

Year 4 - W.C. 8th June

Hi Year 4,

We have been reflecting upon who is special to us and why? Miss Spittlehouse chose her mum and dad because they always look out for her and have taught her a lot over the years. Mr Cummings chose his friend Leigh because he is always there for him when times are tough, he supports him in everything he does and he knows how to cheer him up when he needs it. Have a little think about who is special to



you? Why? Why not tell them. Say thank you. It might just make their day.

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

English

Monday - Reading Comprehension

There are two reading comprehensions for you to work through today:

1. The chocolate factory
2. The revival of Crumbedown School

You may choose which comprehension you would like to complete. You may want to complete both.

The Chocolate Factory



“How lucky are we?” asked Tom as he and Leah entered the chocolate factory. “I know!” replied Leah. “I can’t wait to get to the tasting part!”

Tom and Leah had won a prize in their school fair raffle, which was to visit the local chocolate factory. After putting on hairnets, to keep the chocolate hygienic, they were shown how the chocolate starts as cacao beans. The beans were roasted in ovens to bring out the flavour and the colour. Then the beans were processed to remove the shell and make the cocoa powder and the cocoa butter.

Leah and Tom watched in amazement as these were mixed together with the sugar, vanilla and milk. The melted chocolate was then put into moulds, to solidify into bars and chocolates. Then the tasting began. “Hmm, delicious!” said Leah happily. “Definitely worth the wait!”



The Chocolate Factory Questions



1. How did Leah and Tom feel as they entered the chocolate factory? How do you know?
2. Why were they visiting the factory?
3. Find the word '*hygienic*' in the text. What does this mean and why is it important to making chocolate?
4. What is the first stage in the chocolate process?
5. What else is added to the mixture?
6. Which scientific process is mentioned in the text?

Challenge: Create your very own chocolate bar. Label it with the delicious ingredients you would choose.

The Revival of Crumbledown School

Truth to tell in years gone by,
Crumbledown School, no word of a lie,
Was an awful place,
Full of woe,
Where no sane child would want to go.
Morale was low, detentions were high,
Hard to say exactly why...
Years had passed,
With no respite
It kept the head awake at night.

Mr Watkin did whatever he could,
But nothing he tried seem to do much good.
Pupils walked with shoulders down,
Teachers dull,
Their clothes all brown.
Until one day a girl arrived -
9 years old
And in Year 5 -
Her name was Sue and she had a dream,
Of starting up a football team

The PE teacher was sadly lacking,
Shrugged her shoulders and

Sent her packing.

"It's a daft idea by any token,
And anyway, my whistle is broken."

Undeterred, Sue went away,

And made a plan that very day,

A buzz began

Around the school,

A football team might be quite cool!

A squad was formed that self-same week,

So Mr Watkin took a peek,

To call them 'chaotic'

Would be understanding,

Even a 'shambles' would be overrating.

They lost every game, not just by a few

(I believe that last score was 30-2).

That being said,

They never gave up;

Sue was determined to lift the league cup.

Then an old thought occurred, worth supposition,

That as important as training,

Might be their nutrition.

Carbohydrates and proteins - they were the key!

She would plan their whole diet, as strict as could be.

So she banned crisps and pop, "be gone chocs and sweets,"

And made special veg smoothies

With cabbage and beets,

And a secret ingredient which nobody knew
And Sue won't divulge, not even to you!

The sensational smoothies made the team more resilient,
And not only that -

They were actually brilliant!

They won every game, getting better each day

And nothing it seemed would stand in their way.

The children were thrilled with their new reputation

And Sue's special smoothies

Were quite the sensation!

The school was transformed from where boredom was rife,

To a place full of energy, vigour and life!

This tale has a moral, you must understand,

That health and nutrition

Work best hand in hand.

So please don't ignore what good it can do

To eat five a day and get exercise too.

Cut your sugar right down, be the best you can be,

You'll feel so much better, just try it, and see!

And as for Sue's smoothies,

The word got about

Now it is rumoured that England are trying them out.

Questions

1. What is the name of the HeadTeacher?
2. Line four uses the word woe. Think of a synonym for this word.
3. How old is Sue?
4. What adjectives are used to describe the football team? Can you think of two others that could have been used?
5. What is your favourite part about the poem and why?
6. Crumbledown School was much improved by having a football team. What do you think would make your school a better place? Why?
7. Write a short poem about your school and what you like about it. It doesn't have to rhyme. It could even be an acrostic poem using your school name:

S
T
M
A
R
G
A
R
E
T
S

Tuesday - Punctuation and Grammar:

Starting fun activity - KungFu Punctuation (see PowerPoint)

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

Hastily, the miniature mouse scurried away from the terrifying cat as he attempted to catch her with his vicious claws.

