



Our topic for the new half term is... **PLAYLIST**

Therefore, there will be lots of activities related to Music and sounds!

	Morning		Afternoon
	Start your morning with some exercise in your local area (now that some restrictions have been lifted). Perhaps a 1k, 2k or 3k run or walk. Alternatively, complete a Joe Wicks exercise routine: https://www.youtube.com/user/thebodycoach1 .		Begin your afternoon session with some handwriting. Copy a paragraph from a reading book or write out this week's spelling words.
Mon	<p><u>English</u></p> <p>Popstar Profiles – L1</p> <p>Access the Ariana Grande information text (biography) on the Y4 home learning page of the website.</p> <p>Children should read through the text in it's entirety before tackling the questions underneath. Here are some tips to help them to locate answers efficiently and accurately.</p> <ul style="list-style-type: none"> - Read the question carefully (twice if need be) and think about which subheading it links most closely with. E.g. Q1 mentions awards, so refer to the 'Awards and Nominations' section. - Once the appropriate section/paragraph has been located, scan it for a particular word, phrase or number that jumps off the page and then <i>read around it</i> to check that it is the part you are looking for. E.g. Q3 involves scanning for the year 2013, but be careful – it's mentioned in more than one section. 	<p><u>Maths</u></p> <p>ALL WEEK 15 min warm up... There are new Purple Mash activities or use an alternative maths website for mental maths.</p> <hr/> <p>Visit the following website...</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Find the pink rectangle tab that is called 'Week 1' (you may need to scroll down to the bottom for this) and click on the + sign on the right edge of it to expand this sequence of lessons.</p> <p>Today's lesson is Lesson 1 – Recognise tenths and hundredths. Each lesson contains a tutorial video, that can be paused when questions are asked, as well as an activity sheet and answer sheet, found just to the right of the video.</p> <p>Children should watch the video in it's entirety and then have a go at the activity sheet to test</p>	<p>NEW SPELLINGS ON SPELLING SHED.</p> <p><i>For -ssion suffix words and rules, see the table at the end of this document.</i></p> <p>Complete at least one activity from the Spelling Menu at the end of this document, focusing on your new words. <i>Children with a new list of High Frequency Words on Spelling Shed can choose words from this list or the -ssion list.</i></p> <hr/> <p>JK Rowling has written a new book that is being published chapter-by-chapter each day on the following website... https://www.theickabog.com/home/</p> <p>This text is challenging. A confident reader may be able to tackle it independently but for many, an adult or older sibling may need to read sections or help out.</p> <p>You will notice an illustration competition on the web page that can be attempted by those</p>

	<p>- When you are asked to explain an answer, use evidence from the text to support your ideas. E.g. Q6... 'I think Ariana has had a successful career BECAUSE in the text it says/mentions...'</p>	<p>their knowledge. You don't need to be able to print the questions to tackle them – simply record your answers on a separate piece of paper.</p>	<p>children who are enjoying the text and have an interest in Art.</p> <p>Reading this book is an ongoing option for children that can be done at any time over the course of the new few weeks.</p>
Tues	<p>Popstar Profiles – L2</p> <p>The aim of the next four lessons is to create a fact-file OR biography of a popstar of your child's choice. It can be presented as a piece of writing with a couple of pictures (like the Ariana Grande example) or as an electronic presentation (e.g. PowerPoint). If children choose the latter option, it's important that they still maintain high standards of spelling, punctuation and grammar.</p> <p>A fact-file (sometimes known as a 'non chronological report') is the easier option as the children can choose their own sections and write them in any order as long as the content of each section links to their chosen subheading.</p> <p>A biography is more of challenge as it has to be written chronologically and will involve delving deeper into the entire life of the popstar through research. However, the Ariana Grande example can be used as a model text in this case.</p> <p>Today's tasks:</p> <ol style="list-style-type: none"> 1. Decide on a popstar. 2. Create a quick mind-map about what you know about them already. 3. Decide whether you will complete a fact-file or a biography. 4. Choose your sections / subheadings (a minimum of 3). 	<p>Lesson 2 – Tenths as Decimals</p> <p>Follow the same instructions as on Monday to find the next lesson in the sequence.</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>	<p><u>Music / Science</u></p> <p>Follow the link below to an upbeat song packed with facts about water's journey from land to sky to sea (The Water Cycle):</p> <p>https://www.singup.org/singupathome/the-water-cycle-song</p> <p>Listen to the performance track and read the lyrics.</p> <p>Scroll down to 'Activity ideas based around the song'.</p> <p>Watch the BBC Bitesize video link.</p> <p>Choose 2 of the <i>Science experiments</i> to complete.</p> <p>NB Do not attempt the '<u>Condensation</u>' experiment that they suggest! Please note that some activities require adult assistance.</p>

