

Year 4 Home Learning: Summer 1 – Week 2

Working together to achieve success'



Hello Y4. I have created a timetable to support learning at home which combines online learning platforms with paper based activities you can view on screen and complete in your exercise book from school. **We do not expect families to print resources off!** I also want to know what you have been busy doing, so please email me at year-4@mossgate.lancs.sch.uk and I will share these on our school's FaceBook page. Please use the email address if you have any questions about the learning as well. Take care and keep safe. Mrs Taylor

Daily PE

Start the day with 20-30 minutes of physical activity. Suggestions include: Joe Wicks Daily PE lesson
Natasha Butler Daily Workout / Just Dance videos in YouTube. There are some additional physical activity ideas uploaded weekly to our website www.mossgate.lancs.sch.uk > Home Learning > Summer 1 Physical Activity

Daily Newsround

Watch the 5 minute news summary daily at 12:15pm by going to <https://www.bbc.co.uk/newsround> and click 'Watch Newsround' in the top right hand corner. Discuss topical items in the news and research any aspects which interest – this could be a topic, country or person. Newsround updated daily.

Maths

This week we are learning about decimals and fractions – Week 2. Go to <https://whiterosemaths.com/homelearning/> to access the resources. Use the video to help explain the concept and then complete the activity (in your exercise book) which you can view on screen by clicking 'Get the Activity'.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of IDL Numeracy (https://idlsgroup.com/) and/or Times Tables Rocks Stars (https://play.ttrockstars.com/auth/school).				
White Rose Maths	Lesson 1 – Divide 2- digits by 10	Lesson 2 – Hundredths	Lesson 3 – Hundredths as decimals	Lesson 4 – Hundredths on a place value grid	Lesson 5 – Divide 1 or 2 - digits by 100

English

Thank you to everyone who sent me their work last week. It was great to read your descriptions and your ideas for the next chapter to the story.

Chocolate! This week is all about chocolate. After all that chocolate over Easter, why not spend another week indulging in all things chocolate!

Mon	<p>Read the Poem Chocolate Cake (scroll down to find a copy .) . It is rather a long poem – To read it ,read the whole of the first column (covering 2 pages) then move onto the second column. Now watch Michael Rosen perform the poem: https://www.youtube.com/watch?v=7BxQLITdOOc</p> <p>Which do you prefer? Why?</p> <p>Michael uses onomatopoeia in his poem. Onomatopoeia is when a word imitates the sound of the object or action it refers to, e.g. guzzle.</p> <p>Can you find some examples of onomatopoeia in the poem?</p> <p>Can you think of an action you might put with that word?</p> <p>Learn to recite the poem putting your own actions and noises to it. Learn a section at a time and slowly build it up until you can recite it all! Perform the poem to people in your house or send me a video .</p>
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Tues	<p>Charlie and The Chocolate Factory by Roald Dahl. Read and enjoy 'The Chocolate Room' Section 15 .(scroll down for a copy)</p> <p>Alternatively , watch the clip. https://www.youtube.com/watch?v=OMFQtY6655E (Note: PG certificate)</p> <p>Imagine that you are there. Write a descriptive paragraph of what you can see. Use your senses to help you. What can you see? What can you hear? What can you smell? What can you touch? What can you taste?</p> <p>Think carefully about including:</p> <ul style="list-style-type: none"> - Precise nouns, e.g. tulips instead of flowers. - Noun phrases/ similes/metaphors - First person (I) <ul style="list-style-type: none"> - Expanded noun phrases, e.g. Mr Wonka turned the key in the small wooden door that lay in front of us. - How it makes you feel, e.g. I stopped and stared in awe. - I couldn't believe my eyes.
Wed	<p>How is chocolate made?</p> <p>Have a look at these websites. Read all the information. https://miniyummers.com/how-is-chocolate-made-a-guide-for-kids/ and https://kids.kiddle.co/Chocolate</p> <p>Jot down any new/ unfamiliar vocabulary, e.g. ferment, bitter, mass, created. Use a dictionary/online dictionary such as Word Hippo to find out the meanings of these words.</p> <p>Watch this clip: https://www.youtube.com/watch?v=PGaLWuLzHBU and/or this one: https://www.youtube.com/watch?v=4vXb8Tt_VCU</p> <p>Make notes from the texts and clips about chocolate. You may want to use these headings to help organise your notes:</p> <ul style="list-style-type: none"> Information about where chocolate comes from Information about the beans From bean to chocolate (the process) Types of chocolate Any important dates
Thurs	<p>Using the information from yesterday, I want you to create your own information page for a children's magazine all about chocolate.</p> <p>Things you could include:</p> <ul style="list-style-type: none"> - A heading - An introduction for your page - Subheadings - Images - Captions - A diagram with labels - Bullet points - Fun facts <p>Think about all the Year 4 writing skills that you have been taught. Read your information page out loud and edit any spelling or punctuation. I would love to read them, so email me a copy or send a photo.</p>
Fri	<p>What is your favourite chocolate bar? Do you have more than one favourite?</p> <p>If you could create your dream chocolate bar what would it be like? What would be in it? What would it be called?</p> <p>On a sheet, design your own chocolate bar and wrapper.</p> <p>Think about: What flavour will it be? Will it be hard or soft? Will it have anything in it? (Raisins, popping candy, nougat, apricots, biscuit, etc.) What colours will you use in the wrapper? What is the name of your bar?</p> <p>Draw and label your bar and wrapper.</p> <p>When chocolate bars are advertised, they often have a slogan. A slogan is a short and striking or memorable phrase. Watch these adverts, listen out for the slogans.</p> <p>Mars Bar: https://www.youtube.com/watch?v=AE9zAummq7Q</p> <p>KitKat: https://www.youtube.com/watch?v=QeduBcf_hPM</p> <p>Create a slogan for your bar. Watch this for some inspiration. https://www.youtube.com/watch?v=uSkXompwX0g</p> <p>Is your slogan catchy? Is your slogan memorable? Have you used any alliteration?</p>

