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

WEEKLY HOMEWORK LETTER

| | | | | | |
|------------|---|-----|----|-------|------------|
| YEAR GROUP | 4 | NO. | 11 | DATE: | 22.06.2020 |
|------------|---|-----|----|-------|------------|

Hi Year 4,

I have had a bit of a change with the layout of your homework letter this week. I have seen some people aren't completing as much of their work as they have been. I know some activities might be tricky but keep trying your best. I have lots of reading certificates for you when you return to school, which I am very pleased about! I have also been proud to see all the photos of work I have been sent. Have a look in the home learning gallery to see some of the year 4 work.

This week I have added some digital wellbeing family activities to our year 4 page for you to explore with your family too! I am looking forward to seeing some more photos from you this week and even more reading certificates and TTRockstars challenges!



Remember to always try your best and have fun!

Mrs Read 😊

English

This week you will continue to explore *The Promise*. This week focuses on page 5 and 6 found on the video at 1minute and 2 seconds.

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

<https://vimeo.com/73026206>

English - Task 1 - Thought bubbles

Listen to and read pages 5 and 6. Look at the illustration. What do you think the characters are thinking?



What could be happening in this illustration?

What are the characters thinking?

Write thought bubbles for both characters.



English - Task 2 - Comprehension

Re-read the words from the text found below. Find the meaning of any words you do not know. Answer the questions about the text.

And then, one night,
I met an old lady down a dark street.
She was frail and alone, an easy victim.
Her bag was fat and full, but when I tried to snatch it from her,
she held on with the strength of heroes.

Why do you think girl wanted the bag?

It gives the impression that ...

What do you think "the strength of heroes" means? Why did the writer use these words?

I think "the strength of heroes" means ...

Why do you think the old lady did not want to let go of the bag?

I think the old lady did not want to let go of the bag because ...



English - Task 3 - What happens next?

Read page 8 again and discuss the questions. Write a paragraph about what you think might happen next.

Read the rest of the text on page 8.

Think about what other information can be found about the girl?

Why do you think the old lady smiled when she let go of the bag?

I think she smiled because ...

What do you think might happen next? Try to write at least 5 sentences.

I think that ...



English – Task 4 - Imagine you were there

Imagine you were watching the incident. Describe what you saw and how you felt. There are some sentence starters below to help you.

Imagine that you were watching the girl and the old lady.
Describe what you saw happen.



Here are some sentence starters to help you.

Last night as I was walking home something caught my eye ...

I watched as...

It made me feel... because...

The old lady seemed...

I thought I should...

I ran...

English – Task 5 - Questions and Exclamations

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

Questions are sentences that ask something. They usually end with a question mark.

Read each sentence carefully and decide if it is an exclamation or question sentence.

This song is a fun way to remember the four sentence types.

https://www.youtube.com/watch?v=n_foMADqjSc

Arthur Ask and Ellie Exclaim

Arthur and Ellie put their sentences into the washing machine and all of the punctuation washed away. Now they don't know which sentences are questions and which are exclamations.

Can you help to correctly punctuate the sentences and match them to the correct alien?

Answers

Arthur Ask and Ellie Exclaim - Answers

Did you manage to match up the washed up question and exclamation sentences?

Spellings

chalet, choir, quiche, ache, champagne, chemist, stomach, echo

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

Spelling Activity

Activity Sheet

Term 3 Set 2 Week 6

Name

Use the words in the box to complete the sentences below.

chalet choir quiche ache
champagne chemist stomach echo



Miss Seed is looking for people who want to sing in the school

Would you stop repeating everything I say? It sounds like there's an in the class.



My feels really full.

I think I've eaten too much cheese



We're going to stay in a in France.

Mum says she's going to eat oysters and drink



I've got a terrible in my head.

We'll have to go to the to get some medicine.


Maths

This week you will be exploring position.

Read the information and watch the videos here.

