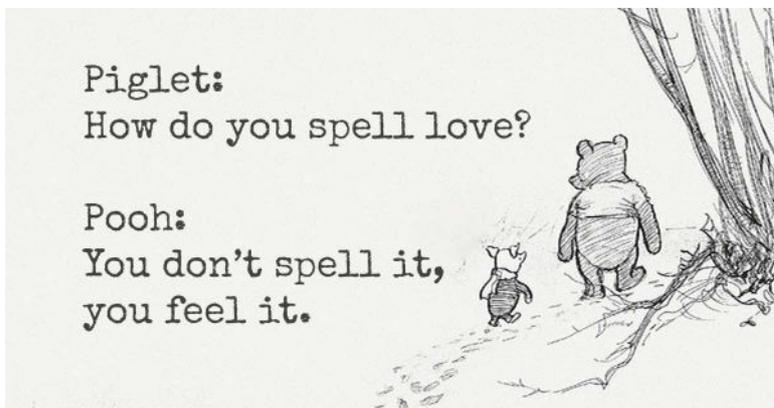


## Year 4 - W.C. 8<sup>th</sup> June

Hi Year 4,

What made you smile this week? What are you thankful for? During these times, it is important to reflect on these things and make sure we do not take for granted what we have.

We can't wait until we are all together again as an SMA family but until then, please remember to stay safe.



Here are your activities for the week. We would still love to see what you are all up to. Keep up to date on daily challenges and catch up with friends and teachers via our blog: <https://app.seesaw.me/#/login>

Enjoy and we shall see you all again soon,

Miss Spittlehouse and Mr Cummings <3

Xx

### Maths

This week, in Maths, we will begin by continuing our focus on time. We will then have a look at some times tables questions at the end of the week. You will find the maths work sheets attached on the website, so you do not need to use any websites!

Monday: 12hour and 24 hour clocks.

Tuesday: 12hour and 24 Hour Clocks.

Wednesday: Time word problems!

Thursday: Times tables practice.

Friday: Times tables practice.

The Maths worksheets start off easier and then gradually get harder! So pick the one that is right for you. Or if you are brave enough...try them all!

## English

### Monday - Reading Comprehension

There are two reading comprehensions to choose from today. One focuses on the retrieval of information from a text and the other one focuses on inference and deduction. You can choose which one you would like to complete or if you fancy a challenge, complete both 😊

Retrieval - Opening Night

Inference and Deduction - The Red Squirrel

### Tuesday - Punctuation and Grammar:

1. Underline the adjectives in green, verbs in red, adverbs in purple and nouns in orange:

Viciously, the fierce cyclone swept Dorothy up hastily and transported her to an unknown land full of vibrant colour and mystery.

2. Add in the missing capital letters and full stops:

joyfully, dorothy and her friends left munchkinland and skipped along the yellow brick road to make their way to emerald city to see the great wizard.

3. Draw a circle around the conjunction:

Although it was raining, Dorothy and her friends continued eagerly along the yellow brick road.

4. Write these verbs in the past tense:

dance = \_\_\_\_\_ sing \_\_\_\_\_

5. What prefix can be added to these three words that means 'under'?  
(Same prefix for all three)

\_\_\_\_\_way                      \_\_\_\_\_heading  
\_\_\_\_\_marine

6. Add inverted commas, punctuation and uplevel this sentence (better word for said, add an adverb)

Who goes there said the great wizard

7. Add an adverb to this sentence:

The scarecrow glanced at Dorothy \_\_\_\_\_as she entered the field he was in.

8. Add either a or an before the following words:

\_\_\_\_\_ wizard                      \_\_\_\_\_ umbrella

9. Add the missing punctuation to this sentence:

"Don't step into my palace without permission " shouted the wizard angrily.

### Wednesday - Spelling

Here are your next ten spellings from the Year 3 / 4 spelling list. Try to learn them using some of the fun and exciting ways shown on the next pages. Can your parents/ carers test you at the end of the week? How many did you get?

1. Potatoes
2. Pressure
3. Probably
4. Promise
5. Purpose

6. Quarter
7. Strength
8. Suppose
9. Surprise
10. Therefore

**S**<sub>1</sub> **C**<sub>3</sub> **R**<sub>1</sub> **A**<sub>1</sub> **B**<sub>3</sub> **B**<sub>3</sub> **L**<sub>1</sub> **E**<sub>1</sub>

How much are your spelling words worth in scrabble? Write out your spelling word and then add together the scrabble tiles to see how many points it would score in a game of scrabble!

