

Year 4 Home Learning

Spring 1 Week 6

Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.


Home learning is planned to:


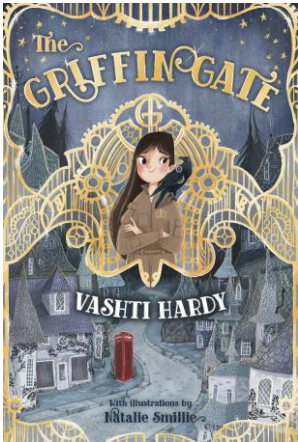
- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



English

Live explanations at 9am each day

<p>Monday Explanation Video</p>	<p>EXPLORE / PLAN: Gather ideas and plan a diary entry</p> <ul style="list-style-type: none"> • Use this glossary to help you with some of the vocabulary in this week's reading. • Think - <i>What has happened so far on the expedition?</i> • Watch a teacher reading <i>Endurance Lost</i> and <i>Ocean Camp</i> here or read them for yourself here. • Watch this clip of the <i>Endurance</i> finally sinking. • Imagine you are a member of the crew. Write down your feelings and emotions as you watch <i>Endurance</i> sink beneath the pack ice. • Today, you are going to plan a diary entry as if you had watched the <i>Endurance</i> sink in front of you. • Look at this planning format. • Read this model diary entry or watch a teacher reading it to you here. • Watch a teacher discuss the model diary entry here. • Watch this planning video of a teacher planning the 3 main paragraphs. • Plan your own diary entry using the planning format. Use some of the words you wrote down earlier about your feelings and emotions.
<p>Tuesday Explanation Video</p> 	<p>WRITE: Diary entry</p> <ul style="list-style-type: none"> • Think - <i>What is a GSV introduction?</i> • Look at the introduction in the model diary entry here. • Think - <i>What is the role of each sentence in this introduction? What do the different colours represent?</i> • Watch this video of a teacher planning and writing an introduction. • Plan your own introduction on the planning format from yesterday. • Read through your plan out loud, turning the notes into full sentences. • Write your diary entry, using your plan to make sure you include all your ideas for the different paragraphs.
<p>Wednesday Explanation Video</p>	<p>READ: Give meaning of words</p> <ul style="list-style-type: none"> • Watch a teacher reading <i>The March</i>, <i>Patience Camp</i>, <i>Escaping the Ice</i> and <i>Sailing to Elephant Island</i> here or read these sections for yourself here. • Think - <i>How would the crew be feeling when they reached Elephant Island?</i> • Watch this clip from <i>South</i>. • Watch a teacher reading <i>Preparing the James Caird</i> here or read it for yourself here. • Think - <i>How do you think the rest of the crew felt watching the James Caird and their leader, Shackleton, leave?</i> • Watch a teacher reading <i>Meanwhile on Elephant Island</i> here or read it for yourself here.

	<ul style="list-style-type: none"> • Write answers to these questions. • Read this resource and check/ improve your answers.
<p>Thursday Explanation Video</p>	<p>READ: Make inferences</p> <ul style="list-style-type: none"> • Think – <i>How do you think the men on Elephant Island were feeling?</i> • Watch a teacher reading <i>Map of South Georgia and Crossing South Georgia</i> here or read it for yourself here. • Watch this clip from <i>South</i>. • Think – <i>What do you think happened on the rest of the expedition?</i> • Watch a teacher reading <i>Stromness Whaling Station, Rescue and Departure</i> here or read these sections for yourself here. • Watch these two final clips from <i>South</i> here and here. • Write answers to these questions. • Read this resource and check/ improve you answers.
<p>Friday Explanation Video</p> 	<p>PRESENT / PUBLISH</p> <ul style="list-style-type: none"> • Watch a teacher reading <i>The Ross Sea Party and Home at Last</i> here or read it for yourself here. • This lesson you have a choice of tasks. Choose either <i>Option 1</i> or <i>Option 2</i>. • Option 1 • Think - <i>What impression of Sir Ernest Shackleton does this book give? Based upon what you have read, in what ways might Shackleton be described as a hero?</i> <ul style="list-style-type: none"> - Re-read the book or look at the picture from each page to remind you about his expedition here. • Present your response to these questions as a piece of writing, poster, video or project of your choice. • Option 2 • Publish the diary entry you are most proud of using these publishing sheets here.
<p>Spelling</p>	<ul style="list-style-type: none"> • Watch the spelling video. • Complete the activities as you watch. <p><u>Words to learn</u> scene seen mail male bawl ball paw pore poor plain plane</p>
<p>Story Time with Ms Atherton</p>	<p>Visit the school website by CLICKING HERE to continue listening to 'The Griffin Gate' by Vishti Hardy.</p> 

