

Year 4 Home Learning: Summer 2 – Week 6

Working together to achieve success'

Hello Year 4. Here is the timetable this week to support learning at home which combines online learning platforms with paper based activities you can view on screen and complete in your exercise book from school.

We do not expect families to print resources off! I also want to know what you have been busy doing, so Please, please email me at year-4@mossgate.lancs.sch.uk and I will share these on our school's Facebook page. The e-mails are regularly picked up so please use the email address if you have any questions about the learning as well.

Take care and keep safe.

Mrs Elwers

Daily PE:

Start the day with 20-30 minutes of physical activity. Suggestions include: Joe Wicks Daily PE lesson Natasha Butler Daily Workout / Just Dance videos in YouTube. Additional physical activity are uploaded weekly onto our school website at:

<https://lancshireschoolgames.co.uk/year-3-6-spar-lancashire-school-games-activity-timetable/>

Daily Newsround:

Watch the 5 minute news summary daily at 12:15pm by going to <https://www.bbc.co.uk/newsround> and click 'Watch Newsround' in the top right hand corner. Discuss topical items in the news and research any aspects which interest – this could be a topic, country or person. Newsround is updated daily. You could even produce your own news report on one of the topics and share it with us!

Maths:

This week each day had a different video. To access the **video** resources please use these links:

Monday - <https://vimeo.com/432265669>

Tuesday <https://vimeo.com/432265829>

Wednesday <https://vimeo.com/432265995>

Thursday <https://vimeo.com/432266309>

Use the video to help explain the concept and then complete the activity (in your exercise book) which you can access by accessing the school website and following this path:

'Summer 2 Home Learning – Week 6 – Year 4'.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of IDL Numeracy (https://idlsgroup.com/) and/or Times Tables Rocks Stars (https://play.ttrockstars.com/auth/school).				
White Rose Maths	Lesson 1 – Interpret Charts	Lesson 2 – Comparison, sum and difference	Lesson 3 – Introducing line graphs	Lesson 4 – Line graphs	Lesson 5 – Friday challenge

English: Focus theme- Run Wild by Gill Lewis

This week's unit is based around the book Run Wild by Gill Lewis. Set in London, it is a story of friendship, skateboarding and wolves! Enjoy reading the opening to the book, finding out about wolves and a little bit on skateboarding too! **Parental supervision and protective equipment are advised if you do choose to attempt or practise ollies!**

When following links, parents should monitor that children are remaining on that page only and are keeping safe online.

Also: Complete 15 minutes of IDL Literacy (<https://idlsqgroup.com/>) daily which develops spelling, comprehension and keyboard skills.

Mon	<p><u>Run Wild by Gill Lewis</u> Before reading the extract, here are some words to investigate. Use a table like the one below to investigate the words.</p> <p style="text-align: center;">cope, graffiti, forbidden, keen, glare, gritty</p> <table border="1" data-bbox="172 331 1493 416"><thead><tr><th>Word</th><th>What I think it means</th><th>Dictionary definition</th><th>Synonyms</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr></tbody></table> <p>Now read up to the bottom of page 9 from the extract which can be found: Mossgate website- Home learning- Summer 2- Week 6 – Year 4- Run Wild</p> <p>Make sure you look out for the words that you have investigated. What are your first impressions of Luke and Scott (the Skull brothers), Izzy, Connor and Asher? Write a short paragraph for each of the characters explaining your first impressions. (Try to complete at least two). Make sure that you use evidence from the text to support your impression, I think that Connor is sensible. However, he is easily persuaded. I think this because in the text it states that at first, he warns the others about entering the gasworks but it only took a packet of crisps to persuade him to go along with them! When you are deciding which adjectives to use to describe the children, talk about the words with an adult and have a look at some synonyms in a thesaurus or dictionary to help. When you are deciding which adjectives to use to describe the children, talk about the words with an adult and have a look at some synonyms in a thesaurus or dictionary to help.</p>	Word	What I think it means	Dictionary definition	Synonyms								
Word	What I think it means	Dictionary definition	Synonyms										
Tues	<p><u>Skateboarding</u> Today you are going to write an explanation text on how to perform an ollie on a skateboard. First you need to watch this clip. How to ollie with Tony Hawk: https://www.youtube.com/watch?v=iDZhiMMxlqM</p> <p>This next clip adds much more detail and technique. Watch up to 5:33 mins, although of course you can choose to watch it all! How to ollie the easiest way tutorial: https://www.youtube.com/watch?v=VasSLuFO4wY</p> <p>Take notes as you watch about the process of how to carry out an ollie. Think about noting down any top tips or troubleshooting ideas that you hear too. From your notes, write an explanation text on how to perform an ollie. Things to include:</p> <ul style="list-style-type: none">-a title-a short introduction-write in logical steps explaining how to complete an ollie-use time adverbials to start your sentences-use causal conjunctions to explain why, e.g. because, so that, in order to-write in the present tense-some diagrams/ illustrations. Using the link below, look at the information pack if you need any more help on how to write an explanation text. How to write an explanation text: Mossgate website- Home learning- Summer 2- Week 6 – Year 4- How to write an explanation <p>If you can already perform an ollie, you could film yourself and orally present your explanation!</p>												

