and Miss Walker ☺

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Reading-Linked Tasks

Use the front cover and the blurb of James and the Giant Peach to answer these VIPERS questions.

What does **repulsive** mean? If you are not sure, see if you can use the image to give you a clue. Check the definition using a dictionary.

What can you infer about James' relationship with the other characters on the front cover? Make sure you use evidence from the illustrations to explain what you have inferred. **HINT**: What does their body language suggest?
I can infer that… because I can see…

Predict what the **'marvellous and wonderful'** place described in the blurb is like. Who might live there? Make sure you use evidence from the illustrations to explain what you have predicted.
I predict that… because I can see… / because the blurb says…

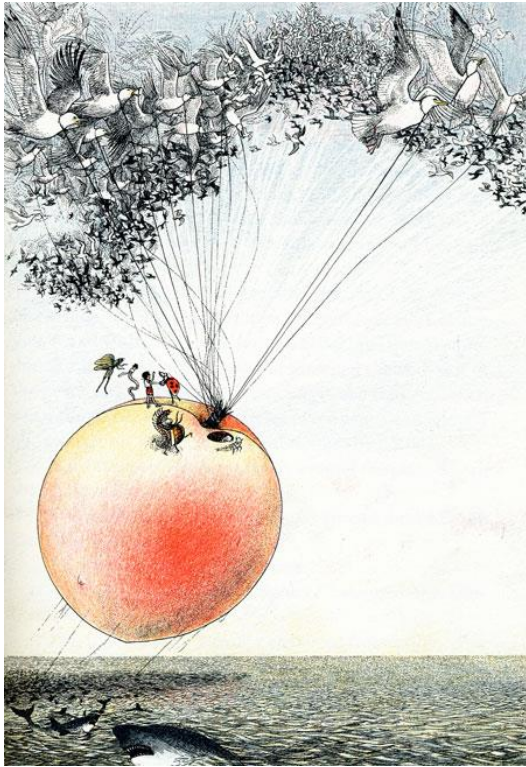Explain why James lives with his aunts.

What adjective is used to describe the peach growing in James' garden?

The blurb uses 53 words. Can you summarise the blurb using less than 30 words? Remember, you only need to include the most important parts.

Look at these illustrations of James and the Giant Peach by different illustrators.

Illustrator: Nancy Ekholm Burkert

Illustrator: Lane Smith

Illustrator: Quentin Blake

1. How do the different illustrators portray (show) James differently? Think about his facial expression and body language.
2. What **similarities** and **differences** can you see between the different illustrations?
3. Which illustration is your favourite? **Why?**
4. Who might the audience of each illustration be? **Why** do you think this? Think about which illustration is most appealing to younger children.

Task: Design your own front cover for James and the Giant Peach.

Extension – Design a front cover aimed at young children, and then a different front cover aimed at an older audience. Explain how your choices (e.g. illustations, colours, amount of writing) reflect the two different audiences.

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Writing Tasks

Explanation texts

An explanation text is a non-fiction text, which describes **how** or **why** things happen. They often describe the stages of a process, for example, the lifecycle of a frog. Explanation texts are similar to non-chronological reports; however, the main difference is that they **are** written in chronological order due to describing a process.

1. Look at this example of an explanation text on how flowering plants grow. Use the checklist to see if you can spot all of the features. If you are able to print the text, you could colour code the checklist and annotate the text using your colour code.

How Do Flowering Plants Grow?

Have you ever wondered how plants grow? Then, read on...
This fascinating leaflet will explain how the plant lifecycle works.