Reading Group Links – please attend on your child’s usual reading day

4G	12.00pm
4H	12.00pm
4E	2.30pm
4Z	12.00pm
4C	2.30pm

Maths

Live explanations at 10.30am each day

For Wednesday Lesson B:

Live explanation at 12pm for 4C and 4E

Live explanation at 2.30pm for 4G, 4H and 4Z

Textbook 4A Chapter 6 Lesson 2- Workbook 4A Chapter 6 Worksheet 2 (p.160-161)
Writing Mixed Numbers

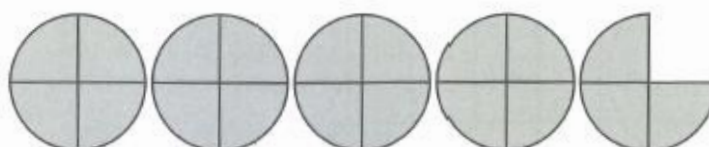
Video Link

If you would like a recap of the method before your independent work, click on the video link below for help.

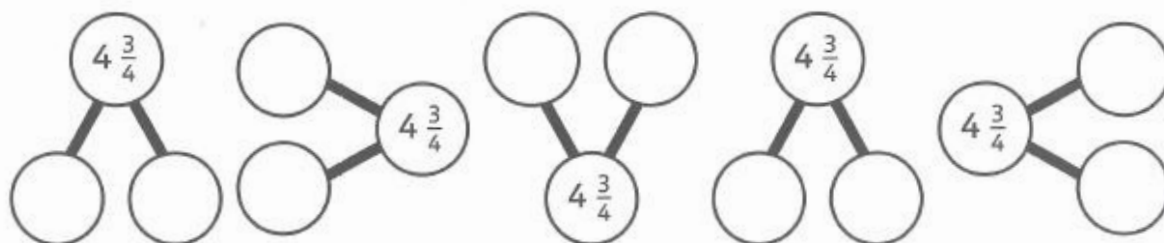
[Video](#)

Deepening activity

5 Isla has made $4\frac{3}{4}$ circles using quarter circles.



How many different ways could she complete a part-whole model to show the same total?



Monday
[Explanation](#)
[Video](#)



Tuesday
[Explanation](#)
[Video](#)



Textbook 4A Chapter 6 Lesson 3- Workbook 4A Chapter 6 Worksheet 3 (p.162)
Showing Mixed Numbers on a Number Line

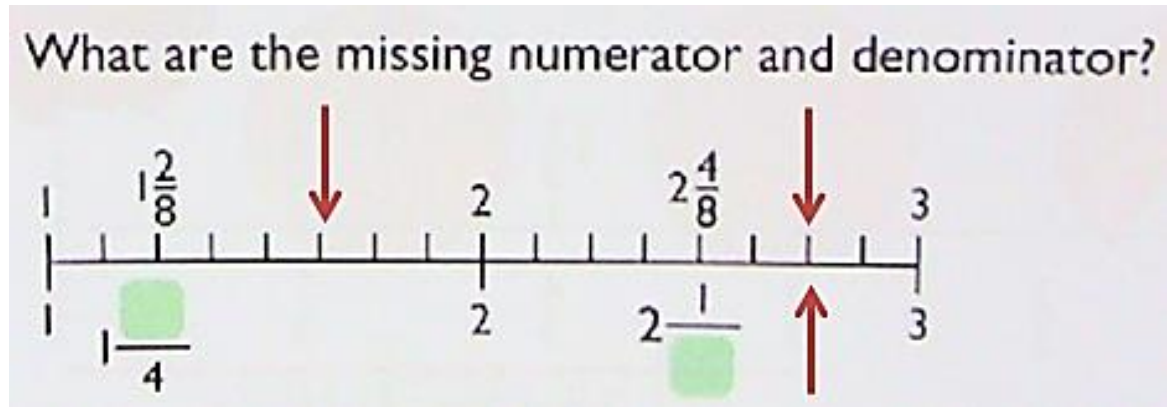
Video link

If you would like a recap of the method before your independent work, click on the video link below for help.