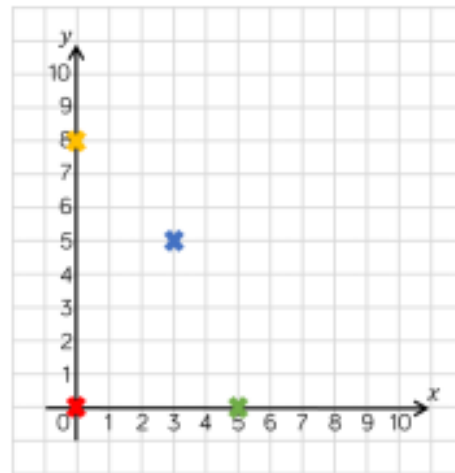
<https://www.bbc.co.uk/bitesize/topics/zgthvcw/articles/z96k9qt>


Maths – Task 1

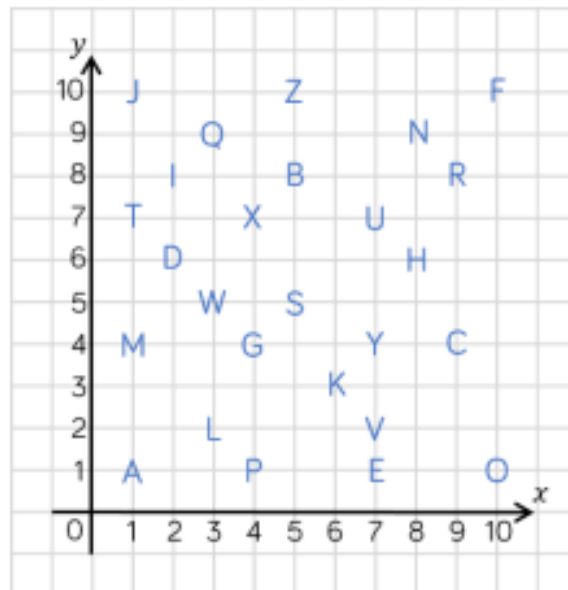
 Write the coordinates for the points shown.

 (__ , __)  (__ , __)

 (__ , __)  (__ , __)



 Write out the coordinates that spell your name.



3

Maths – Task 2 – Coordinates

Follow the link to the lesson here - <https://app.mymaths.co.uk/181-lesson/coordinates-1-positive>

Maths – Task 3 – Alien attack

Play the game to remind you about coordinates.

<https://mathsframe.co.uk/en/resources/resource/469/Coordinates-Alien-Attack>

Describe Position

4. True or false?

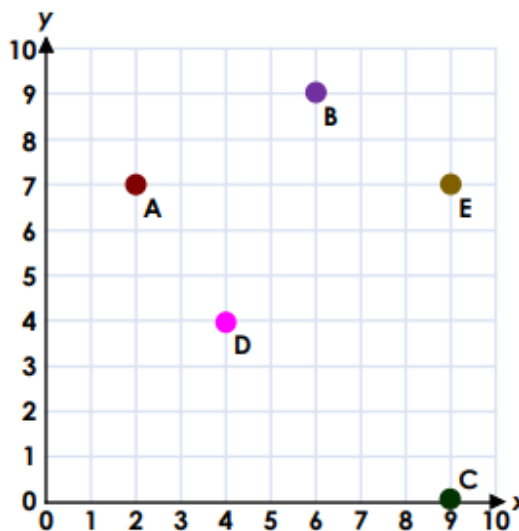
Point A = (2,7)

Point B = (9,6)

Point C = (8,1)

Point D = (4,4)

Point E = (9, 7)



VF
HW/Ext

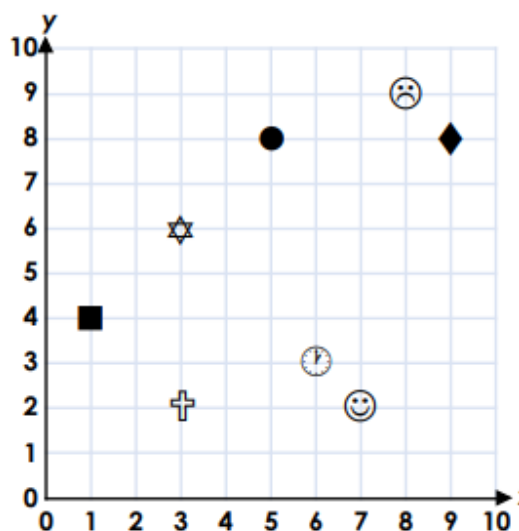
5. Which symbols can be found at the following coordinates?

