

"With Jesus as our guide; we love, live and learn together."

WEEKLY HOMEWORK LETTER

YEAR GROUP	4	NO.	12	DATE:	29.06.2020
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I hope you enjoyed the extra WOW activity last week and were able to enjoy the sunshine too!

Thank You for all the pictures showing the work you have been completing. I am really pleased to see so many people learning new things and to see that you are safe and well. Keep using the link on our year 4 website page to share photos with me.

I hope you enjoy this week's home learning. Keep it up as we prepare for year 5.

Mrs Read ☺



English

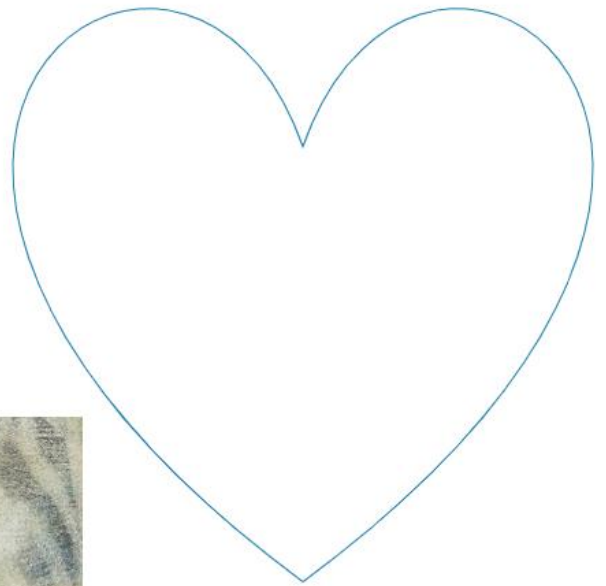
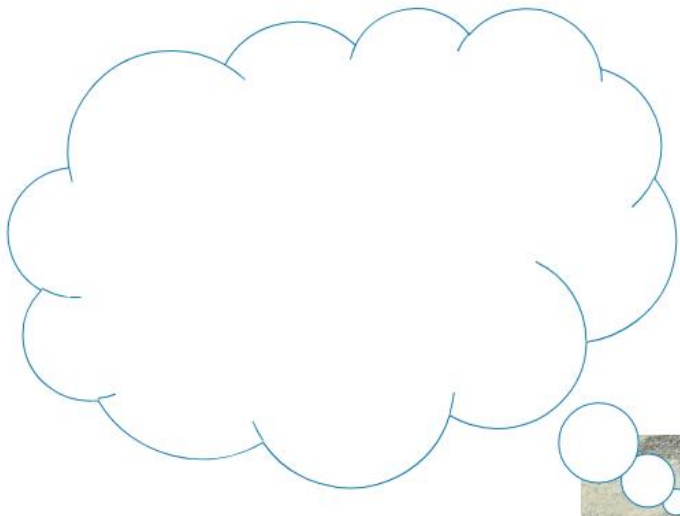
This week you will continue to explore *The Promise*. This week task 1 and 2 focus on pages 9 and 10 found at 1 minute 56 seconds in the video and then tasks 3 and 4 focus on pages 11 and 12 found at 2 minutes and 20 seconds in the video.

You can listen to the author reading the book and see the pictures here -

<https://vimeo.com/73026206>

English - Task 1 - Thoughts and feelings

Put the thoughts of the girl in the thought bubble and her feelings in the heart below. You do not have to write in sentences.



English - Task 2 - Comprehension

Answer the questions below, remember these are your own thoughts and ideas from what is implied in the text.

What do you notice about the illustration?

I notice that...

What did she understand about the promise?

I think she understands that ...

It think this because ...

What do you think the writer means when she says

“I held a forest in my arms,
and my heart was changed.”?

I think the writer means ...

It implies that ...

It makes me think ...



English - Task 3 - Comprehension

Look closely at the picture and read the words then answer the question below.

Why do you think the writer says that the girl is lucky and that she feels “rich beyond her wildest dreams.”?

I think the writer means ...

It implies that ...



English – Task 4 - A dream

From the picture it looks as though the girl was having colourful dreams that night. Write about the dream you think she was having. There are some ideas and sentence starters below.

As I fell asleep that night, for the first time, I dreamt in colour. My thoughts were full of colourful birds, squawking happily as they sat on the long, brown branches of tall trees. The birds beaks were.... and their feathers...

As I gazed into the sky, it was no longer a dull grey but... The clouds were as white as... The sun shone brightly, as bright as... I could feel it's warmth on my...