	A <sub>1</sub>	B <sub>3</sub>	C <sub>3</sub>	D <sub>2</sub>	
E <sub>1</sub>	F <sub>4</sub>	G <sub>2</sub>	H <sub>4</sub>	I <sub>1</sub>	J <sub>8</sub>
K <sub>5</sub>	L <sub>1</sub>	M <sub>3</sub>	N <sub>1</sub>	O <sub>1</sub>	P <sub>3</sub>
Q <sub>10</sub>	R <sub>1</sub>	S <sub>1</sub>	T <sub>1</sub>	U <sub>1</sub>	V <sub>4</sub>
	W <sub>4</sub>	X <sub>8</sub>	Y <sub>4</sub>	Z <sub>10</sub>	

spelling word

total

1 2 3 4 5 6

spelling word

total

7 8 9 10

Word with the highest score is ...

# Acrostic

# Poem

Can you make a poem using the first letters from your trickiest spelling word?

Buzzing all day long,  
Each one collecting honey  
Especially for your breakfast!

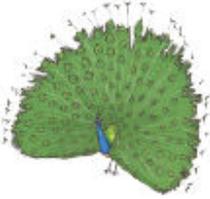


A large rectangular area with a dashed black border, containing ten horizontal dashed lines for writing an acrostic poem.

## Thursday - Punctuation and Grammar

Can you spot **two** mistakes in this sentence? Underline them and explain why they are incorrect.

**As it proudly strutted along, the peacocks feather's were a fabulous sight.**



a

Can you think of words ending in the suffix **-ation** that match these definitions? Use a dictionary if you need to:

Getting things ready and organised.

Carefully watching something (e.g. in a science experiment).

b

Underline the fronted adverbial in this sentence.

**During the ferocious storm, the weathervane spun wildly.**



c

Mr Whoops has accidentally jumbled up a pair of homophone words. Can you help him to unjumble them?

(Remember, homophones sound similar but are spelt differently with different meanings).

ceepi      aecpe



d

Add a suitable pronoun or noun phrase in the gap:

**Louisa needed to get home as quickly as possible - \_\_\_\_\_ didn't want to miss her favourite TV show.**

e

Add suitable determiners back into these sentences:

\_\_\_\_\_ **healthy salad makes a delicious and nutritious lunch.**

Why not add \_\_\_\_\_ **egg for extra protein?**



f

g) Can you think of an adverb and an adjective for every letter in the alphabet? Eg:

amazing

amazingly

beautiful

bravely

## Friday - Creative Writing

Write a story about this picture and give it a name.

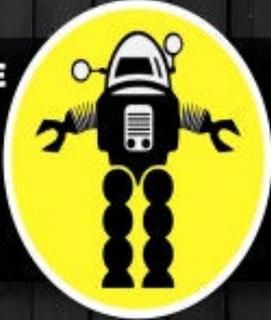


fppt.com

Common Core Writing Anchor Standard 2: Write informative/explanatory texts in which you introduce a topic, analyze a topic and issue, and explain a topic.

### DESCRIBE YOUR FUTURE ROBOT SERVANT

Imagine a future in which we each have a personalized robot servant. What would yours be like? What would it do? What would it look like? What would it talk like? What features would it have?



writingprompts.tumblr.com

from The Moon Project

fppt.com

## Science

Our new topic this term was going to be all about sound and how it travels to our ears so we can hear it.

Watch the PowerPoint shown on the website and the YouTube videos to explore how sound is created.

Below, see if you can have a go at some of this sound experiments at home. Can you explain where the sound is coming from?

### Activity One - The Classic Paper Cup and String Phone

#### **What you need:**

- 2 paper cups
- String
- A sharp pencil or needle to poke holes in the cups
- Scissors

#### **What to Do:**

1. Start by cutting a long piece of string of at least 15m.
2. Poke a small hole at the bottom of each cup.
3. Using each end of the string, thread it through the bottoms of the cups, tying a large knot so that the string does not fall out of the cup. If you make the holes too large, use a paper clip to hold the string in place so that it does not pull out of the cup.
4. Move into position and ask your parent to move away from you so that the string is far enough to make it tight. Be sure that the string does not touch any other object and that it remains suspended in air as you complete the experiment.
5. Taking turns, talk into the cup, while the other person listens by putting the cup to their ear. Tell your parent to repeat what he or she hears after you have spoken and do the same in return!

What do you think is happening? How is sound travelling?

*Answer – read after experiment - sound waves created by talking through the cup travel through the line to the other end, converting back to sound on the opposite side!*

## Activity Two - listening to sounds travel underwater

Sound travels well through air, but it travels even better through water! This easy sound experiment for kids can be done in a jiffy out on the back porch.