A = (3, 6) = _____

B = (7, 2) = _____

C = (9, 8) = _____

D = (1, 4) = _____



VF
HW/Ext

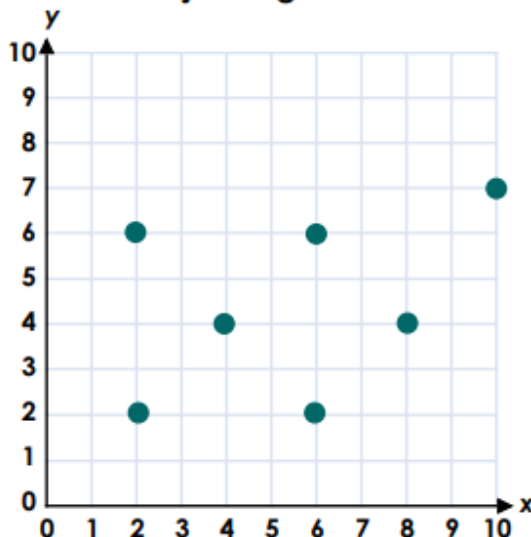
6. Find two sets of coordinates which join together to form a square.

(,)

(,)

(,)

(,)



(,)

(,)

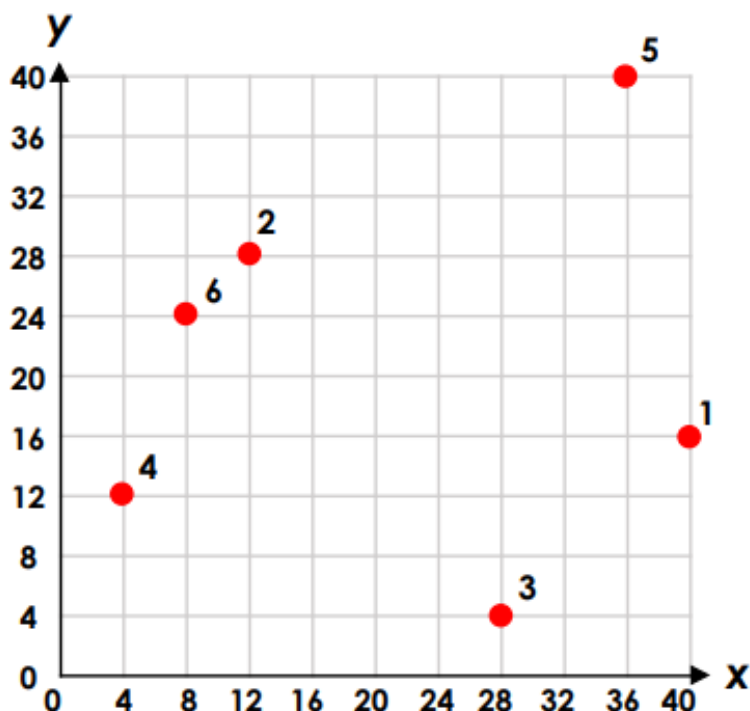
(,)

(,)



RPS
HW/Ext

1. Crack the code to find the mystery word.



| | |
|---|----------|
| A | (12, 28) |
| B | (40, 16) |
| C | (20, 20) |
| D | (28, 4) |
| E | (36, 40) |
| F | (28, 40) |
| G | (4, 12) |
| H | (4, 40) |
| I | (4, 24) |
| J | (36, 36) |
| K | (32, 12) |
| L | (4, 4) |
| M | (8, 12) |

| | |
|---|----------|
| N | (32, 36) |
| O | (16, 32) |
| P | (20, 8) |
| Q | (24, 36) |
| R | (8, 24) |
| S | (8, 8) |
| T | (12, 12) |
| U | (16, 36) |
| V | (16, 4) |
| W | (4, 8) |
| X | (20, 24) |
| Y | (40, 8) |
| Z | (40, 40) |