Run Wild by Gill Lewis

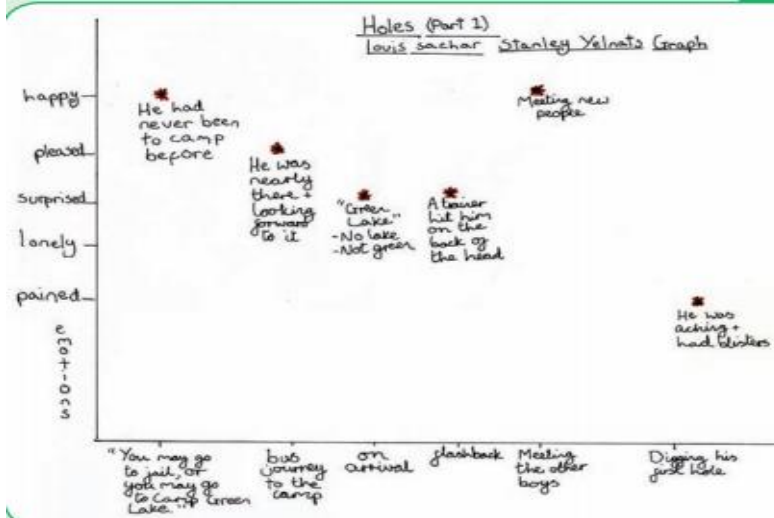
Continue reading from page 9 to the end of the extract. Run Wild by Gill Lewis

Mossgate website- Home learning- Summer 2- Week 6 – Year 4-Run Wild

Investigate any unfamiliar words using a dictionary or online dictionary.
Think about Izzy's emotions throughout the extract.
How has she been feeling at different points?

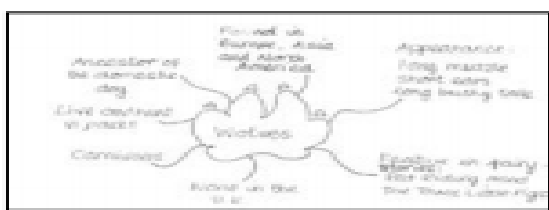
Read back through and highlight (if you have printed the story out) or note down parts in the story where her emotions change, e.g. Trying to get in the gas works – determined Complete an emotions graph to show how Izzy's emotions have changed throughout the extract. On the x-axis write the significant events of the extract, e.g. breaking into the gas works, practising an ollie etc. On the y-axis write a range of emotions, e.g. determined, anxious, etc. Think back to Monday and the choice of adjectives that you used to write your first impressions of the different characters. Could you use some of those in your graph? Here is an example image of an emotions graph.

Wed



Wolves

What do you know about wolves? Begin to create a mind map noting down everything you know. Example of a mind map:



Thurs

Underneath, note down any questions that you would like to know the answers to about wolves. Now have a look at the websites below and watch the clip.

Wolf Facts for Kids:

<https://kids.kiddle.co/Wolf>

Wolf Facts:



<https://www.coolkidfacts.com/wolf-facts/> (Note: contains American spellings).