### **What you need:**

- A bucket filled with water
- A large plastic water bottle
- At least 2 kitchen knives (used by an adult!)
- Scissors or sharp knife (used by an adult) to cut the bottle

### **What to Do:**

1. After filling the bucket with water, ask your parents/ carers to take a sharp knife and cut off the bottom of the plastic water bottle. Be sure that the cap is taken off of the bottle.
2. Place the bottle in the water so that the cut bottom is in the water. Put your ear to the top of the bottle to listen.
3. Using the kitchen knives, ask your parents/carers to clang them together to make a sound, but do this in the bucket as you are listening. What can you hear?

**ANSWER - READ AFTER THE EXPERIMENT** - You'll probably note that the sound of the clanging is loud and clear. Water travels faster through water than in the air, and animals that live underwater are able to hear sound clearly.

## Activity three - See the Sound

Sound vibrations travel through air, water, and even solid objects, but it's not possible to see the waves. What if we could see the waves in another way? This science of sound experiment makes sound more visible by forcing objects to react to the sound vibrations.

### **What you need:**

- Empty clear mixing bowl
- Cling film
- Large elastic band
- Sugar or rice

### **What to Do:**

1. Wrap a sheet of cling film over the mixing bowl so that it's tight, and secure with the large rubber band. Be sure that the cling film is tight and does not sag.
2. Place a few of the sugar crystals or rice on the top of the cling film, placing them in the middle of the wrap.
3. Get close to the sugar crystals/ rice and say something loudly! What happens to the crystals/rice? Do they move?
4. Experiment with louder and softer words or sentences to watch the sugar crystals/ rice react to the sound vibrations!

*Answer - read after experiment - While you might think it's your breath making the crystals/rice jump and move, it's actually the sound vibrations. Try different sounds besides ordinary speech and see how the crystals/rice come to life!*

### **Activity Four - Experimenting with sound waves**

It might be hard to imagine that sound waves can travel through solid objects as well as through the air. This simple but exciting sound waves science activity will demonstrate how sound can and does indeed travel through solid objects!

What you need:

- Metal kitchen spoon
- At least 8m of string

### **What to Do:**

1. Stretch out the string and tie the handle of the spoon in the middle of the string.
2. Take one end of the string and tie around your index finger. Do the same using the other end, but tie this string around the index finger of your opposite hand.
3. Put your fingers, with the string wrapped around each, into your ears.
4. Lean over so the spoon dangles and swing the spoon so it hits a nearby door or wall.
5. Hit the door or wall again, but this time with more force. What do you hear?

*Answer - read after experiment - You should hear a bell-like sound travel up the string from the spoon and into their ears. The sound waves created from the spoon hitting the door moves through the string until he or she is able to hear it!*

PE

### Indoor Obstacle Course

Obstacle courses make great physical games for children. I loved them as a child. Build a course using some of these ideas or some of your own in any order:

- Crawl under tables.
- Use a Balance Beam as described [here](#):

*Very easily set up! Masking tape is all you really need - make a line on the ground and have fun! Try to walk to the end of the line without falling off it (touching the area either side of the tape). Try more lines at different angles, spirals, and zig-zigs. Variations - See who can walk down the line the fastest, walk it heel-to-toe, walk it backwards, with eyes closed (take your socks off so you can feel the line),*



- Can you jump/somersault/crawl/crab walk from one obstacle to another.
- Put down pillows or cushions and you need to jump from one to the next. Alternatively, you could jump over the pillows or cushions!
- Perform various exercises like 20 jumping jacks.
- One of my personal favourites - crawling through a tunnel of blankets or sheets (hang them over chairs, sofa's, etc)
- Throw 3 sock snowballs into washing baskets. You can also throw stuffed animals.

Variations - Make it a competition and time them to see who can through the whole course the fastest.

### 17. Outdoor Obstacle Course

The outdoor version of the obstacle course! Here are some ideas for your course to put in any order:

- Lay down a ladder and step through each rung.
- Allow only jumping/somersaulting/crawling/crab walking from one area of the course to another.
- Put down a piece of wood as a Balance Beam.
- Perform various exercises like 20 sit-ups or push-ups.
- Get 2 sheets of newspaper and allow each step to be taken only on a piece of newspaper. This requires you to reach back and grab the previous step's sheet of newspaper - tricky!
- Create a slalom - you must run zig-zag between obstacles.

