**YEAR 4 HOME LEARNING 27.04.20**

<table>
<thead>
<tr>
<th>ENGLISH WRITING</th>
<th>MATHS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talk For Writing: The King of the Fishes</strong></td>
<td><strong><a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a></strong></td>
</tr>
<tr>
<td>Spellings: prefix ‘inter’ meaning between or among</td>
<td>This week we would like you to use the lesson resources on the <strong>White Rose maths website</strong>. We would like you to do the <strong>Year 4 Summer Term- Week 1 (wc 20th April)</strong>. Use the link above. There are 4 lessons on decimals. Each lesson has a video to show you what to do and there is an activity sheet to complete too.</td>
</tr>
</tbody>
</table>

**Hello Year 4!** Well done on getting to grips with our new learning platform, seesaw. We have really enjoyed seeing your work and photos. Keep it up.

**All the home learning can now be found in this one document. Continue to scroll down to find the activities.**

**Remember that our history topic this term is The Victorians.** Here is an overview of the home learning we would like you to complete this week. You will find a suggested timetable below. Each week there will be maths and English tasks. We will also upload science and topic work on alternate weeks.

**READING COMPREHENSION**

Queen Victoria

**DAILY READING**

This is a great opportunity to read and explore a variety of books! Try to read for at least 30 minutes every day and keep a record of what you have read.

**Suggested reads linked to the Victorians:**
The Lottie Project & Hetty Feathert by Jacqueline Wilson.
Cogheart by Peter Bunzl
The Adventures of the New Cut Gang by Philip Pullman

**TIMES TABLES**

log in to TT rockstar
[www.timetables.co.uk](http://www.timetables.co.uk) : this has a link for the multiplication test practise.

Or try one of the paper and pencil activities that are available to download on our Yr 4 web page.
**SCIENCE**
Our Summer 1 Science Topic is **Living things and their habitats**
identify a variety of habitats

**Art**
Silhouette Portrait

**History**

**PE**
Disney dance-alongs: [https://www.thisgirlcan.co.uk/activities/disney-workouts](https://www.thisgirlcan.co.uk/activities/disney-workouts)

Youth Sport Trust StayHomeStayActive links below
[https://www.youthsporttrust.org/60-second-physical-activity-challenges](https://www.youthsporttrust.org/60-second-physical-activity-challenges)
[https://www.youthsporttrust.org/active-learning](https://www.youthsporttrust.org/active-learning)
[https://www.youthsporttrust.org/pe-home-learning](https://www.youthsporttrust.org/pe-home-learning)
[https://www.youthsporttrust.org/active-breaks](https://www.youthsporttrust.org/active-breaks)

[https://rhodesavenue.school/our-learning/sports/](https://rhodesavenue.school/our-learning/sports/)
select a work out video each day

**Just dance**
[https://www.youtube.com/watch?v=pnzNJfL8m6M](https://www.youtube.com/watch?v=pnzNJfL8m6M)

**Joe Wicks PE work out for kids**

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### SUGGESTED TIMETABLE

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maths</strong></td>
<td><strong>Flashback Four</strong> (10 minutes)</td>
<td><strong>Flashback Four</strong> (10 minutes)</td>
<td><strong>Flashback Four</strong> (10 minutes)</td>
<td><strong>Flashback Four</strong> (10 minutes)</td>
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<td><strong>TT Rockstars /timetables activity</strong> (10 minutes)</td>
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<td><strong><a href="http://www.timetables.co.uk">www.timetables.co.uk</a></strong> (10 minutes)</td>
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<tr>
<td></td>
<td><strong>Making a whole</strong></td>
<td><strong>Write decimals</strong></td>
<td><strong>Compare decimals</strong></td>
<td><strong>Order decimals</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Spelling &amp; handwriting</strong></td>
<td><strong>Spelling &amp; handwriting</strong></td>
<td><strong>Spelling &amp; handwriting</strong></td>
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<tr>
<td>comprehension</td>
<td>Practice</td>
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<tr>
<td>Queen Victoria</td>
<td>Adding the prefix ‘inter’ (meaning between or among) Spelling wordsearch Writing activity: Write your 3 wishes Write what you thought of the story by responding to the question prompts</td>
<td>Look say cover write check Writing activity: words, words, words. Find the meanings of words Write short sentences to match the pictures</td>
<td>Spelling activities Mr Whoops Prefix spelling game Writing activity: The Substitution game</td>
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<table>
<thead>
<tr>
<th>Reading for pleasure</th>
<th>Reading for pleasure</th>
<th>Reading for pleasure</th>
<th>Reading for pleasure</th>
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<tbody>
<tr>
<td><strong>Reading for pleasure</strong></td>
<td>Choose a workout from one of the links in the weekly overview.</td>
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<th>PE</th>
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<td>Choose a workout from one of the links in the weekly overview.</td>
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<thead>
<tr>
<th>Science</th>
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<tbody>
<tr>
<td>How many different habitats can you think of in your garden/local area? What kind of habitats might there be in your garden? Have a habitat hunt and take photos or make a list of the habitats you find and what creatures/organisms live there.</td>
<td>Matching activity Match the animal to their description and their habitat Sorting/Classifying activity sort the animals into different groups</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Art</th>
<th>Art</th>
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<tbody>
<tr>
<td>Silhouette Portrait</td>
<td></td>
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</tbody>
</table>
Scroll down to find all the activities outlined above.