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

immediately, i began to panic. suddenly, the door slammed shut but no one was at home because ellie and mum had gone shopping to asda. then i realised, it was only the wind.

3. Draw a circle around the conjunction:

Doubting my ability to run, I stopped still. Unless I could reach the key, I was never going to escape.

4. Input an appropriate fronted adverbial at the begging of this sentence:

_____, the birds sang and the trees swayed in the soft breeze.

5. Change these into contractions, e.g. Can not = can't. Don't forget the apostrophe

Would not

I have

You will

Shall not

We have

I will

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

Why did you take my pencil cakes without asking said Gemma

7. Add an adverb to this sentence:

Although it was late and the moon shone _____ in the sky, they still decided to walk through the dark forest.

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

_____ honest man _____ balloon

9. Add the missing punctuation to this sentence:

It is late, maybe I should sleep yawned Timmy sleepily as he trundled up the stairs to bed

Wednesday - Spelling

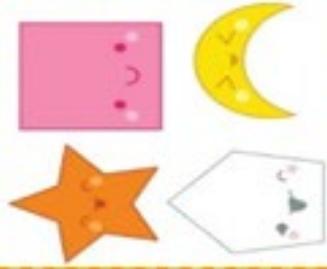
Here are your next ten spellings from the Year 3 / 4 spelling list. Try to learn them using some of the fun and exciting ways shown on the next pages. Can your parents/ carers test you at the end of the week? How many did you get?

1. though
2. thought
3. through
4. various
5. weight
6. woman
7. women
8. accident
9. accidentally
10. address

Spelling Shapes

Draw 9 different shapes in the boxes below. Now write nine of your spelling words inside a different shape so that it fits neatly!

example



Spelling Scramble

Write out 6 spelling words but scramble them up.
Leave until tomorrow and solve them!



imped

example

Spelling
Scramble

Thursday - Punctuation and Grammar

however

despite

but

yet

because

Pick the best conjunction from above for each sentence below:

1. Ben went to the doctor _____ he was feeling ill.
 2. Sam was happy, _____ he felt tears fill his eyes.
 3. Jimmy entered the room _____ feeling nervous.
 4. His face turned red _____ he was embarrassed.
-

Pick the correct word or words from the options for each sentence below:

1. The window was **broke / broken / broked / breaked** by the ball.
2. Mandy **writ / wrote / witten / has wrote** a letter.
3. Benjie has **eaten / eated / ate / eaten** a large cucumber.

Use **I** or **me** for each sentence below:

1. I wanted Dad to watch _____ in the football match.
 2. He walked to school with Danny and _____.
 3. My teacher told Terry and _____ to collect the books.
 4. Eddie came to school with Jim and _____.
 5. Ben and _____ are going to the cinema tomorrow.
-

are is

has have

Use the correct gremlin verb in each sentence below:

1. Benny and James _____ gone outside.
 2. The dogs _____ sitting by the fire.
 3. Sammy _____ remembered his homework.
 4. My football coach _____ teaching me how to dribble.
 5. Elephants _____ wonderful animals.
 6. I love my bags. They _____ beautiful.
 7. School uniform _____ better than non uniform day.
 8. He _____ gone away on holiday.
-

For each sentence below, state whether they are a **question**, **command** or **statement**.

1. He liked the sandwich I made for him
2. Can I go to the toilet
3. Wow
4. Please wait over there
5. Do you know the way to Florida
6. Go outside and wash your shoes
7. Eat that cake now
8. I may like to come with you tomorrow

Now pick **! ?** or **.** to end each sentence.

Add some adverbs to the spaces below.

Shirley ran _____ to the castle and
crept _____ up the stairs.

While I milked the cow _____, he
_____ groomed the horse.

The child _____ shouted at the man
who was running _____ .

Find the **preposition** in the sentences below.

1. I put the cat on the table.
 2. I wanted to go out until 8 o'clock.
 3. She drove near the river.
 4. We walked through the forest.
 5. During the storm we hid under the house.
 6. She swam across the river.
 7. We played outside the park.
 8. Under the bed, the lazy cat was having a snooze.
-

Friday - Creative writing

Choose any of the story starters below and let your imagination run wild. Take time to think about your ideas - you might want to jot down a plan or talk it through with someone. When you are ready, write your story and then read it out loud to your family.

It was a lovely moonlit night...

The water thundered through my ears as I tumbled through the waves...

I'm an old man marooned on a desert where my powers are useless...

