

Monday 11<sup>th</sup> January 2021

Year 4 Home Learning

Good morning Year 4, welcome back to another week of online learning. We hope you all had a lovely weekend and ready for the new week to begin. We have created 3 zoom drop in sessions for the day. If you have any questions regarding the work for that subject, please use the zoom link and we will be there to help you. These are not compulsory and will be just used to support pupils. If you would like to show some work that you are proud of at the end of the day, please drop in too.

We will also be using YouTube to support your learning. For some lessons, there will be a link to a video. Please click on the link for further support. If there are any problems with this, please contact.

Have a good day today, work hard and make sure to email pictures of your work.

PS- Apologies for the error on Friday's home learning sheet. 1km = 1000m

Mr Farrier and Miss Thompson

9am	9:15	9:30	10am	10:30	11am	11:30am	12pm	1pm	1:30pm	2:15pm	3pm
Spelling	PaG	English	30 minute zoom drop in- English	Break	Maths	30 minute zoom drop in- Maths	Dinner	Reading	Science	30 minute zoom drop in	Story Time

### English Drop in

Topic: English Drop in

Time: 11:30 AM daily

Join Zoom Meeting

<https://zoom.us/j/96553197794?pwd=ejVEVXdwcUZKRmkxTG5lTXZ3TmhHUT09>

Meeting ID: 965 5319 7794

Passcode: y4handale

### Maths Drop in

Topic: Maths Drop in Meeting

Time: 11:30 AM Daily

Join Zoom Meeting

<https://zoom.us/j/93310556740?pwd=LzNKRDBNUU+JeEZBczUzNmNFbTF6QT09>

Meeting ID: 933 1055 6740

Passcode: y4handale

### Afternoon Drop in

Topic: Afternoon Drop in

Time: Jan 11, 2021 02:15 PM

Join Zoom Meeting

<https://zoom.us/j/91019257804?pwd=WFh6eXFCUINqLOU1c0gvcEhMcUtsUT09>

Meeting ID: 910 1925 7804

Passcode: y4handale

## Spelling (15 minutes)

Today's spelling activity is Look, Cover, Write and Check. Please look at the word, cover it up and then have a go at spelling it. once You have finished writing the word, check it! Please make sure you know the meanings of the word. Ask an adult, use a dictionary or research what the word means. Can you put it into a sentence verbally?

Oval loyal medal regal total. arrival factual general

normal. virtual

measure treasure pleasure enclosure composure closure

disclosure leisure pressure exposure reassure literature

structure sculpture temperature

## PaG (15 Minutes)

Today in PaG, I would like you to elaborate on a range of sentence starters using adverbial phrases. Look at the picture below and create a range of exciting openers using adverbial phrases. I have done one for you.

e.g. **Beyond the dark gloom of the cave,** the mysterious man spotted something in the distance.



Here is a link to explain adverbial phrases:

<https://www.bbc.co.uk/bitesize/articles/zv73bdm>

## English

LC: To improve the resolution and ending of Hansel and Gretel.

For English this morning, I would like you to improve the resolution and ending of Hansel and Gretel. I have left the resolution paragraph- How do Hansel and Gretel escape? And I have left the ending paragraph- What happens a few weeks later?

I do not want you to change the story yet. But I would like you to improve these sentences. Can you add in:

**A range of openers-** As the night fell cold,

**Adverbial phrases**

**Complex sentences-** because, although, however, even though, while  
Hansel and Gretel clambered under the bushes because their evil stepmother abandoned them in the treacherous forest.

**Multi-clause sentences-** a sentence with three clauses. While the children were munching on the delicious gingerbread, the evil witch had a cunning plan because she had not met two children in the forest for a long time.

**Upper level verbs (doing word)** ran-> sprinted

**Upper level adverbs (describes a verb, ends in ly)** dangerously sprinted

**Drop in using which (object)** The house, **which was the most extraordinary thing they had ever seen**, was covered in delicious sweets.

**Drop in using who (person)** The witch, **who had rats tails for hair**, smiled evilly as the children walked into the house.

### Challenge

One you have wrote your story, can you underline these features in the chosen colours. If you do not have access to this, please could you discuss with a parent what features you included.

Any questions, please drop in the zoom between 10am and 10:30am.

## Resolution

A few days passed and the children grew larger. The witch had fed them up. Gretel waited for the perfect moment when the witch was distracted. Gretel unlocked Hansel's cage. The children found a basket and filled it with cakes, cookies and pies. Then they ran away as fast as they could. Eventually, they heard someone cutting wood in the distance. It was the woodcutter! Hansel and Gretel told the woodcutter the whole story. He was furious when he heard that the stepmother abandoned them in the forest. He ordered the stepmother to leave the house immediately and never return.