Wed	<p>SPELLING SHED HIVE GAME AT 10AM – ‘SSION’ SUFFIX.</p> <p>Popstar Profiles – L3</p> <p>Today, children will need to research and then write one section of your profile.</p> <p><i>If you are doing a fact-file, start with any section. It could be ‘Biggest Hits’ or ‘Awards and Achievements’, for example.</i></p> <p><i>If you are doing a biography, you should start with the popstar’s childhood or ‘Early Life’ as it is called on the Ariana Grande example.</i></p> <p>See the checklists below this table for a basic outline of what you should aim to include in terms of language, structure and content. Don’t worry if you or your child don’t understand some of the terminology mentioned – as long as they understand the purpose of what they’re writing, that is the main thing...Our SPaG work in class seems like a long time ago now!</p> <p>Children should use a search engine (or books if you are lucky enough to have any relevant ones) to safely search for the information. It’s always a good idea to include ‘for kids’ on the end of your search to ensure only child-friendly websites are located.</p> <p>Children should resist the temptation to copy down large chunks of information and instead, try to select key facts and then write them in their own words. This is something that many children find difficult at first so adult support initially on this would be beneficial if at all possible.</p> <p>Children could jot down information on a rough piece of paper first before converting it into neat and coherent sentences.</p>	<p>Lesson 3 – Tenths on a Place Value Grid</p> <p>Follow the same instructions as on Monday to find the next lesson in the sequence.</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>	<p><u>Music / Topic</u></p> <p>Follow the same link as yesterday to ‘The water cycle song’.</p> <p>Listen to the song and read the lyrics again.</p> <p>Choose 2 more activities to complete.</p> <p>NB Do not attempt the ‘Condensation’ experiment that they suggest! Please note that some activities require adult assistance.</p>
Thurs	<p>Popstar Profiles – L4</p> <p>Complete a further two sections of the fact-file or biography, following the guidance above. Keep an eye</p>	<p>Lesson 4 – Tenths on a Number Line</p> <p>Follow the same instructions as on Monday to find the next lesson in the sequence.</p>	<p><u>Playlist / Music</u></p> <p>Follow the link below to a video tutorial hosted by Myleene Klass, where you will learn basic rhythms and how to play your name!</p>

	on the checklist to ensure you are including the appropriate features.	https://whiterosemaths.com/homelearning/year-4/	https://www.youtube.com/watch?v=8XXmBITadys Complete the activities throughout the tutorial. After watching the video, pick six names or items and write them down (as shown in the video) to represent their rhythm, i.e. quaver, crotchet etc. Then, play the names or items using instruments or household items (as shown in the video). This would be a fun activity to play along with your family!
Fri	<p style="text-align: center;">Popstar Profiles – L5</p> <p>Complete the fact-file or biography by researching and writing up any final sections that are to be included. Add any finishing touches such as pictures or presentational features.</p> <p>It is essential that children re-read their work thoroughly to check for missing punctuation and spelling errors, as well as to make sure it makes sense. They should also have one last look at their checklist to ensure most features are included.</p> <p>Feel free to email any completed work to the school – we would love to see how the children have got on!</p>	<p>Lesson 5 – Dividing 1 digit by 10</p> <p>Follow the same instructions as on Monday to find the next lesson in the sequence.</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>	<p style="text-align: center;"><u>Playlist / Music</u></p> <p>Learn about melody and pitch by following the link below to BBC Bitesize:</p> <p>https://www.bbc.co.uk/bitesize/articles/z7xsf4j</p> <p>Work your way through the videos and activities on this fun and interactive website!</p>