Complete 15 minutes of IDL Literacy (<https://idlsgroup.com/>) daily which develops spelling, comprehension and keyboard skills.

Topic

Mon	<p>Online Safety – Week 2 – Super Searchers Watch the powerpoint on the website Home Learning > Summer 1 Home Learning> Week 2 > Year 4 . As you work through the Super Searchers powerpoint it references a worksheet, you don't need it . Instead, the questions the worksheet refers to are below. In your exercise books answer the following questions . The last slide has a choice of questions to search. Choose just one of them.</p> <p>Search Engine Hunters 1. Write down the question: 2. Write down the one keyword that you are going to type into your search engine to try and find the answer. 3. Write down how many sites are included in your search results. 4. Look at the top three sites on your results page. Can you find the answer to your question? 5. Now pick two keywords to try. How many results are included in your search now? What do you notice about the number of results included in each search? 6. How many words did you need to type to find the answer to your question?</p>
Tues	<p>Science – I hope you managed to complete lesson 1 OK? Last week we looked at life processes and how to group living things. This week we will be looking at how we can classify vertebrates using decision tree diagrams.</p> <p>Watch the powerpoint from our school website (Home Learning > Summer 1 Home Learning > Week 2- Year 4 > Classifying Vertebrates) . As you work through the powerpoint you will be asked to complete some activities. Scroll down to find all the activities. Activity 1- Look at the Activity Sheet Vertebrates on screen. Look at the groups at the bottom of the sheet. For each group ask the questions and decide where to write the group name e.g. Fish – Does it have feathers ? No. Does it have fur? No and so on. Where you stop, write the name of the group on the last line. Record in your exercise book the diagram or print it out and write on it.</p>
Wed	<p>Activity 2- Look at the Key Questions Activity on screen. You have to think of the questions which will identify the animals. You will need to think carefully about the questions and try to be scientific rather than, Is it yellow? Remember they are yes or no questions. Record in your exercise book the diagram or print it out and write on it.</p>
Thurs	<p>Complete another activity from the 'Topic Tasks' grid- copy found below.</p>
Fri	<p>When you are out for your daily exercise record as many animals you can see. You could take some photos of them or draw a sketch in your exercise book. Remember they might be in the air, water or land. Are they a vertebrate or invertebrate ? What group of vertebrates do they belong to?</p>

Chocolate Cake

I love chocolate cake.
And when I was a boy
I loved it even more.

Sometimes we used to have it for tea
and Mum used to say,
'If there's any left over
you can have it to take to school
tomorrow to have at playtime.'
And the next day I would take it to school
wrapped up in tin foil
open it up at playtime
and sit in the corner of the playground
eating it,
you know how the icing on top
is all shiny and it cracks as you
bite into it,
and there's that other kind of icing in
the middle
and it sticks to your hands and you
can lick your fingers
and lick your lips
oh it's lovely.
yeah.