- Jump over various objects.
- Throw balls to knock down objects.
- Use water pistols to hit targets.
- Fill up a cup of water, run a distance to another container, pour the water in the container, and repeat this until they fill up the container to a certain height.

Have fun and be creative. We would love to see some of your ideas.

### Geography - Why is Liverpool a cool place to live? You tell me!

*You started this last week. Can you carry on with your research of why our city is so great?*

Our next topic is all about Liverpool and why it is such a great city to live in! Your task is to do some research on Liverpool and find out as many different things that make Liverpool such a unique and exciting city!

Below is a list of topics and questions you may want to think about researching...

- The Beatles

*Who are they? What songs did they write? What were their names?*

- The football teams

*Where do they play? What are their traditional colours? Which club is older? Who has won more trophies?*

- The Cathedral(s)

*How many does Liverpool have? What are they called?*

- Universities

*How many does Liverpool have? What are they called? Where are they?*

- Liverpool Lime Street Station.

*How old is the station? What is it used for?*

Don't stop there! Try and find out as much information as you can about our great city!

- Can you find out where Liverpool is? Country, continent? Can you find it on a map? Which region is it in? What cities are close to it? What other cities are in the same country? What other countries are in the same continent?

Once you have done your research, your task is to create a poster telling somebody who has never visited Liverpool about all of the wonderful information you have found out!

## PSHE - Mindfulness

It is important during this time that not only do we look after our physical health, but we also focus on our mental health too.

Barclay's have produced some lovely activities for you to do at home with your families in regards to looking after yourselves mentally. Take a look at the following links and enjoy...

<https://barclayslifeskills.com/families/home-learning-wellbeing/>

<https://barclayslifeskills.com/families/home-learning-wellbeing/wellbeing-coping-strategies/>

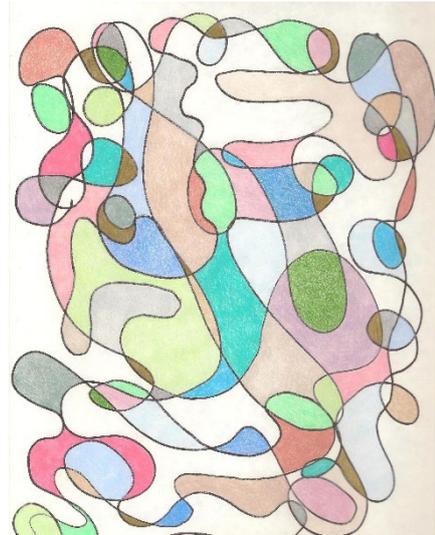
<https://barclayslifeskills.com/families/home-learning-wellbeing/skills-for-staying-positive/>

<https://barclayslifeskills.com/families/home-learning-wellbeing/meeting-challenges-with-confidence/>

Take some time to relax - read a book, watch a film, complete some mindfulness colouring, do some yoga, go for a run, bake a cake - do whatever makes you happy and stress free. Parents and carers, this one is for you too ☺

## Art

Take your pen for a walk. Put your pencil on a piece of paper and just draw lines/ squiggles/ swirls for 10 seconds. The only rule is - you cannot take your pencil off the paper. Once you have done this, colour in all the sections within your 'scribble' to create a masterpiece.



## RE - What is prayer?

### Key questions:

What is prayer?

How to people pray?

When do people pray?

Why do people pray?

Where do people pray?

**Explore the text** - Read the passages in the Bible that record the occasions when Jesus prayed:

### Passage One: Matthew 10:13 - The Little Children and Jesus

<sup>13</sup> Then people brought little children to Jesus for him to place his hands on them and pray for them. But the disciples rebuked them.

<sup>14</sup> Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." <sup>15</sup> When he had placed his hands on them, he went on from there.

### Passage Two: Invitation to a changed life

<sup>12</sup> One day in one of the villages there was a man covered with leprosy. When he saw Jesus he fell down before him in prayer and said, "If you want to, you can cleanse me."

<sup>13</sup> Jesus put out his hand, touched him, and said, "I want to. Be clean." Then and there his skin was smooth, the leprosy gone.

<sup>14-16</sup> Jesus instructed him, "Don't talk about this all over town. Just quietly present your healed self to the priest, along with the offering ordered by

Moses. Your cleansed and obedient life, not your words, will bear witness to what I have done." But the man couldn't keep it to himself, and the word got out. Soon a large crowd of people had gathered to listen and be healed of their ailments. As often as possible Jesus withdrew to out-of-the-way places for prayer.

*After reading each passage, think about what you can learn about prayer from Jesus.*

*I think...*

*Jesus teaches...*

*Jesus shows...*