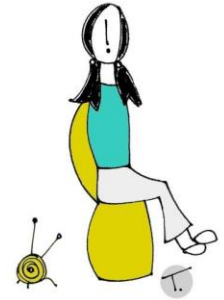




Year 4 Home Learning - week beginning 22nd June

The Year 4 home learning this week was set by Mrs Moss. Please email me at sheridan.moss@stbertelines.co.uk if you have any queries relating to the work. However, continue to send your lovely photos and pictures to your class teacher who will share them on your class page.



Do not feel like you have to do everything on this list! Choose the level of challenge in maths and make sure you do some times tables practise and the arithmetic tests. Keep reading and learning your spellings; do as much of the other areas as you can fit into your week. Oak Academy and BBC Bitesize all have an excellent range of lessons, you could pick and choose from there too if you want to.

Maths:

Learning objective:

- Measure weight using g, kg
- Compare weights using g, kg
- Add and subtract weights
- Convert between different units of measure

(The stars beside each task indicate the level of challenge; one star is the first level, with it becoming progressively more challenging. Choose which challenge you want to do!)



Learn about how we used to measure in history and why we needed a common system of measurement.

<https://www.bbc.co.uk/bitesize/clips/ztj2hyc>

*

Follow the link to revise the measures of weight. You will need the poster that you made last week to remind yourself what they are.

<https://www.bbc.co.uk/bitesize/topics/z4nsgk7/articles/zqf4cwx>

*

Estimate the weights of objects in your kitchen cupboards

Write the name of the item in the first box. Then write in the second box whether you think it weighs less than 100g, more than 100g or the same as 100g. Now look at the weight of the item and write if it is actually more than 100g, less than 100g or the same as 100g in the third box.

Item	Estimate	Actual
Peanut butter	more than 100g	280g (180g more!)

You could order the items when you have finished from lightest to heaviest.

**** / *****

Follow this link and watch the video..

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

Try these weight problems with Mr C on Oak Academy.

<https://classroom.thenational.academy/lessons/measures-weight-two-point-seven>

Next try to order these weights from lightest to heaviest

1kg

150g

3400g

3.5kg

2kg

1250g

1kg, 240g

3750g

2010g

$\frac{1}{2}$ kg

760g

$\frac{3}{4}$ kg

Section 1

Convert these weights from grams to kilograms

Example: 1300g = 1kg 300g = 1.3kg

a) 1200g = ___ kg ___ g = ___ kg

b) 1600g = ___ kg ___ g = ___ kg

c) 1700g = ___ kg ___ g = ___ kg

d) 1100g = ___ kg ___ g = ___ kg

Section 2

Round these weights to the nearest 10g

Example: 29g = **30g** 54g = **50g** 98g = **100g** 124g = **120g**

a) 32g = _____ b) 43g = _____ c) 58g = _____ d) 89g = _____

e) 123g = _____ f) 234g = _____

Section 3

Solving problems involving weight

a) Put these weights in order, starting with the smallest:

23g 10g 1kg 125g 25g 84g 11g

b) A fly weighs 2g. How much would 3 flies weigh? _____

c) $3g + 6g + 8g =$ _____ d) $10g + 50g + 6g =$ _____

Have you tried a tables check recently? You would have been doing this online test in school, what would you have got? Go on, give it a go!

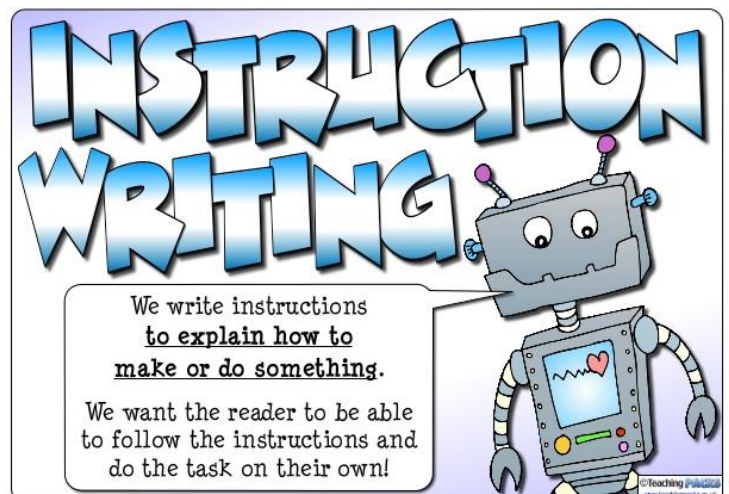
www.timestables.co.uk/multiplications-tables-check

Also – you will find the Y4 arithmetic paper attached. If you want to try another year groups test, simply click on that year group's home learning page. (Keep those calculation skills sharp!)