I marvelled at the wonder of nature. I held those tiny acorns tightly in my hand as I crossed the street and reach the park. I had never seen or felt grass before. It looked... It felt... I took my shoes off to walk across it. My heart felt...

Suddenly, I woke up. I felt warm inside. I could not wait to see how my life and our city was going to change.

English – Task 5 - Grammatical terms quiz

Read the guidance below before you try the quiz. Remind yourself about the terms below before you try the quiz.

Determiner - A determiner is a word which modifies a noun within a sentence, giving it more context for the reader. For instance, "this chair" or "my book".

Adverbial - An adverbial is a word or phrase that is used as an adverb to modify a verb or clause. Adverbials are used to explain how, where or when something happened; they are like adverbs made up of more than one word.

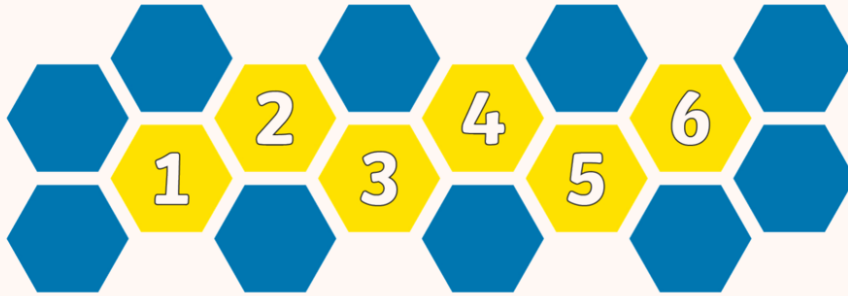
Pronoun - Pronouns are words that can be used instead of a noun. Examples of pronouns are: he, she, it, they.

Preposition - A preposition is a linking word in a sentence, used to show where things are in time or space.

List - A number of connected items or names written or printed consecutively.

Exclamation - Exclamations are sentences that begin with 'what' or 'how'. They are full sentences, include a verb and end with an exclamation mark.

Block Busters



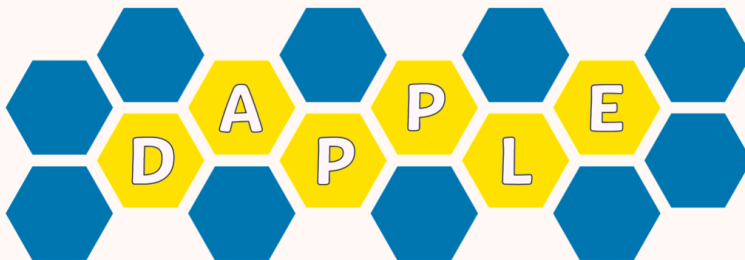
- 1) What do you call a word which specifies which noun we mean? e.g. **That** small book.
- 2) What is a word or phrase that we use add information to a verb or clause? e.g. We had a sleepover **last night**.
- 3) Which type of word takes the place of a noun which is already known to avoid repetition?
- 4) This type of word links nouns or noun phrases to another word. They often mark direction or location.
- 5) You can use commas to separate items or adjectives in a _____.
- 6) Which type of sentence can begin with what or how but does not require an answer?

Challenge: When the secret word has been revealed, use a dictionary to find its definition. Can you use it in a sentence?



Answers

Block Busters- Answers



- 1) determiner
- 2) adverbial
- 3) pronoun
- 4) preposition
- 5) list
- 6) exclamation

Challenge Answer: The secret word is 'dapple'. If something is dappled, it is marked with spots or round patches. e.g. 'The floor was dappled with pale moonlight.'

Spelling Activity - Spellings - 's' sound spelt 'sc'

scientist, scenery, discipline, muscle, adolescent, isosceles, disciple, fascinate

Try look, cover, write, check, in your orange book and then complete the activity sheet to put the words into sentences.

Activity Sheet

Term 3 Set 1 Week 1

Name

Some words have the s sound, but are spelt sc. Put sc into the words below to complete them, then match them to their dictionary definition.



.....ientist

training people to obey rules

.....enery

a young person who is developing from a child into an adult

di.....ipline

a follower of Jesus

mu.....le

someone who has expert knowledge about natural or physical sciences

adole.....ent

the tissue in a human or animal body that produces movement

iso.....eles

the natural features of a landscape

di.....iple

to attract strong attention and interest

fa.....inate

a triangle with two sides of equal length

Maths

This week will continue looking at coordinates and moving points on a grid. Follow the lesson on MyMaths as this will help you with all the other activities this week.