Fact-File Checklist
Sub-headings to organise sections
Paragraphs within sections where necessary
Third person pronouns (he, she, they, etc.)
Proper nouns with capital letters (i.e. names of key places, people, songs, albums, etc.)
Mostly present tense, perhaps some past tense
A range of conjunctions (see right)

Biography Checklist
Written chronologically (earliest to latest)
Sub-headings to organise sections
Paragraphs within sections where necessary
Third person pronouns (he, she, they, etc.)
Proper nouns with capital letters (i.e. names of key places, people, songs, albums, etc.)
Mostly past tense (perhaps ending with some present tense – see AG example)
Fronted adverbials to show passage of time (e.g. At the beginning of her career, Later that year, Her next hit single,)
A range of conjunctions (see right)

You are writing to INFORM the reader, who is likely to be a **music fan**.

Conjunctions



Multiplication Tables Check ...

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

<https://www.timestables.co.uk/multiplication-tables-check/>

The best version of this activity can be found on **Maths Shed**: <https://play.edshed.com/> (access using **Spelling Shed** password).

There are lots of other fun online activities on Maths Shed that are popular amongst children.

Quick mental arithmetic (includes specific times tables practice) ...

<https://www.topmarks.co.uk/maths-games/daily10>

Guardians of Mathematica (covers a range of mathematical topics).

We play this in school and it is popular amongst the children.

<https://www.bbc.co.uk/bitesize/topics/zd2f7nb/articles/zn2y7nb>

A range of activities/games on a range of mathematical topics...

<https://mathsframe.co.uk/en/resources/category/22/most-popular>

<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=3>









Problem solving

<https://www.topmarks.co.uk/maths-games/7-11-years/problem-solving>

<https://nrich.maths.org/9803> (includes printable / pen & paper tasks).

The final suffix we will learn for the 'shun' sound is spelt '-ssion'.	
This suffix is used if the root word ends in 'ss' or 'mit'.	
For words ending in ss, either think of it as removing the double s and adding the suffix, or simply consider it as an 'ion' ending rather than ssion.	
For words ending in mit, drop the t and add the suffix.	
As ever, there are exceptions to the rule at the bottom of the list.	
express	expression
concuss	concussion
aggress	aggression
discuss	discussion
possess	possession
confess	confession
impress	impression
obsess	obsession
depress	depression
success	succession
permit	permission
omit	omission
transmit	transmission
submit	submission
admit	admission
	mission
	passion
	session

SPELLING MENU

1. ABC Order  Write all of your spelling words in alphabetical (ABC) order.	2. Word Parts Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar	3. Other Handed Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.	4. Vowel Spotlight Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)
5. Use Technology Type out your spelling words on the computer. Try to use at least 4 different fonts. 	6. Pyramid Words s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)	7. "Ransom" Words "Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words. 	8. Rainbow Words Write your spelling words with coloured pencils. Make each letter a different colour. 
9. Scrambled Words Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta	10. Silly Sentences Write 3 or more sentences that use all your spelling words. 	11. Prefixes and Suffixes Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u> portant happiness	12. Word Search Create your own word search with your spellings. Show the answers to your puzzle in a different colour. 
13. Flashcards Make and practice with flashcards. Put the word on one side and definition (meaning) on the other. 	14. Picture & a Story Draw a picture defining each word. Write a sentence about your picture using the word.	15. Words without Vowels Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question	16. Train Words Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop
17. Write a Story, Poem or Song with Words Write a story using all your spelling words. Underline the words you used.	18. Bubble Letters Write your spelling words out in bubble writing. 	19. Words Within Words Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat	20. Picture words Draw a picture and hide your spelling words in the picture.