[Video](#)

Deepening activity

1. Fill in the green boxes
2. What fraction would you write where the red arrows are? Can they be written in two ways?



Textbook 4A Chapter 6 Lesson 4- Workbook 4A Chapter 6 Worksheet 4 (p.163-164)
Finding Equivalent Fractions

Video link

If you would like a recap of the method before your independent work, click on the video link below for help.

[Video 1](#)

[Video 2](#)

Deepening activity

1) $\frac{2}{5} = \frac{6}{\square}$

2) $\frac{1}{3} = \frac{\square}{6}$

3) $\frac{7}{4} = \frac{\square}{20}$



4) $\frac{5}{8} = \frac{30}{\square}$

5) $\frac{1}{2} = \frac{9}{\square}$

6) $\frac{9}{4} = \frac{\square}{16}$

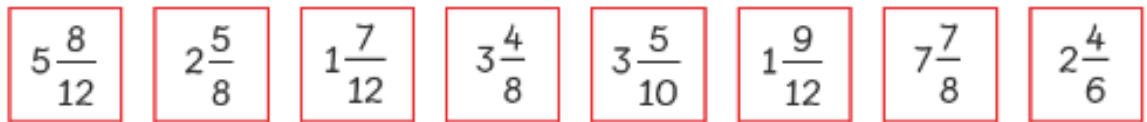
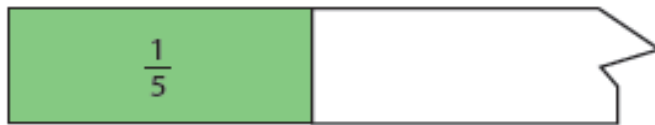
Wednesday
A
[Explanation Video](#)



Wednesday B Explanation Video 	Textbook 4A Chapter 6 Lesson 5- Workbook 4A Chapter 6 Worksheet 5 (p.165-166) Finding Equivalent Fractions (further practise)
	Video link If you would like a recap of the method before your independent work, click on the video link below for help. Video 1 Video 2
Thursday Explanation Video 	Textbook 4A Chapter 6 Lesson 6- Workbook 4A Chapter 6 Worksheet 6 (p.167-168) Simplifying Mixed Numbers
	Video link If you would like a recap of the method before your independent work, click on the video link below for help. Video
Friday Explanation video	Catch Up Lesson Today is the last day of half term. Well done for all your hard work in maths this half term. You should be very proud of yourselves!
	Please use today's maths lesson to finish off any worksheets or deepening activities that you didn't get to finish this half term. Today's live explanation will be consolidation of using the formal written method for division.

Deepening activity
 Two paper strips are ripped. Identify which original paper strip is longer.



Explain your answer.



- 1) Explain how you know.
- 2) For the ones that aren't in their simplest form, simplify them.


Curriculum


Live explanations at 12pm for 4C and 4E
Live explanations at 2.30pm for 4G, 4H and 4Z

Science Monday Explanation Video 	Notable Scientists – Alexander Graham Bell <ul style="list-style-type: none"> In this lesson, we will learn about why Alexander Graham Bell was inspired to invent the telephone. We will recap what sound is and learn how a telephone works. We will also look at the controversy over the telephone patent! Follow the link here on the lesson about the invention of the telephone.
Science Tuesday Explanation Video 	How could you reduce your use of electricity? <ul style="list-style-type: none"> Today, we are thinking about how you could reduce the use of electricity in your home or at school. Write a list of the top 5 items you think use the most electricity each day in your home. Write another list of the top 5 items you think use the most electricity each day in school. How could you reduce the use of electricity in your home or at school? Have a look at this poster to help you.
Geography Thursday Explanation Video	What do you think the polar regions will be like in 2050? <ul style="list-style-type: none"> What has been the most interesting/surprising thing you have learnt about polar environments? Record your answer and give reasons why. Read the statements here linked to polar environments and climate change. Choose 3-5 of the statements to respond to by stating whether you agree or disagree with them and explaining why. Add any other reasons that you may have about how and why polar regions are being affected.