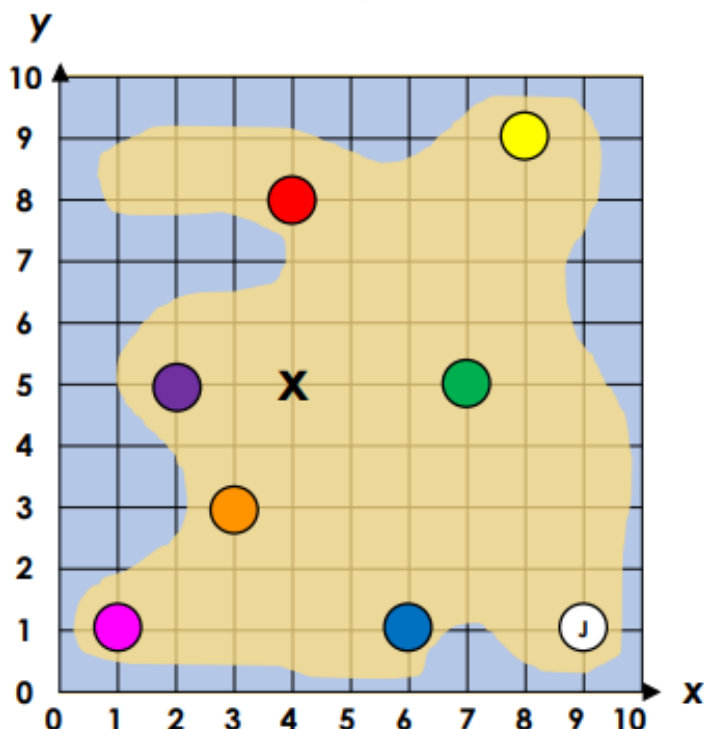
| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | |

Use the alphabet code to create your own six letter word to crack.

DP

2. Pirate Joe is going on a treasure hunt. He starts his journey at (9, 1). He must collect 4 different objects before collecting the treasure.

Explore the shortest route possible identifying the coordinates of each object you choose. What is the longest route?



| key | object |
|----------|---------------------|
| | message in a bottle |
| | cutlass |
| | compass |
| | parrot |
| | spade |
| | telescope |
| | map |
| X | treasure |
| J | Pirate Joe |

DP

Task 4

Expected

4. True - points A, D and E

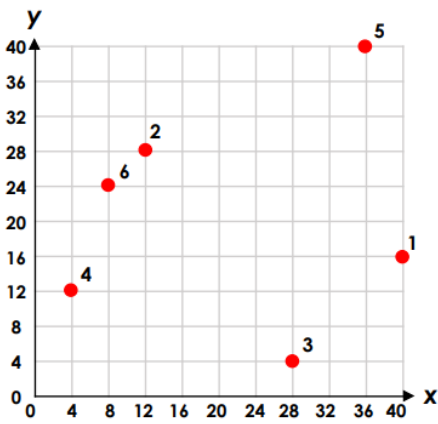
False - point B = (6,9); point C = (9,0)

5. A. star; B. smiley face; C. rhombus and D. square

6. When joined, (2,2), (6, 2), (6, 6) and (2, 6) make a square. When (4,4), (6,2), (6,6) and (8,4) are joined, they also form a square.

Task 5

1. Crack the code to find the mystery word.



| | |
|---|----------|
| A | (12, 28) |
| B | (40, 16) |
| C | (20, 20) |
| D | (28, 4) |
| E | (36, 40) |
| F | (28, 40) |
| G | (4, 12) |
| H | (4, 40) |
| I | (4, 24) |
| J | (36, 36) |
| K | (32, 12) |
| L | (4, 4) |
| M | (8, 12) |
| N | (32, 36) |
| O | (16, 32) |
| P | (20, 8) |
| Q | (24, 36) |
| R | (8, 24) |
| S | (8, 8) |
| T | (12, 12) |
| U | (16, 36) |
| V | (16, 4) |
| W | (4, 8) |
| X | (20, 24) |
| Y | (40, 8) |
| Z | (40, 40) |

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| B | A | D | G | E | R |

Use the alphabet code to create your own six letter word to crack.

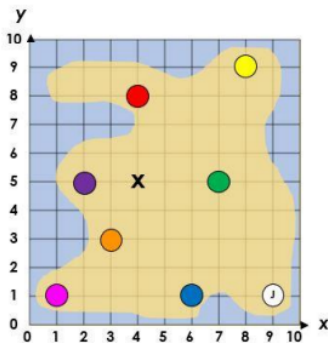
DP

2. Pirate Joe is going on a treasure hunt. He starts his journey at (9, 1). He must collect 4 different objects before collecting the treasure.

Explore the shortest route possible identifying the coordinates of each object you choose. What is the longest route?

Shortest route - Various answers, for example: (9, 1), (6, 1), (1, 1), (3, 3), (2,5) and (4, 5).