**Maths:**

White Rose Maths Home Learning

[https://whiterosemaths.com/homelearning/year-4/](https://whiterosemaths.com/homelearning/year-4/) Use this link to access this week’s home learning.

There are 4 lessons: each has a short video explaining the concept and some worksheets. The answers are available as well. To check you have the correct week’s learning, we have attached a screenshot of what it should look like!
**Times tables**

One of the best things you can be doing to improve your maths is practising your times tables. When you are confident with your 2, 3, 4, 5 and 10 times tables, move onto your 8 times table, then tackle your 6, 7 and 9.

Use the weblinks in the overview or try some of the ideas below.
Some times-table games ideas:

**Fizz Buzz**
Choose ‘fizz’ for multiples of a number (e.g. 3), and ‘buzz’ for multiples of another number (e.g. 5). Starting with 1, players take it in turns to say the next number. However, each time a multiple of 3 or 5 is reached, the player must say ‘fizz’ or ‘buzz’ instead of the number. If the number is a multiple of both 3 and 5, the player must say ‘fizzbuzz’.

For example: one, two, fizz, four, buzz, seven, eight, fizz, buzz, eleven, fizz, thirteen, fourteen, fizzbuzz

You could try other multiples or adding another multiple for a more complex game.

**Times Table Tennis**
Choose a times table to focus on. Take it in turns to say the next number in the times table sequence. You could pretend to serve and pass a tennis ball between you or use a real one.

**Times Table Corners**
Label different areas_corners of your garden with 2, 5 and 10. Shout out a number. If the number is a multiple of 2, 5 or 10, your child must go to the matching area.

**Fastest Times Tables Facts**
Choose a times table to focus on and have a competition to see who can write down the times tables facts the fastest. You can decide whether to write the number sentences out in full (e.g. $1 \times 2 = 2$, $2 \times 2 = 4$, $3 \times 2 = 6$) or just the numbers (e.g. 2, 4, 6).

**Times Tables Snap and Matching Cards**
Create a set of cards with separate times table facts and answers. Challenge your child to find the matching cards in a game of snap. Alternatively, place the cards face down and take it in turns to turn over two cards. If the cards match, the player keeps the cards. If the don’t match, turn the cards back over and the next player takes their turn.
For this week’s spellings...
we are looking at the prefix inter-.

intermediate
interlude
interact
interfere
international
intercity
intergalactic
interrupt
internet
intervene

Spellings

intermediate
interlude
interact
interfere
international
intercity
intergalactic
interrupt
internet
intervene
Adding the Prefix Inter-

- intermediate
- interlude
- interact
- interfere
- international
- intercity
- intergalactic
- interrupt
- internet
- intervene
### Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the ‘write’ column. If you spell the word incorrectly, write it again in the ‘correction’ column.

<table>
<thead>
<tr>
<th>Look</th>
<th>Say</th>
<th>Cover</th>
<th>Write</th>
<th>Check</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>interact</td>
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<td>interfere</td>
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<tr>
<td>intercity</td>
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<td>international</td>
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<td>intermediate</td>
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<td>internet</td>
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<td>intergalactic</td>
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<td>interrupt</td>
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<td>intervene</td>
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<tr>
<td>interlude</td>
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</tbody>
</table>
Welcome! Let me introduce you to your virtual teacher, Jo. She will guide you through the activities.