Anyway,
once we had this chocolate cake for tea
and later I went to bed
but while I was in bed
I found myself waking up
licking my lips
and smiling.
I woke up proper.
'The chocolate cake.'
It was the first thing
I thought of.

I could almost see it
so I thought,
what if I go downstairs
and have a little nibble, yeah?

It was all dark
everyone was in bed
so it must have been really late
but I got out of bed,
crept out of the door

there's always a creaky floorboard, isn't
there?
Past Mum and Dad's room,
careful not to tread on bits of broken toys
or bits of Lego
you know what it's like treading on Lego
with your bare feet,
yowwww
shhhhhhh

downstairs
into the kitchen
open the cupboard

and there's another
and another and I'm squealing and I'm
smacking my lips
and I'm stuffing myself with it
and
before I know
I've eaten the lot.
The whole lot.

I look at the plate.
It's all gone.
Oh no
they're bound to notice, aren't they,
a whole chocolate cake doesn't just
disappear
does it?

What shall I do?

I know. I'll wash the plate up,
and the knife

and put them away and maybe no one
will notice, eh?
So I do that
and creep creep creep
back to bed
into bed
doze off
licking my lips
with a lovely feeling in my belly.
Mmmmmmmmm.

In the morning I get up,
downstairs,
have breakfast,
Mum's saying,
'Have you got your dinner money?'
and I say,
'Yes.'
'And don't forget to take some chocolate
cake with you.'
I stopped breathing.

'What's the matter,' she says,
'you normally jump at chocolate cake?'

I'm still not breathing,
and she's looking at me very closely now.

She's looking at me just below my mouth.
'What's that?' she says.
'What's what?' I say.

'What's that there?'
'Where?'
'There,' she says, pointing at my chin.
'I don't know,' I say.
'It looks like chocolate,' she says.
'It's not chocolate is it?'
No answer.
'Is it?'

and there it is
all shining.

So I take it out of the cupboard
put it on the table
and I see that
there's a few crumbs lying about on the
plate,
so I lick my finger and run my finger all over
the crumbs
scooping them up
and put them into my mouth.

ooooooooommmmmmmmm

nice.
Then
I look again
and on one side where it's been cut,
it's all crumbly.

So I take a knife
I think I'll just tidy that up a bit,
cut off the crumbly bits
scoop them all up
and into the mouth

ooooooooommm mmmm
nice.

Look at the cake again.

That looks a bit funny now,
one side doesn't match the other
I'll just even it up a bit, eh?

Take the knife
and slice.
This time the knife makes a little cracky noise
as it goes through that hard icing on top.

A whole slice this time,
into the mouth.

Oh the icing on top
and the icing in the middle
ohhhhhh oooo mmmmmm.

But now
I can't stop myself
Knife -
I just take any old slice at it
and I've got this great big chunk
and I'm cramming it in
what a greedy pig
but it's so nice,

'I don't know.'
She goes to the cupboard
looks in, up, top, middle, bottom,
turns back to me.
'It's gone.'
It's gone.
You haven't eaten it, have you?'
'I don't know.'
'You don't know. You don't know if you've
eaten a whole
chocolate cake or not?
When? When did you eat it?'

So I told her,

and she said
well what could she say?

'That's the last time I give you any cake to
take
to school.
Now go. Get out
no wait
not before you've washed your dirty sticky
face.'
I went upstairs
looked in the mirror
and there it was,
just below my mouth,
a chocolate smudge.
The give-away.
Maybe she'll forget about it by next week.

The END.

Charlie and the Chocolate Factory

Chapter 15

The Chocolate Room

‘An important room, this!’ cried Mr Wonka, taking a bunch of keys from his pocket and slipping one into the keyhole of the door. ‘This is the nerve centre of the whole factory, the heart of the whole business! And so beautiful! I insist upon my rooms being beautiful! I can’t abide ugliness in factories! In we go, then! But do be careful, my dear children!’

Don’t lose your heads! Don’t get over-excited! Keep very calm!’

Mr Wonka opened the door. Five children and nine grown-ups pushed their ways in – and oh, what an amazing sight it was that now met their eyes!

They were looking down upon a lovely valley. There were green meadows on either side of the valley, and along the bottom of it there flowed a great brown river.

What is more, there was a tremendous waterfall halfway along the river – a steep cliff over which the water curled and rolled in a solid sheet, and then went crashing down into a boiling churning whirlpool of froth and spray.