Longest route - Various answers, for example: (9, 1), (8, 9), (1, 1), (4, 8), (6, 1) and (4, 5).



| key | object |
|----------|---------------------|
| | message in a bottle |
| | cutlass |
| | compass |
| | parrot |
| | spade |
| | telescope |
| | map |
| X | treasure |
| | Pirate Joe |

DP

Geography – Climate across the world

As you know Geography is my favourite subject! I hope you enjoy exploring climate this week. The Earth is divided up into different climates according to patterns of temperature and rainfall that places experience. Explore the map and in particular try to understand the different classifications of climate shown in the key.

There is an informative video and more information on this page -

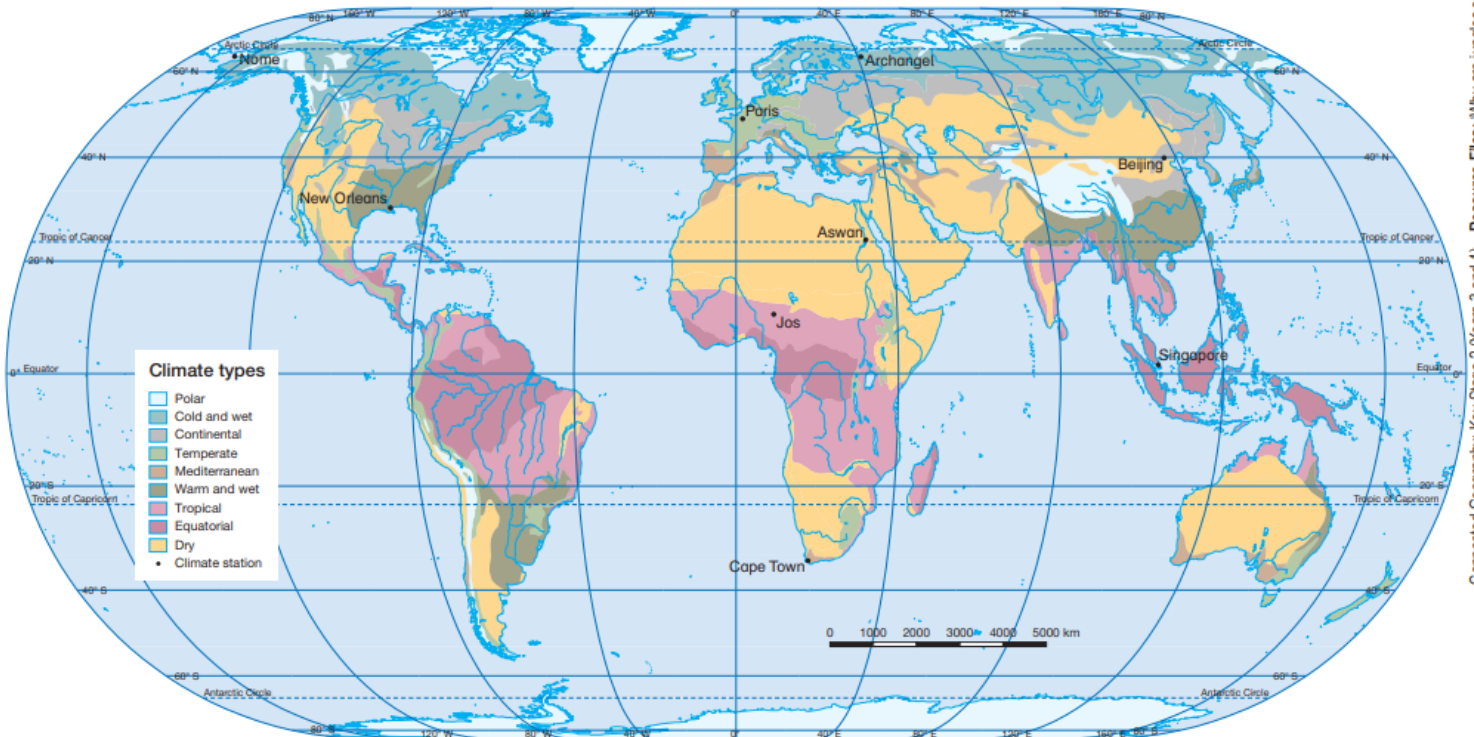
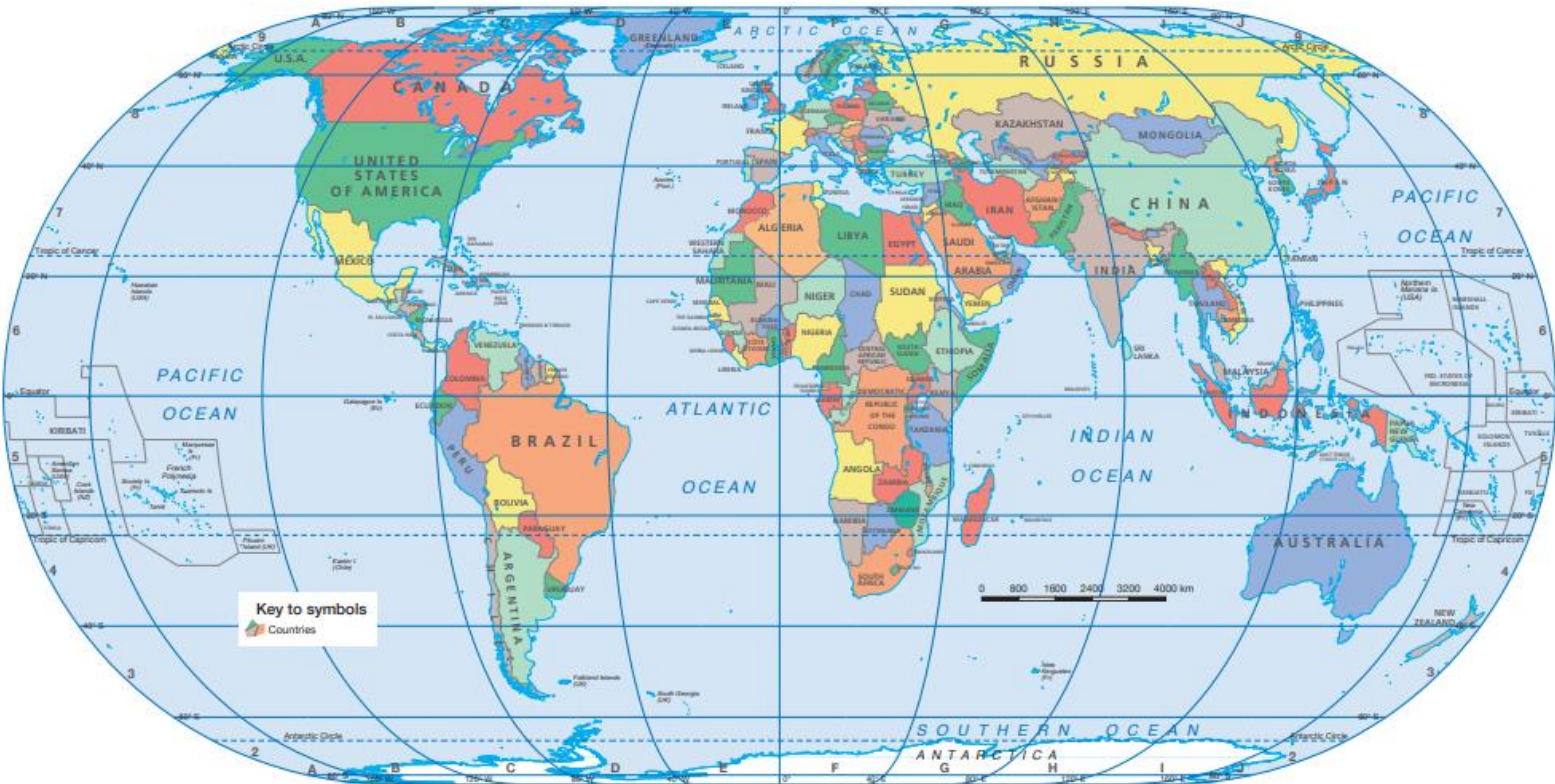
<https://www.funkidslive.com/learn/marina-ventura/climate-explorers/major-climate-zones-world/#>

David Attenborough has also done a lesson this week on BBC Bitesize about world weather. Watch it here - <https://www.bbc.co.uk/iplayer/episode/p089rt3b/bitesize-79-year-olds-week-7-4-world-weather>

Activity

Using both of the maps in Resources 6 and 7, you can complete the table to identify the kind of climate you would mostly find in a number of countries around the world. For a number of the larger countries in the table they will have to list more than one category of climate.