Curriculum

You can complete these independently over the week e.g. when you are not reading with your teacher

RE Explanation Video 	<u>Your own pilgrimage</u> <ul style="list-style-type: none"> Think of places that you have visited that are special to you. Choose a place of pilgrimage that is special to you for any of these ideas: excitement, fun, love, peace, inspiration, memories Make a 5 point plan for your pilgrimage including who would go with you, how you would travel, what you would take, what you would do when you get there and what you would think about.
PSCHE Explanation Video	<u>What kinds of responsibilities does a good digital citizen have?</u> <ul style="list-style-type: none"> Today, we are thinking about how to be good digital citizen both online and offline. Good digital citizens are responsible and respectful in the digital world and beyond. Look at the rings of responsibility poster here. The three rings are Self, Friends and Family and Larger Community. <ul style="list-style-type: none"> - Self: The center ring has to do with responsibilities students have to themselves, such as keeping themselves safe and healthy, and protecting their reputations. - Friends and Family: The middle ring stands for responsibilities students have to their friends and family, such as helping with chores, attending their performances, or just listening to them when they are having problems. - Larger Community: The outer ring stands for responsibilities to the larger community, from following rules at school to playing safely at the playground. Complete this table by ticking which ring of responsibility it belongs in. Check your answers here.

<p style="text-align: center;">Art</p>	<p>Art of Japan: What is Notan?</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Watch Ms Green's video CLICK HERE to discover the ideas behind Notan, an important part of Japanese art history and learn more about positive and negative space. • Make an artwork (Ms Green's example is above) inspired by Notan using positive and negative space. • Deepening: Watch this video and have a go at making the Rubens Vase optical illusion using positive and negative space Face or vase? 			
<p style="text-align: center;">Music</p>	<p><u>Instrumental Lessons</u> You will be having your small group (2 – 5 children) orchestral instrument lessons with your tutors over Zoom. Please click on the link at your lesson time.</p> <table border="1" data-bbox="347 909 1557 1016"> <tr> <td style="text-align: center;"> String instruments <i>Viola, Cello, Violin</i> </td> <td style="text-align: center;"> Brass instruments <i>Trumpet, Baritone, French Horn, Trombone</i> </td> <td style="text-align: center;"> Woodwind instruments <i>Saxophone, Flute, Clarinet</i> </td> </tr> </table> <p>In this file, you will find copies of the music that you need as well as videos that show how to tune and look after your instrument. www.tinyurl.com/wmwjetschoolresources</p>	String instruments <i>Viola, Cello, Violin</i>	Brass instruments <i>Trumpet, Baritone, French Horn, Trombone</i>	Woodwind instruments <i>Saxophone, Flute, Clarinet</i>
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<p style="text-align: center;">French</p>	<p>Watch the video about Describing people from Madame Lambert.</p> <p>Complete the activities 1 and 2 below.</p>			
<p style="text-align: center;">PE</p>	<p>Warm up: Let's stretch the back</p> <ul style="list-style-type: none"> • Have you been sitting too long? • Here are some exercises to stretch your back out. Watch the video here. <p>Physical Activity: HIIT session</p> <ul style="list-style-type: none"> • Do you remember the 10 strength exercises we did this half term? Watch the video here to begin the workout. Make sure you do the stretching before. • Are you in a safe space? Grab your water bottle and let's go. <p>Warm down:</p> <ul style="list-style-type: none"> • After that workout, it's time to stretch and cool down. • Watch the video here. 			

Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week. Click on your class link in blue below.