Hello! Please read my instructions carefully. You will need something to write with, or a computer to type on. Have fun!

Let’s get started!
**Sparky Start**

The King of the Fishes is a wishing tale. A wish is a magical request for something that you want.

* So, my first challenge for you is: What would you ask for if you were given three wishes?

My three wishes:

1. I wish I could fly because I would love to visit a different country every week.
2. I wish that the rich people in the world would share their money so that no one was homeless or hungry.
3. I wish for a magic wardrobe which would mean that I could create any outfit I fancied.

**Tip:** The words and phrases I have underlined might help you extend your ideas.

1.
2.
3.

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**Our story**

The story we are going to look at is 'The King of the Fishes'. This traditional story has been passed around the world by many people which means that there are many different versions of the story out there. Our story is Pie Corbett's version.

You can listen to a recording of the story here:
https://soundcloud.com/talkforwriting/fishes

I wonder what you will like about the story. What will surprise you? What will it remind you of?

**The King of the Fishes**

Once upon a time there was a poor fisherman called Li.

Every day, he went down to the sea to fish. There he stood on the rocks and threw the nets into the icy waters and waited. When he pulled the nets in, he would take any fish back to the market and sell them.

One day, he caught a huge fish. It had silver scales that glittered in the sunlight, blood-red fins and a golden crown. It was so beautiful that Li stood amazed, staring at the fish as it thrashed about in the net. Suddenly Li felt guilty. It was so beautiful, and surely it must have a family...

So, he scooped it up out of the net and set it free. Li stood watching as the fish swam out to sea. Then, to his amazement, it turned and spoke to him.

© Talk for Writing
The recording for this story can be found at this link: https://soundcloud.com/talkforwriting/fishes
"Li, you have saved the King of the Fishes. I grant you one wish. When the moon is high in the sky, come back here and tell me your heart's desire." With a flick of his fin, the King of the Fishes was gone.

Immediately, Li hurried home, wondering what on earth he should wish for. There were so many things that his family needed. First, he asked his elderly father. "Father, if you had one wish, what would it be?" There was a silence and then his father spoke, "Why son, I would wish for new eyes, for I am blind and will never see again."

Next, he asked his mother. "Mother, if you had one wish, what would it be?" His mother thought for a minute and then said, "Why son, I would wish for money, for the roof needs mending and the winter winds whip through the house and make my bones shiver so."

Finally, he asked his beautiful wife. "Wife, if you had one wish, what would it be?" There was a silence and then his wife whispered, "Why Li, I would wish for a baby, for who will care for us when we are old? Yes, nothing would be more precious than a child."

Poor Li could not make up his mind - they needed the money certainly, but his father was blind and that was a terrible thing. However, he also knew that a child would bring joy to them all. All evening, Li paced up and down trying to decide what the wish should be.

Suddenly, he stopped pacing and grinned. Yes, he had it! He rushed out of the house, through the forest and down to the sea. The moon was high in the sky and so it was time to talk to the King of the Fishes. Li ran down onto the rocks and stood there with the foam crashing about him. He could see the moon's reflection on the waves, and then came the King of the Fishes.

"What do you wish for Li?" called the King in a high, silvery voice.

"I wish for my father to see our son in a cradle made of gold," shouted Li. There was a silence and the great fish disappeared. The waves stilled and Li could see the stars like silvery freckles in the dark night sky. Then out of the darkness he heard a noise, drifting down through the forest. It was a baby crying...

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**What did you think?**

Do you remember I asked you three questions before we read the story?

1. What did you like about the story?
2. What surprised you?
3. What did it remind you of?

Let's share those ideas now!

1. I loved the part when Li chose to put the fish back in the water because it told me that he was a kind man.
2. The final wish surprised me because it was so clever!
3. This story reminded me of Aladdin because they are both wishing tales.

**Tip:** The word *because* might help you extend your ideas.

What did you like about the story?  
[Blank lines for answers]

What surprised you?  
[Blank lines for answers]

What did it remind you of?  
[Blank lines for answers]
Words! Words! Words!