Geography Maps



The climate of different countries around the world

| Country | Type of climate (or climates) to be found here |
|------------------|---|
| Niger | |
| Papua New Guinea | |
| Brazil | |
| Canada | |
| Spain | |
| India | |
| New Zealand | |
| South Africa | |
| Cuba | |
| Iceland | |

RE

Ask an adult to help you read the information found here –

<https://www.loyolapress.com/catholic-resources/family/catholic-teens/scripture-background-for-teens/symbols-of-the-holy-spirit/>

Explore the prayer to the Holy Spirit found below. Write or type the prayer and illustrate it with pictures to match the words or symbols of the Holy Spirit.

Prayer to the Holy Spirit

O Come, Holy Spirit,
fill the hearts of your faithful,
and kindle in them the fire of your love.
Send forth your Spirit and they shall be created.
And you shall renew the face of the earth.
O God, who has taught the hearts of the faithful
by the light of the Holy Spirit,
grant that by the gift of that same Spirit
we may be always truly wise
and ever rejoice in his consolation.
Amen.



Be Internet Legends.



Be Internet Legends helps children to make the most of the internet by teaching them the skills they need to be safer and more confident online.



Think Before You Share

I will thoughtfully consider what I share and with whom, and keep extra-sensitive information to myself (such as my home address, current location, or other people's business).



Check it's For Real

I will watch out for phishing and scams, and report questionable activity every time.



Protect Your Stuff

I will take responsibility for protecting important information by crafting strong and unique passwords with characters, numbers, and symbols.



Respect Each Other

I will spread positivity and use the skills I have learned to block and report negative behaviours.



When in Doubt, Discuss

I will use my voice when I notice inappropriate behavior and seek out a trusted adult to discuss situations that make me uncomfortable. Because that's what it takes to be a safe and fearless explorer of the online world.

Learn more at [g.co/BeInternetLegends](https://www.google.com/BeInternetLegends)

Play the interactive Interland game at [g.co/Interland](https://www.google.com/Interland)



WOW activity

Here is an extra activity this week for you to explore. I am going to add a 'WOW' activity each week that will be an exciting learning opportunity and I hope it will make you say "wow."

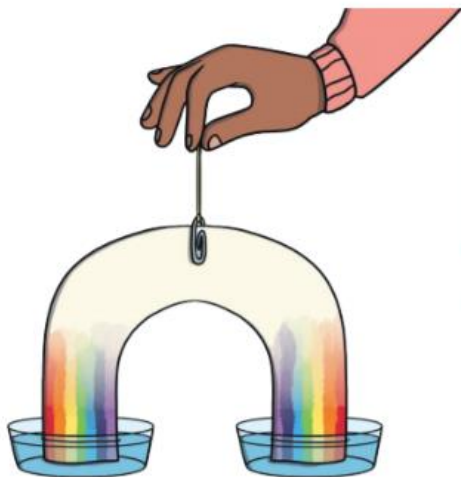
How to Grow a Rainbow Science Experiment

Did you know that you can grow your own rainbow?

You will need a scientific process called the **capillary action**. This action happens when a liquid moves up through a hollow tube or into a spongy, solid material. It happens when three forces work together: **cohesion**, **adhesion** and **surface tension**.

Water molecules like to stick to each other - this is called **cohesion**. They also like to stick to solids in a process called **adhesion**.

In this experiment, you are going to use kitchen roll. The fibres in kitchen roll have lots of little holes. Water is **absorbed** through the kitchen roll because when the first water molecule **adheres** to it and begins to move upward, it pulls the next water molecule up with it, like a chain.



Words To Learn:

- capillary action
- adhesion
- cohesion
- absorbed

You will need:

- Kitchen roll/paper towel
- Felt-tip pens
- Two small bowls of water
- Paperclip
- Thread

What To Do:

1. Cut the kitchen roll into the shape of a rainbow.
2. At each end, use the felt-tip pens to colour a rainbow about 2cm up from the bottom. Remember the order of the colours: red, orange, yellow, green, blue, indigo, violet.
3. Attach the paperclip to the top of the rainbow and tie a piece of thread to it. This will allow you to hold your rainbow.
4. Add water to the two bowls.
5. Hold the rainbow with both ends slightly submerged into each bowl of water and watch your rainbow grow.