Once upon a time, in the land of 'Never Forget' there lived...

Trudging through the desert sands I had an illusion ...

BANG! A loud noise pierced the atmosphere and then...silence...

Music

Over the past couple of weeks, you have been researching Liverpool. Can you produce a song about our City?

First of all, mind map all of the landmarks, buildings, and tourist attractions etc that make Liverpool a fantastic place. Now, write some lyrics and sing it to your own tune. Can someone in your family record it for you and could you post it on SEESAW? We'd love to bop along to it.

PE

Work through these exercises every day this week and fill in the fitness log. How many can you do in 30 seconds? Get your parent/ carer to sign it off every day. Can you try and improve your score every day?

Bicycle Kick

1



Lay flat on your back with your arms and hands straight and touching the floor.
Copy the motion of being on a bicycle.



Lunging

2



Stand with your legs together and then lunge forward until one leg is right out in front of you.

Bend your knee and flex your hip so your rear leg is almost in contact with the floor.

Finally, return to your starting position.



Scissor Kick

3



Lie on your side with one arm stretched out and the other supporting your weight on the floor. Have your legs stretched out and toes pointed. Slowly lift your leg as high as you can lift it and hold for 5 seconds before gradually lowering to original position.



Toe Touch

4



Keep feet and legs together. Arch your back and stretch your arms and hands to reach and touch your toes whilst keeping your legs straight. Hold for 5 seconds and slowly go back to standing position.



Squat Thrust

5



Put your hands on the floor, shoulder width apart. Thrust your legs out behind you and in one movement bring both legs back into a tuck position, bending the knees into the chest. Repeat.



Sit and Reach

6



Sit on the floor with your back upright and legs out straight. Gradually bend your back, stretching your arms and hands out to reach your toes. Hold for 5 seconds and slowly go back to starting position.



- Think of yourself as an item. You are special too so what sorts of things should you do to look after yourself? Choose 3 daily goals to stick to throughout the week.
2. Who is special to us?
- Think about people who are special to you- i.e. friends, family, teachers, nurses etc. Why are they special? What attributes/ qualities make them special? Mindmap your ideas.
 - Create a booklet about one special person in your life. Draw on the front page who they are and use the next few pages to draw and write sentences describing why they are special/ what do they do to make them special/ how have they helped you over the last few months.

RE - what is prayer?

Prayer is communication with God that helps to build a relationship with him.

1. How do we build relationships with the people around us?
2. Can we build a relationship with God in the same way? Why? Why not?

Discuss these with your family. Mind map your ideas.

Prayers can be praise, intercession (prayers said on behalf of another), thanksgiving, confession (admission of sins), silent, meditation or simply talking with God. Prayer can be spontaneous or planned, loud or quiet, fun or serious.

1. Does the way you pray make it any more or less valuable?
2. Are any of these styles of prayer more worthy than others?
3. In what ways does the way you pray reflect your character and lifestyle?
4. People have a preferred way of praying, why?

Discuss these with your family. Mind map your ideas.

Why not take a minute to say a prayer based upon the last three months. Do you want to thank god? Do you want to ask god for something? Are you thankful to anyone? Are you sorry for anything?

Deliver it as you want. Remember it can be silently in your head, you could write it down and then sing it/say it. You can make it as fun, loud or quiet as you would like. Just enjoy it.

Geography - What a wonderful world

Create an A-Z list of words all linked to our wonderful world. Think: countries, continents, nature, animals, space etc. Why not illustrate your A-Z too!

E.g.

Antarctica

Bees

Congo Rainforest

Science:

Go through the Power-Point about sound and explore the concept of 'pitch', how it can change and what impact it can have on the sound. Also explore how sound travels.

Task One: Read the statements regarding how sound travels through the ear. Put them in order...

Hair cells change the vibrations into electrical signals that are sent to the brain through the hearing nerve.

Once in the ear, the vibrations travel into the ear canal until they reach the eardrum.

The brain tells you that you are hearing a sound and what that sound is.

The inner ear is shaped like a snail and is called the cochlea. Inside the cochlea, there are thousands of tiny hair cells.

The eardrum passes the vibrations through the middle ear bones (the hammer, anvil and stirrup) into the inner ear.

Task Two: Making a panpipe

1. Mark your first straw as 20cm
2. Mark your second straw as 18cm
3. Mark your third straw 16cm
4. Continue, making your next straw 2cm shorter than your last. The final straw should only measure 6cm
5. Use a ruler to line them up and tape them together at the top and at the bottom to create your own panpipe
6. Blow into it and describe the pitch. What happens when you blow into the biggest one compared to the smallest one?