Below the waterfall (and this was the most astonishing sight of all), a whole mass of enormous glass pipes were dangling down into the river from somewhere high up in the ceiling! They really were enormous, those pipes. There must have been a dozen of them at least, and they were sucking up the brownish muddy water from the river and carrying it away to goodness knows where. And because they were made of glass, you could see the liquid flowing and bubbling along inside them, and above the noise of the waterfall, you could hear the never-ending suck-suck-sucking sound of the pipes as they did their work.

Graceful trees and bushes were growing along the riverbanks – weeping willows and alders and tall clumps of rhododendrons with their pink and red and mauve blossoms. In the meadows there were thousands of buttercups.

‘There!’ cried Mr Wonka, dancing up and down and pointing his gold-topped cane at the great brown river. ‘It’s all chocolate! Every drop of that river is hot melted chocolate of the finest quality. The very finest quality. There’s enough chocolate in there to fill every bathtub in the entire country! And all the swimming pools as well! Isn’t it terrific? And just look at my pipes! They suck up the chocolate and carry it away to all the other rooms in the factory where it is needed! Thousands of gallons an hour, my dear children! Thousands and thousands of gallons!’

The children and their parents were too flabbergasted to speak. They were staggered. They were dumbfounded. They were bewildered and dazzled. They were completely bowled over by the hugeness of the whole thing. They simply stood and stared.

‘The waterfall is most important!’ Mr Wonka went on. ‘It mixes the chocolate! It churns it up! It pounds it and beats it! It makes it light and frothy! No other factory in the world mixes its chocolate by waterfall! But it’s the only way to do it properly! The only way! And do you like my trees?’ he cried, pointing with his stick. ‘And my lovely bushes? Don’t you think they look pretty? I told you I hated ugliness! And of course they are all eatable! All made of something different and delicious! And do you like my meadows? Do you like my grass and my buttercups? The grass you are standing on, my dear little ones, is made of a new kind of soft, minty sugar that I’ve just invented! I call it swudge! Try a blade! Please do! It’s delectable!’

Automatically, everybody bent down and picked one blade of grass – everybody, that is, except Augustus Gloop, who took a big handful.

And Violet Beauregarde, before tasting her blade of grass, took the piece of world-record-breaking chewing-gum out of her mouth and stuck it carefully behind her ear.

‘Isn’t it wonderful!’ whispered Charlie. ‘Hasn’t it got a wonderful taste, Grandpa?’

‘I could eat the whole field!’ said Grandpa Joe, grinning with delight. ‘I could go around on all fours like a cow and eat every blade of grass in the field!’

‘Try a buttercup!’ cried Mr Wonka. ‘They’re even nicer!’

Suddenly, the air was filled with screams of excitement. The screams came from Veruca Salt. She was pointing frantically to the other side of the river. ‘Look! Look over there!’ she screamed. ‘What is it? He’s moving! He’s walking! It’s a little person! It’s a little man! Down there below the waterfall!’

Everybody stopped picking buttercups and stared across the river.

‘She’s right, Grandpa!’ cried Charlie. ‘It is a little man! Can you see him?’

‘I see him, Charlie!’ said Grandpa Joe excitedly.

And now everybody started shouting at once.

‘There’s two of them!’

'My gosh, so there is!'

'There's more than two! There's one, two, three, four, five!'

'What are they doing?'

'Where do they come from?'

'Who are they?'

Children and parents alike rushed down to the edge of the river to get a closer look.

'Aren't they fantastic!'

'No higher than my knee!'