## Ending

Later that year, Hansel and Gretel were visiting the bakery in town when they saw an old woman begging for coins. It was their stepmother and she was desperate for money. Gretel thought for a moment. She went inside the bakery and bought a small loaf of bread and a small bowl of soup. Gretel passed her the bowl and her eyes lit up however she still wanted more. They walked away feeling much better. After that, Hansel and Gretel never saw their stepmother ever again.

## Maths Meeting ( 15 minutes)

For today's session, I would like you to practise your 7 times tables. We are going to use the number line method that we practised on zoom on Thursday.

Please draw a number line in your book and write the 7 times tables along it. Please go up to  $7 \times 10$

7 14 .....

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What is the middle number? What action do we do for this?

What is the key numbers? ( $3 \times 7$  and  $6 \times 7$ ) What action do we do for this?

What is the multiplication?

Can you cover up some numbers and see if you can still remember?

Here is the YouTube song for the 7 times tables:

<https://www.youtube.com/watch?v=t4xU4CiaGvg>

## Maths ( 45 minutes)

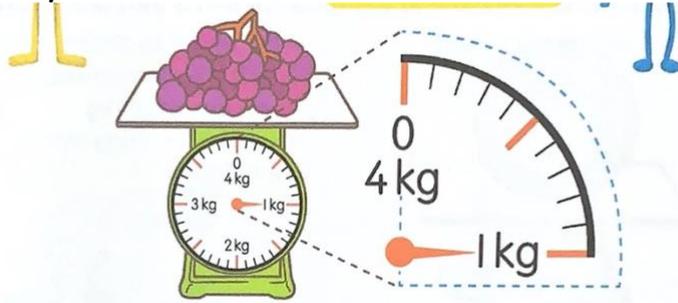
Today in maths, we will be moving on to kilograms (kg) and grams (g).  
The Kg and g are units of mass.

Our Number fact of the day is that  $1\text{kg} = 1000\text{g}$

Measuring weight in grams and kilograms.

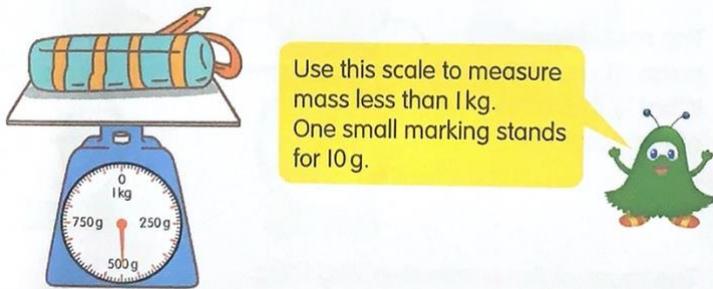
<https://www.bbc.co.uk/bitesize/clips/zbvqkqt>

Can you find the difference between the two scales?



Here is another scale.

This scale is used to find the mass of items that are light.



Please complete the following questions then the home practise.

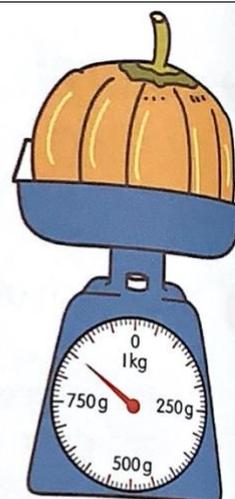
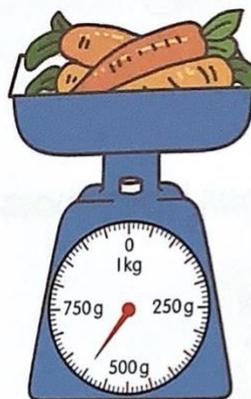
Find out what the scales go up in. What do the larger lines represent?

### Home Practise

Do you have any scales in your house. Pick an object and estimate the mass. Then measure it accurately. Were you correct?

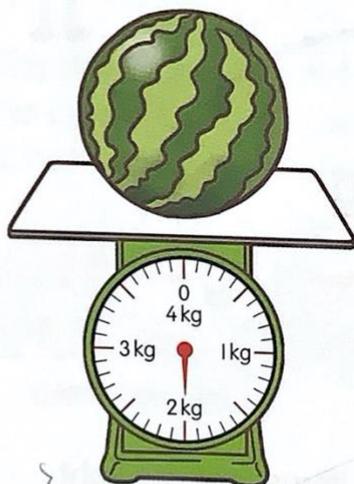
Object	My Estimate	Actual Mass
book	1kg 250g	1kg 300g

- 3 The carrots have a mass of 600 g.  
What is the mass of the pumpkin?



The mass of the pumpkin is  g.