Wolves 101 – Nat Geo Wild:





<https://www.youtube.com/watch?v=YXMo5w9aMNs> (Note: contains American spellings).

What have you learnt? Have you answered any of your questions?

In a different colour pen, add on to your mind map all the new facts that you have learnt about wolves.

Fri	<p>Run Wild by Gill Lewis</p> <p>Today you are going to complete some writing in response to what you have read this week. You can choose what you write from the following options.</p> <p>1 – What happens next? Carry on with the next part of the story Run Wild. What will the children do? Are they safe? What will the wolf do? How will they escape without the wolf noticing them, or does the wolf notice them?</p> <p>2 – Write your own story based on Run Wild. Try to stick closely to the plot of Run Wild, just changing one thing. You could change the characters, the setting, or change the wolf to a different dangerous animal. Plan your story out briefly then write it.</p> <p>3 – Write a diary entry as if you are one of the characters. Recount what has happened to you and include thoughts and emotions of the character too.</p> <p>Whichever you choose, try to include some Year 4 sentence types/ grammar skills that we have covered,</p> <p> Fronted adverbials for where or when,  Complex sentences with adverb starters (Nervously peering from behind the bush, Izzy put her hand to her mouth in fear.)</p> <p>Read your work through and check for spelling and punctuation.</p>
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Topic

Mon	<p>Online Safety Week 6 What is OK to share?</p> <ul style="list-style-type: none"> • Write down what you can remember about Episode 2 of Play Like Share • It is important to think about how someone else might feel if you share a photo or video of them. Sometimes people share photos or videos that might be unkind, or upset or embarrass other people. When does this happen in PLS? [Sam shares a baby photo of Megan] <p>Read each scenario found at the bottom of this timetable. In your books write down the answers in your books. If you can, discuss your answers, using the answer sheet, with an adult.</p>
Tues	<p>Topic</p> <p>Complete a new activity from the mental health and wellbeing section of the new topic grid. Go to the school website - Home Learning- Summer 2 – Week 4 – Year 4 – Topic Grid Don't forget to share the tasks that you have been doing with us on year-4@mossgate.lancs.sch.uk</p>
Wed	<p>Art</p> <p>Can you create an image of a wolf? You can use any medium you would like. You could either: draw one (https://www.youtube.com/watch?v=zLecou8smE0), create one on minecraft, create a model out of some recycled products or even make a Lego model.</p>
Thurs	   
Friday	<p>Topic</p> <p>Complete a new activity from the challenge section of the new topic grid. Go to the school website - Home Learning- Summer 2 – Week 4 – Year 4 – Topic Grid Don't forget to share the tasks that you have been doing with us on year-4@mossgate.lancs.sch.uk</p>



What is OK to share?

Read each example and decide if it's:



OK to share



It depends...



Not OK to share

Ellie shares a photo of her new pet rabbit.



OK to share



It depends...



Not OK to share

Megan shares a video of Ellie crying.



OK to share



It depends...



Not OK to share

Sam shares a photo of his brother who has just got out the bath.



OK to share



It depends...



Not OK to share

Sam shares a video of himself pretending to be his pet dog.



OK to share



It depends...



Not OK to share

Alfie shares a photo of his friends at his birthday party.



OK to share



It depends...



Not OK to share

What is OK to share? Answers

Okay to share

Ellie shares a photo of her new pet rabbit

Ellie doesn't need to ask permission from her rabbit!

Not okay to share

Megan shares a video of Ellie crying

You should never share or post a photo of someone else that could upset them.

Sam shares a photo of his brother who has just got out the bath

This should never be shared as Sam's brother might not be wearing clothes, or only wearing a towel.

It depends

Sam shares a video of himself pretending to be his pet dog

At the time Sam may think this is funny to share but in the future he may find it embarrassing. Even if Sam deletes the video, other people might have taken a copy of it or shared it on other sites.

Alfie shares a photo of his friends at his birthday party

If Alfie has asked his friends for permission and they have agreed then this is probably okay to share this in a closed group. If any details gives away personal information about Alfie or his friends, it is better not to share it.