Watch the video here before you start any of your activities here too -

<https://www.youtube.com/watch?v=Gex4PZJofI>

Maths - Task 1 - Position and turning

Follow the lesson here then complete your activity.

<https://app.mymaths.co.uk/253-lesson/position-and-turning>

Maths - Task 2 - Translating

Follow the lesson here then complete your activity.

<https://app.mymaths.co.uk/1748-lesson/translating>

Maths - Task 3 - Draw on a grid game

Play the game here, to plot coordinates.

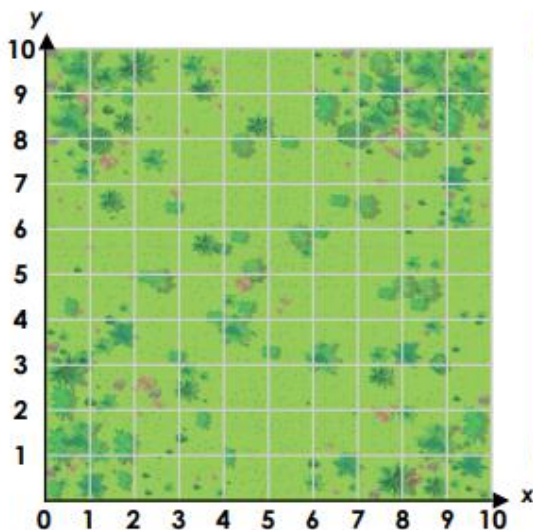
<https://www.teacherled.com/iresources/coordinates/showthecoordinate/>

Maths – Task 4 - Discussion problems

Read each problem carefully and discuss then explain your answer.

Draw on a Grid

1. Follow the key and plan your own park by plotting the points on the grid for each object. Write each set of coordinates under the image.



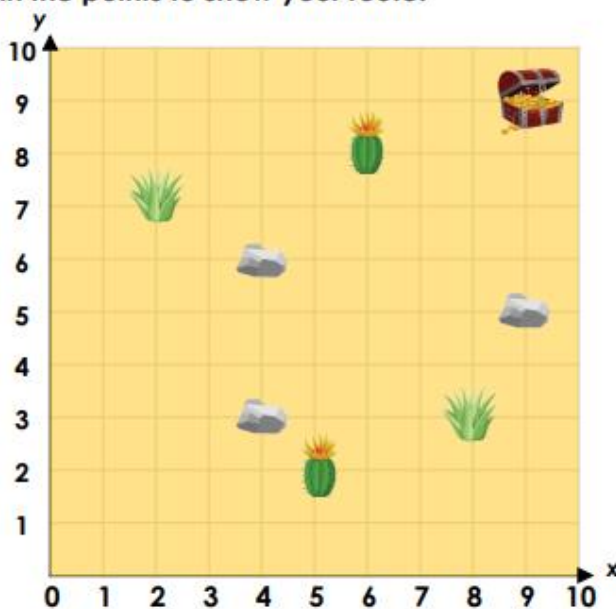
1. The tree (T) must be on the x axis at 5 and between 4 and 8 on the y axis.
2. The pond (P) must be at 8 on the x axis and between 7 and 10 on the y axis.
3. The swing (S) must be between 1 and 9 on the y axis.
4. The slide (SL) must be at 3 on the x axis and between 3 and 7 on the y axis.
5. The climbing frame (CF) must be between 3 and 5 on the x axis and between 1 and 3 on the y axis.
6. The bench (B) must be at 9 on the x axis and between 1 and 6 on the y axis.



(,) (,) (,) (,) (,) (,)

DP

2. Help Captain Gillyfog to reach the treasure chest by plotting a path for him to take. The Captain can start anywhere on the y axis but must start at 0. Make sure you avoid the obstacles and join the points to show your route.



Investigate the shortest route Captain Gillyfog could take.

DP

Maths – Task 5 - Dino dig

Explore the area and try to find all the dinosaur fossils using your knowledge of coordinates.

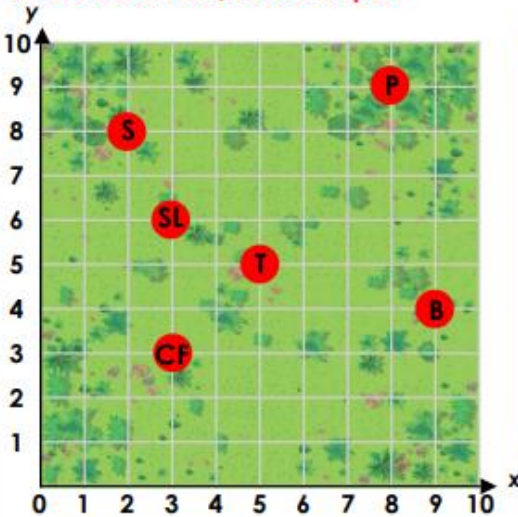
<http://flash.topmarks.co.uk/3665>

Task 4

Draw on a Grid

1. Follow the key and plan your own park by plotting the points on the grid for each object. Write each set of coordinates under the image.