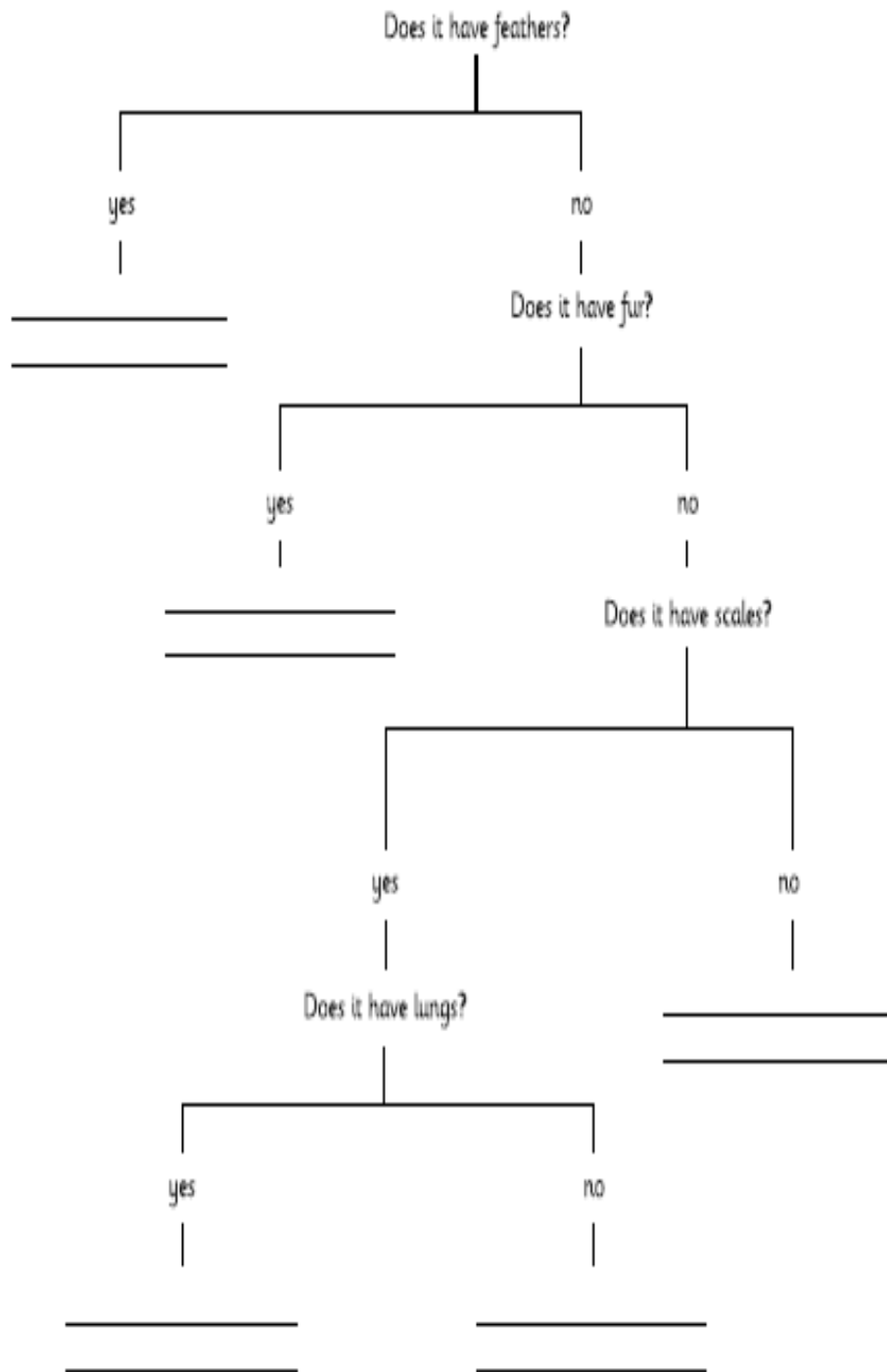
'Look at their funny long hair! '

The tiny men – they were no larger than medium-sized dolls – had stopped what they were doing, and now they were staring back across the river at the visitors. One of them pointed towards the children, and then he whispered something to the other four, and all five of them burst into peals of laughter.

'But they can't be real people,' Charlie said.

'Of course they're real people,' Mr Wonka answered. 'They're Oompa-Loompas.'