English:

Learning objective: to write a set of instructions

This week I want you to follow 5 lessons on the Oak Academy website on instructions. You will read a set of instructions and understand the features, then write your own set to capture a creature!



<https://classroom.thenational.academy/lessons/reading-comprehension-fact-retrieval>

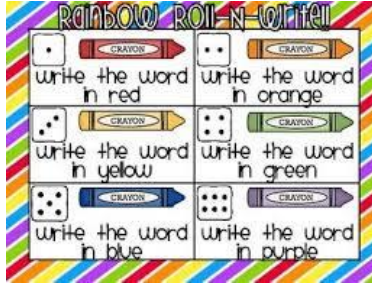
<https://classroom.thenational.academy/lessons/reading-comprehension-language>

<https://classroom.thenational.academy/lessons/identifying-the-features-of-a-text-0a55e8>

<https://classroom.thenational.academy/lessons/spag-focus-adverbials>

<https://classroom.thenational.academy/lessons/write-a-set-of-instructions>

Spellings:



<h1>Spelling Tic-Tac-Toe</h1>		
<p>Write each word 3 times</p>	<p>Write each word in <i>bubble</i> letters</p>	<p>Rainbow write each word 2 times</p>
<p>Write each consonant in blue & each vowel in red</p>	<p>Write each word in ALL CAPS</p>	<p>Write each word with <i>dotty</i> letters</p>
<p>Write each word 2 times <i>really fast!</i></p>	<p>Write each word 2 times <i>s l o w l y</i></p>	<p>Write each word 2 times in <small>neatly tiny</small> letters</p>
<p>Goal: Make tic-tac-toe as you practice!</p>		

You will see the Year3/4 word list attached and the expectation is that a year 4 can spell all these words by the end of the year. This week I want you to focus on learning the next 12 words. (Which should mean that the first 24 words are secure.) Use lots of different strategies to help you learn.

Science: Animal skeletons

Learning objective: Understand how animal skeletons have adapted

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-how-have-animals-skeletons-adapted-over-time/zbmkihv>

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

Now take this quiz to work out which animal each skeleton belongs to.



<https://www.zoo.com/quiz/95-people-cant-match-each-these-animals-their-skeleton-can-you>
https://www.youtube.com/channel/UCgOKwgu5_g9Pm1YBMb5G_A

History:

The Romans.

Who were the Romans?

<https://www.theschoolrun.com/homework-help/roman-life-and-culture>

<https://www.youtube.com/watch?v=b9bcohqsTGk>

What parts of the world did the Roman Empire cover? Find a map of the Roman Empire and see which countries were part of it.

<https://www.bbc.co.uk/bitesize/topics/zwmpfg8>

<https://www.theschoolrun.com/homework-help/roman-empire>

For an 'overview' of the topic, check out 'Horrible Histories

<https://www.youtube.com/watch?v=6dohpfFPi6U>

Lots of interesting ideas and

activities to do with the Romans – take a look and experiment!

<https://www.ks2history.com/romans-curriculum-ideas>



RE and Worship:



Watch this assembly all about having resilience. Why don't you take a piece of spaghetti (if you have one) and test out what happens if you put pressure on it when it is dry – it cracks really easily, doesn't it? How about when it is cooked? When it is cooked it actually springs back, doesn't it? Have you ever had an experience where something difficult made you crack (like the dry spaghetti)? Have you ever experienced a time when you felt wobbly inside, but actually you were able to spring back from a difficult situation (like cooked spaghetti)? I wonder - who could you ask to help you if you are struggling to spring back? Or who might need *your* help with something hard they are trying to do right now?

<https://classroom.thenational.academy/activity-clubs/faith-at-home/episodes/resilience-primary>

Church Links:

Take a look at the church web-site. Steve Torr is celebrating services from his study on-line. You can join him at: <https://www.stbertschurch.org.uk/>

The Church of England have weekly collective worship resources, with the Archbishop of Canterbury leading the opening worship. It will be available for live stream through the TES YouTube channel.