★ Go back over the story and underline or highlight any words that you don’t know.
★ Ask an adult to help you find the meaning or look in a dictionary online. You might also want to use google images to see pictures of the word.
★ Can you see I have highlighted my words in yellow? Let’s investigate those together:

1. My first word is whip.
   ★ Whip has many meanings. Can you match the definition to the picture?
   I’ve done the first one for you.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>To beat a liquid fast to make it light and fluffy</td>
<td>![Whip image]</td>
</tr>
<tr>
<td>To move fast and suddenly</td>
<td>![Whip image]</td>
</tr>
<tr>
<td>A length of rope or material used to hit animals or people</td>
<td>![Whip image]</td>
</tr>
<tr>
<td>A member of a political party who makes sure that other members turn up to meetings and vote</td>
<td>![Whip image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Whip image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last week, the chief whip ordered members of the party to vote in favour of schools closing.</td>
</tr>
</tbody>
</table>

2. My second word is precious. Precious means ‘something very special to be treated with care’.
   ★ Squeeze the word: What do you think of when you hear the word precious? Add your ideas to mine below:

   time with my family ➔ precious ➔ gold
3. My final word is **reflection**.

★ Have a look at the pictures and the definitions of the word. Write a sentence under mine:

### Reflection

<table>
<thead>
<tr>
<th>Meaning 1: Careful thought and consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>My sentence: Upon careful reflection, Tim decided not to purchase a new bike.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meaning 2: An image you can see in a mirror, glass or water.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My sentence: Polly caught sight of her reflection in the mirror and gasped.</td>
</tr>
</tbody>
</table>

Your sentence:

Your sentence:
Science: All Living Things

Activity 1.

Make a list or take photos of any habitats you can find in your garden. If you go out for daily exercise locally, take photos or make a list of any habitats you come across. Who/what lives in each habitat?

Activity 2

Use the clue cards to match the animal/organism to their habitat

Clue: animal their habitat
- I can breathe in and out of water.
- I eat small insects, such as flies and beetles.
- I lay my eggs in water.

- I live in an underground burrow called a sett.
- I eat small animals, seeds and eggs.
- I have a flat nose.

- I have a hard outer shell.
- I have claws.
- I can live in water and on land.
- I eat algae, fungi and small fish.

- I am a herbivore.
- I eat grass.
- I produce milk.

- I have a hard outer shell.
- I have 14 legs.
- I eat dead and decaying vegetation, like plant litter.

- I have a hard outer shell.
- I have 6 legs.
- I eat leaves, wood and other plant material.

- I am famous for my red breast.
- I eat worms, berries, fruits and seeds.
- I make nests in places that are close to the ground.

- I start my life as a caterpillar.
- I am colourful.
- I drink nectar from flowers.
Activity 3

**Sorting/Classifying**

The PowerPoint to go with this activity will be uploaded separately. Have a look at this before you doing this activity.

<table>
<thead>
<tr>
<th>Has legs</th>
<th>No legs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has for</td>
<td></td>
</tr>
<tr>
<td>No for</td>
<td></td>
</tr>
</tbody>
</table>

Now create your own Carroll diagram to sort the animals according to different criteria.
<table>
<thead>
<tr>
<th>Ladybird</th>
<th>Bee</th>
<th>Fish</th>
<th>Snake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken</td>
<td>Sheep</td>
<td>Fox</td>
<td>Frog</td>
</tr>
<tr>
<td>Rat</td>
<td>Squirrel</td>
<td>Robin</td>
<td>Owl</td>
</tr>
<tr>
<td>Cow</td>
<td>Butterfly</td>
<td>Spider</td>
<td>Worm</td>
</tr>
<tr>
<td>Duck</td>
<td>Dolphin</td>
<td>Crab</td>
<td>Snail</td>
</tr>
</tbody>
</table>

Art: Silhouette Portrait
Instructions:
To create this effect, you ideally need one piece of black paper or card and one piece of white. Glue &

1. Take a photo of your head and shoulders in profile (sideways on).

Tip: Try to get your head and shoulders to fill the whole space of the photo.

2. Print the photo (black and white is fine) and carefully cut around the outline of your head, the more detailed the better.

3. Place your photo silhouette on to the black card and carefully trace around the outline. It may be easier to glue the photo down, after which you can cut out your silhouette in black card.

4. Centre and glue your silhouette on to the white card so that it floats in the middle of the paper. (black side facing up)

5. Design a border for your art, you can use colour here if you prefer.

https://www.youtube.com/watch?v=DEJtmYZ_Vi8