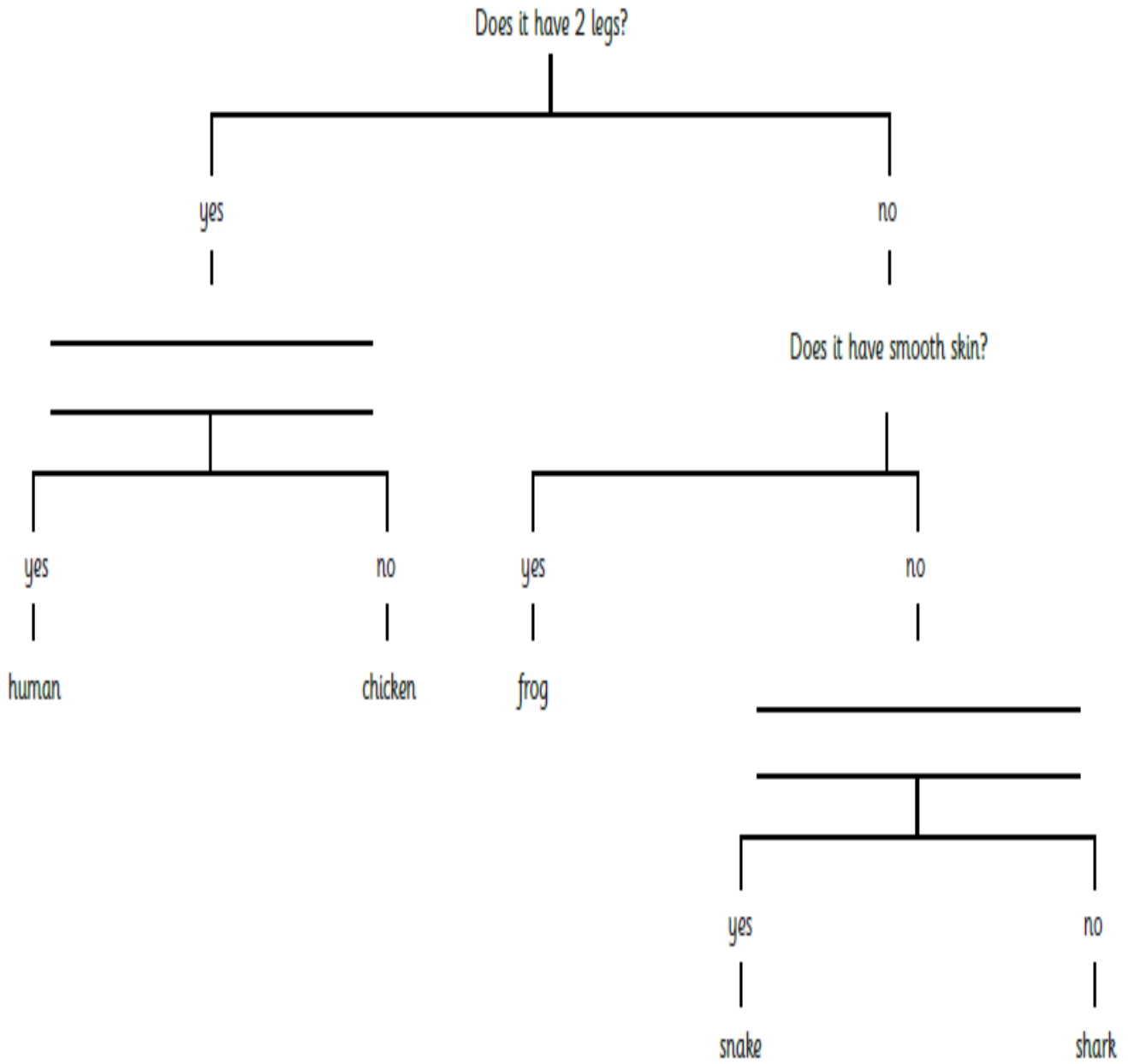
Vertebrates



Mammals	Reptiles	Amphibians	Birds	Fish



Key Questions



Year 4 Project Based Work - 'Healthy Living'

<p>Create a food map of the world. Identify different foodstuffs e.g. tea, coffee, sugar, rice, lentils, beans, seeds, flour, pasta, bread, fruits, cocoa beans etc Research where in the world each comes from. Identify foods from every continent. Annotate a world map with the food or food pictures.</p>	<p>Write a biography about a famous chef for example Jamie Oliver. Tell the reader about how they got into food and what their achievements have been.</p>	<p>What is meant by the term FAIRTRADE? Create a report explaining what it means.</p> 
 <p>Baking</p> <p>Create a healthy snack e.g. apricot flapjacks. Take a photograph of you cooking the snack and write a the recipe for others to use.</p>	<p>Create an advertisement for your snack. It could be one for the TV or a magazine. Remember to include: a slogan, jingle, persuasive writing!</p>	<p>Create packaging for your snack. Remember you are trying to persuade someone to buy it!</p> 
<p>Create your own still life piece of artwork. You could paint, collage, draw or use the computer to produce your work. It could be in the style of a famous artist or just your own work!</p>	 <p>Create a leaflet on the benefits of living a healthy lifestyle. You could outline what makes a healthy diet or the importance of regular exercise</p>	 <p>An idea of your own linked to health. Be creative!</p>