The Beginning
Plants begin life as a seed. If the seed has water and warmth, it germinates (starts to grow). First, a root appears, which grows down into the soil. After that, a pale, leafless shoot pushes up towards the light.

a germinating seed

Photosynthesis
As soon as the plant's tiny shoot is tall enough, it produces green leaves at the top. These are the factory of the plant that use sunshine and water to create food to build more leaves, the stem and flowers. This is an important process called photosynthesis. Plants couldn't exist without it!

a young seedling   a growing plant

Pollination
Because the flowers' petals are brightly coloured, they attract insects such as bees. Inside each flower, minute grains of pollen are found on short stalks. The bees come to collect this pollen for their food. As they continue from plant to plant, some of it brushes off and falls into other flowers. This is called pollination. As a result, pollen mixes with tiny egg cells and this makes a seed.

a bee collecting pollen from a flowering plant

Seed Dispersal
Once the flower has been pollinated, the coloured petals fall off. Then, the base of the flower starts to swell up into a fruit as the seeds grow.

a seed pod

Eventually, the fruit ripens and the seeds are released. This is called seed dispersal. This means that the whole cycle can begin again as a new plant rapidly starts to grow.

a dried-out seed pod

Explanation text features key:

Feature	
Title explains what the text is about.	
Opening paragraph introduces the process.	
Time conjunctions used to show chronological order (e.g. first, next).	
Written in the present tense.	
Technical vocabulary specific to the topic.	
Diagrams/illustrations with labels.	
Cause and effect conjunctions to explain how one event leads to the next (e.g. consequently).	
Concluding paragraph links back to the opening.	

2. Create your own explanation text about the water cycle (based on last term's Science topic). Use the checklist to help you.

Nonsense poetry

Listen to these examples of nonsense poetry and see if you can spot: made up words, rhyming words, alliteration and humour.

https://www.youtube.com/watch?v=pKq4Xnf5e-U – Silly Old Baboon – by Spike Milligan

https://www.youtube.com/watch?v=dpnyXVwR7kA – How Doth the Little Crocodile – by Lewis Carroll

https://www.youtube.com/watch?v=w0ICGCOISYk – Sneezles – by AA Milne

Have a go at writing your own nonsense poem – remember nonsense poetry does not need to make sense! So see how creative you can be, while trying to include the main features.

Need a helping hand?

1. Pick any animal of your choice.
2. Create a thought shower of **real** adjectives to describe your animal (appearance and personality)
3. Add some **made up** words to your thought shower – can you make any of them rhyme with your real words? (You can use an online fake-word generator to help you if you need to.)
4. Think of something funny that can happen to your character.
5. See if you can start using your ideas to write your own nonsense poem!

If you are still unsure, use this thought shower to get you started – write a nonsense poem about a hedgehog who goes on an adventure and find a party hat to celebrate his birthday!

werradith

spiky

wiry

winooze ← Hedgehog → yoffa

grumpy

hoppler

cantankerous

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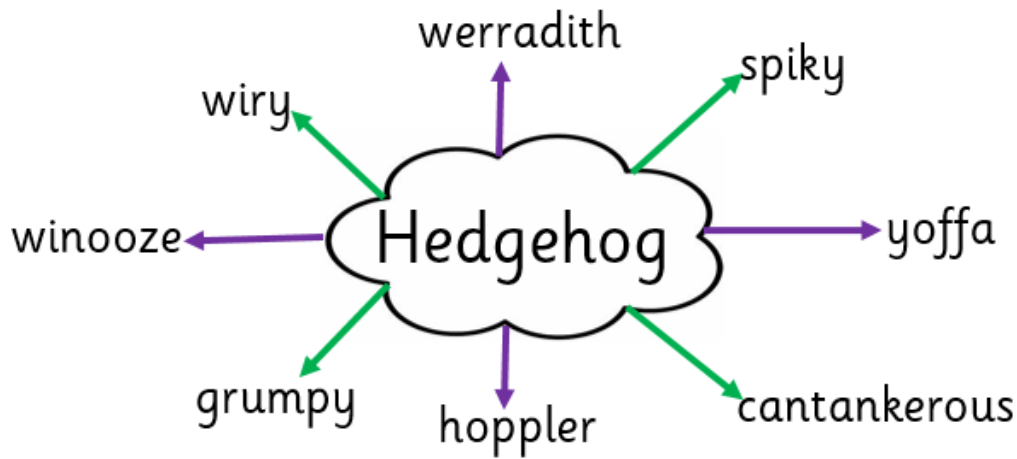
Mathematics

Times Tables

Please spend 10-15 minutes each day on Times Table Rockstars: https://ttrockstars.com/

You are expected to know all of your multiplication and division facts up to and including 12x12 by the **end of year 4**.