Various answers, for example:



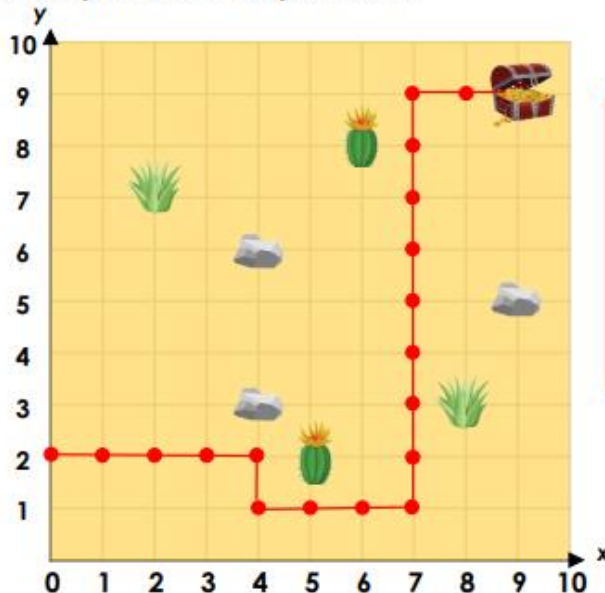
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(5 , 5) (8 , 9) (2 , 8) (3 , 6) (3 , 3) (9 , 4)

DP

2. Help Captain Gillyfog to reach the treasure chest by plotting a path for him to take. The Captain can start anywhere on the y axis but must start at 0. Make sure you avoid the obstacles and join the points to show your route.



- Various answers, for example:
- (0, 2), (1, 2), (2, 2), (3, 2), (4, 2), (4, 1), (5, 1), (6, 1), (7, 1), (7, 2), (7, 3), (7, 4), (7, 5), (7, 6), (7, 7), (7, 8), (7, 9), (8, 9), (9, 9)

The shortest route Captain Gillyfog can take is: (0, 4), (1, 4), (2, 4), (3, 4), (4, 4), (5, 4), (6, 4), (7, 4), (8, 4), (8, 5), (8, 6), (8, 7), (8, 9), (9, 9)

DP

RE

Remember that God's Family is a type of community made up of people everywhere. The term "Church" doesn't only mean a building, but it is also a description of the Family of God.

In Year 3 you learnt lots of names for the Family of God e.g. Church, Family of God, Body of Christ and People of God. There are people belonging to God's Family in many different towns, cities and countries across the world.

There is lots of information here - <https://www.theschoolrun.com/homework-help/christianity>

Ask an adult to help you use the internet to research the answers to the following questions -

1. What is the land of Jesus' birth called today? How far from the United Kingdom is it?
2. Which country has the highest Christian population in the world?
3. Which country has the smallest Christian population?
4. Why is St Peter an important part of the Catholic faith?
5. Why is the City of Rome such an important place for Catholics?
6. Who is the Bishop of Rome and what is his job?

Science – Complete and incomplete circuits

Read the information and watch the video here -

<https://www.bbc.co.uk/bitesize/topics/zq99q6f/articles/zt8vg82>

There is also another informative website here - <http://www.learningcircuits.co.uk/learning.html>

Can you collect all the components by finding out more about electricity?

You can test the circuits found on your activity sheet using the virtual circuit here -

https://webarchive.nationalarchives.gov.uk/20170712124904/http://sustainability.sellafieldsites.com/wp-content/themes/sellafield_sustainability/assets/php/test.php?gameid=343

Remember: A circuit that is complete has no gaps. An incomplete circuit will have gaps in it. Electricity can only flow through the components in a complete electrical circuit.

Activity

Decide if you think the circuits pictured are complete or incomplete. Explain in your own words what the differences are.