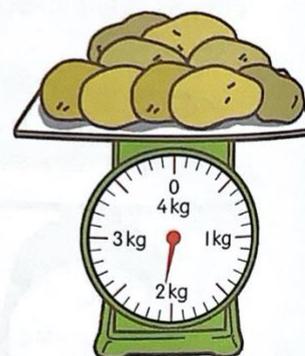
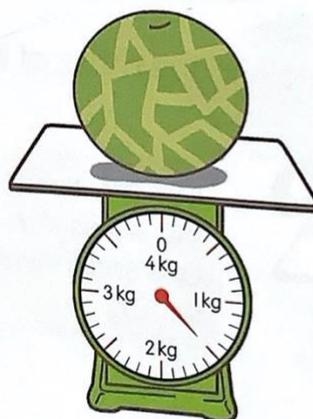
- 4 Here is another scale.  
This scale is used to find the mass of items that are heavier.



Use this scale to measure mass less than 4 kg.  
One small marking stands for 100 g.



- 5 The melon has a mass of 1 kg 500 g.  
What is the mass of the potatoes?



The mass of the potatoes is 2 kg 100 g.

6 Find the mass of each item.

Read the scales.

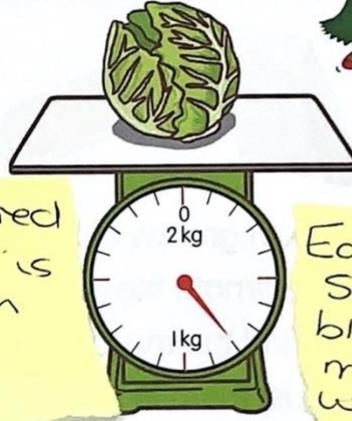
a



Each red mark is worth 50g

The mass of the apples is  g.

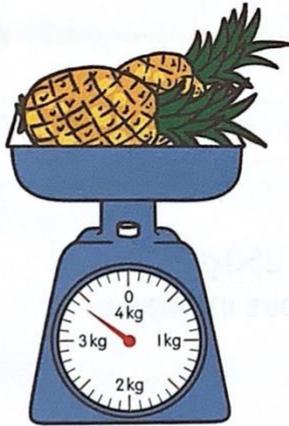
b



Each small black mark is worth 100g.

The mass of the cabbage is  g.

c



Each small mark is worth 100g

The mass of the pineapples is  g.

d



Each small mark is worth 100g

The mass of the melon is  g.

## Reading

For reading this afternoon, I would like you to complete an inference task. The image shows a mysterious mythical creature. Please answer the following questions using capital letters and full stops. Make sure to explain your reasonings using conjunctions.



1. What is this mythical beast?
2. What does it protect?
3. What powers does this mythical beast have?
4. Where do you think this mythical beast lives? Please write a paragraph explaining the setting description. Remember to use adjectives and upper level vocabulary.

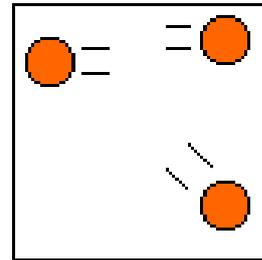
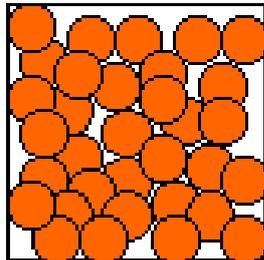
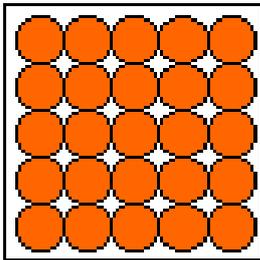
## Science

This afternoon Year 4, you are going to become scientists. On Monday 4<sup>th</sup> January, we started our new topic of States of matter. We looked into the particle formations of solids, liquids and gasses.

To recap, can you remember the particle formations.

To help you with this. Here is a short video explaining:

<https://www.bbc.co.uk/bitesize/clips/zpbvr82>



Today in science, I have created a video which runs through our new learning. Please watch this before completing the task:

<https://youtu.be/endOxtzddPA>

Link for exploring gases:

<https://www.bbc.co.uk/bitesize/clips/zhbygk7>

Your task today is to explore gases. You are going to become a scientist.

Experiments to try

Experiment 1- Raisins in Lemonade.

Can you make raisins dance? Add 5 or 6 raisins to a glass of fizzy lemonade and watch what they do.

What do the bubbles do?

Do the raisins float or sink?

Why do you think this happens? Write up your findings.

Here is a video of this experiment:

<https://www.youtube.com/watch?v=5naIhE6rqzo>

## Experiment 2- Weighing Fizzy drinks

Can you weight out some drinks in your house using some scales. These drinks must be fizzy. If a drink is lighter, what do you think this means?

How much does a full glass weigh?

How much does a half glass weigh?

Do different fizzy drinks weigh different weights?

What drinks are lighter than others?

Please write up your findings from your investigation.

### **Research**

Can you find out who invented fizzy drinks? How did they do this?

How do we use gases everyday? Think about the different ways you have used gases today, cooking, heating, breathing?

## Story Time

Well done year 4, your online learning for today has been completed. Grab a book and relax, you have earned it.

Speak again tomorrow!