Daily Learning

We follow the White Rose scheme of learning in school so it's fantastic that they have created so many resources for you to continue your learning at home.

A regular daily learning routine will help you; we therefore recommend that you aim to cover just one 20-30 minute White Rose Maths session each day.

This plan shows the work that you will cover, week by week. **If you have missed prior weeks, please go back and complete these first.** *Prior worksheets can be found at the bottom of this page.*

Week by Week Summer Term Plan

Please note we are having a half term break between weeks 5 and 6

White Rose Maths

Year Group	Week 1 20.4.20	Week 2 27.4.20	Week 3 4.5.20	Week 4 11.5.20	Week 5 18.5.20	Week 6 1.6.20	Week 7 8.6.20	Week 8 15.6.20	Week 9 22.6.20	Week 10 29.6.20	Week 11 6.7.20	Week 12 13.7.20
Y1	Number		Addition and subtraction		Length, height capacity and mass		Multiplication and division		Place value		Fractions and time	
Y2	Length and number		Addition and subtraction		Multiplication and division		Fractions and geometry		Measurement		Time	
Y3	Fractions		Money and multiplication and division		Fractions		Fractions		Angles, shape and time		Mass, capacity and statistics	
Y4	Decimals		Multiplication, division, perimeter and area		Fractions		Decimals		Money and statistics		Geometry and measures	
Y5	Decimals		Multiplication, division, perimeter and area		Fractions		Decimals and percentages		Decimals and geometry		Geometry and measures	
Y6	Angles		Fractions		Fractions, decimals and percentages		Algebra and measures		Measures and ratio		Geometry and problem solving	
Y7	Angles		Fractions, decimals and percentages		Four rules of numbers		Manipulating fractions		Properties of shapes and angles.		Working with negatives and probability	
Y8	Angles		Graphs and algebra		Fractions and percentages		Indices and standard form		Geometry, parallel lines polygons		Compound shapes and circles	
Y9	n/a		Ratio and proportion		Expand, solve equations and indices		Simple probability and Venn diagrams		Lines, angles and polygons		Area, perimeter, volume and circles	
Y10	n/a		Geometry		Ratio, percentages and standard form		Transformations and vectors		Probability and statistics		Pythagoras and trigonometry	

Just follow these easy steps...

1. Click on the set of lessons for your year group at https://whiterosemaths.com/homelearning/
2. Watch the video (either on your own or with an adult).
3. Find a calm space where you can work for about 20-30 minutes.
4. Complete the corresponding Premium Worksheet below (these will be updated every Friday for the following week).
5. Check your answers with an adult. If you made any mistakes, see if you can work out where you went wrong.
6. Tweet us your amazing work! ☺ We are looking to add some pictures of your work to our school website.
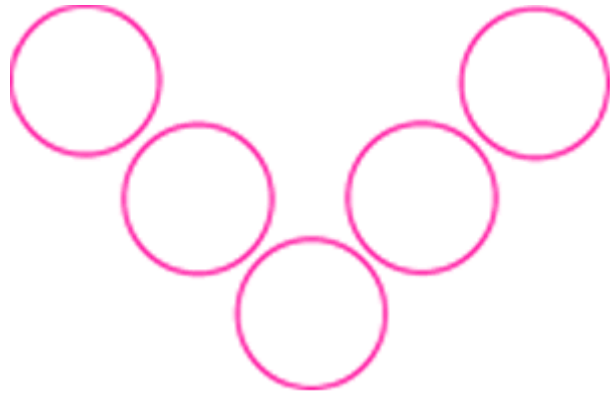
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Extra reading comprehension:

Year 4 Maths Challenge

Magic Vs

Place each of the numbers 1 to 5 in the V shape below so that the two arms of the V have the same total.

How many different possibilities are there?
What do you notice about all the solutions you find?

Can you explain what you see?

Can you convince someone that you have all the solutions?

What happens if we use the numbers from 2 to 6? From 12 to 16? From 37 to 41? From 103 to 107?

What can you discover about a V that has arms of length 4 using the numbers 1–7?

Support and the solution at: https://nrich.maths.org/6274

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