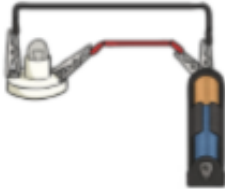
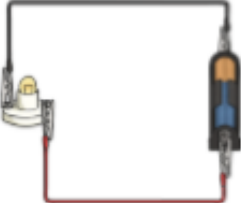

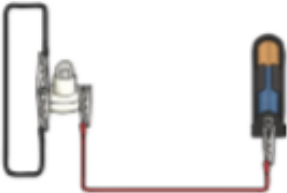
There is also a game you can play here - <http://flash.topmarks.co.uk/4055>



Complete and Incomplete Circuits



Create the circuits in the pictures and test to see if they are complete (bulb will light) or incomplete (bulb will not light).

Circuit	Complete or Incomplete?
	
	
	
	

What is the difference between the complete and incomplete circuits?

WOW activity

Here is an extra activity this week for you to explore. I hope it will make you say "wow."

Clean Pennies

You will need:



A few non-shiny pennies



White vinegar



Bowl or shallow tray made of glass



Salt



Bowl of plain water



Spoon



Nuts and bolts

Method:

1. Pour the white vinegar into the bowl.
2. Add the salt and stir, then add the pennies.
3. Count to 10.
4. Take the pennies out using the spoon. What has happened?
5. Rinse the pennies in plain water, what has happened now?
6. Put some nuts and bolts into the white vinegar and salt, wait for a few moments. What has happened?
7. Why do you think the nuts and bolts have gone copper in colour? Where has the copper colour come from?



The Science Bit

Vinegar is an acid, and the acid in the vinegar reacts with the salt to remove what is called copper oxide which was making the pennies dull and not shiny. When the pennies are taken out, the copper that was making the pennies dull is held in the vinegar. If you put metal nuts and bolts in the vinegar, the copper wants to be with metal and so sticks to the nuts and bolts.

PSHE

This week I have added a PSHE activity as it is very important we are looking after our minds as well as our bodies during this time. Take some time each day to pray and reflect and to be calm and still.

You can try some guided relaxation here with cosmic kids -

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



Mental Wellbeing & Mindfulness Activities

A range of creative activities to support and develop emotional and mental wellbeing, building confidence from early years right through to year 13 pupils, through positive physical, mental, social and emotional companionship, challenge and fun.

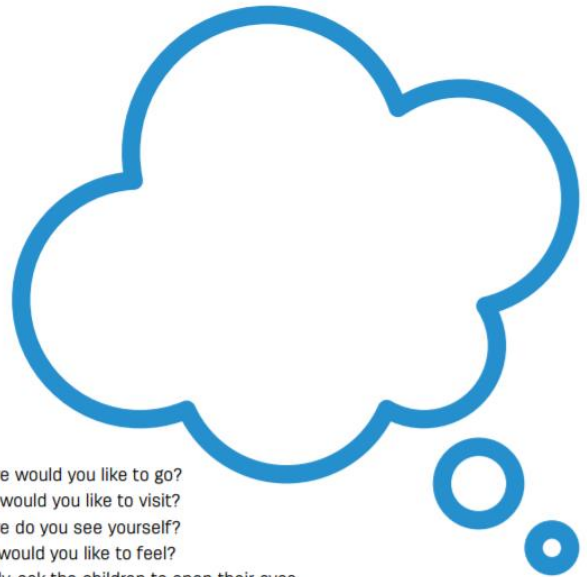


The Journey

Ages:	KS2 & 3	<ul style="list-style-type: none">• Next, ask the children to look around them and think about what life is like in the present. Think about how they feel right now. What is the same now? What is different now? What have you learnt about yourself? How do you feel?• Then, ask the children to look along the path and think about what they think is in the future and what it looks like. What would you like to happen?
Overview of Activity:	Journeys include the past, present and the future. In this activity, children will reflect on their own thoughts and feelings as an individual and create their own footprints. This can be done as a group activity in school, or as an individual with prompts from a relevant adult at home for example.	
Resources:	Each child will need: 2 x A4 paper. Pencil crayons, felt pens etc Set clear boundaries before the activity. Explain that we need to explore our own feelings but also to respect others and their thoughts, feelings and viewpoints throughout. There are no right or wrong ways to feel.	

What is a journey? It's often said that life is a journey. Life journeys include the past, present and the future.

- Ask children to imagine that they are standing in the middle of a long path, they might find it easier to close their eyes, if they feel comfortable to. Ask children to visualize, what is behind them and in the past. What did you enjoy doing? What can you remember from a few months ago? What was life like? How did you feel?



- Where would you like to go?
- Who would you like to visit?
- Where do you see yourself?
- How would you like to feel?
- Calmly, ask the children to open their eyes.