4G	2.30pm
4H	2.30pm
4E	12.00pm
4Z	2.30pm
4C	12.00pm

adjustments	changes
alpine	to do with mountains
altitude sickness	breathing problems and dizziness because of having less oxygen to breath when climbing high mountains
ambushed	attacked suddenly
beacon of hope	something that gives hope
bearable	capable of being dealt with
blizzard	a heavy snow storm
blubber	a thick layer of fat under the skin of marine (sea) animals (e.g. whales)
capsizing	boat turning upside down whilst on water
carved	made something by cutting into a surface (e.g. the ground)
contrary to	opposite to
convert	to change something into something else
crevasses	deep cracks in rock faces or glaciers
dehydrated	not having enough water in the body so that you feel ill or weak
dependent	relying on someone or something else
deteriorating	getting worse and worse
diligent	really careful/ thorough
disturbances	something that makes someone feel worried (e.g. getting into fights)
duel	a fight between two people
eager	wanting very much to do something
electrifying	exciting
elementary	basic
emerged	appeared
ensure	to make sure
established	set up
exposed to the elements	having no protection from bad weather
ferocious	fierce and violent
floe	a sheet of floating ice
frostbite	damage to body by freezing
gales	very strong winds
gracious	very kind, polite and welcoming
gradually	slowly (e.g. little by little)
grim	gloomy or worrying
gruelling	very difficult and tiring
gullies	small/narrow valleys caused by rain and running water
gutter	something that drains water
hastily	quickly and without much care
hazardous	dangerous
heroically	with great bravery
huddled	crowded together
hurled	thrown with a lot of force
impenetrable	impossible to pass through/ enter
ingenious	very clever
intruders	people who are in a place or situation where they are not wanted
leap year	a year happening every four years with an extra day on 29th February
mock	make fun of
monstrous	frightening/ terrible or massive

morale	the state of the mind or feelings of a group or individual (as in relation to enthusiasm, spirit, or hope)
navigational readings	readings that help you find your way from one place to another
optimist	someone who is very positive
overland	travel by land (i.e. not by sea or air)
precariously	(positioned) in a way that is likely to fall or be damaged
precipice	a very steep side of a cliff or mountain
prospect	an expectation of something happening in the future
provisions	supplies of food and other necessary things
puny	weak
rapidly worsening	very quickly getting worse
rations	the amount of food given to someone when it is in limited supply
recalled	thought about a memory from a past event
recuperated	became well again
refuge	shelter or safe place
refurbished	made something look new again
rifle	a type of gun
salvage	to save something from damage
sanctuary	a safe place
scanty	smaller in size than hoped for (e.g. not very much food)
shrouded	covered
supervision	the act or process of watching over other people/ what they do
tobacco	what is smoked in cigarettes
towed	pulled along after being tied to something (e.g. another boat)
treacherous	extremely dangerous
trek	a slow or difficult trip on foot
vague	unclear
varied	having different types
venture	travel across (risky)
wreckage	the remains of something that has been badly damaged/ wrecked

Back to lesson [here](#)

Model Diary Entry

Sunday, 21st November, 1915

Endurance is lost. After months of struggle, she has been crushed by pack ice and claimed by the Weddell Sea. As parts of her sank into the icy depths, I contemplated whether she has taken our last hopes with her.

For many weeks now, we have heard the loud cracks and deafening sounds both day and night. These were the sounds of the cruel ice strengthening its grip on our doomed ship. After watching *Endurance*'s ordeal for all this time, I can only think of the ice as an enemy. What other way is there to think about something that has such an appetite for our destruction?

From our temporary camp, we watched this magnificent vessel's final moments. Before the sea began to swallow *Endurance*, our ship's brittle bones crumbled. One by one, we watched her masts collapse. Still, her flags waved defiantly in the bitter winds. Each mast snapped with a final creak, or was it a deathly gasp? This slow torture continued over several hours, but the sea left the remains of her hull visible, like a tombstone. This mangled timber is an unworthy memorial to her bravery.

Since she was captured by the ice, we have wished for a miracle to set her free. Now she is gone, we need a different miracle. Crossing the Antarctic is no longer our aim. Survival is. Though I feel almost hopeless, Shackleton still seems to believe that there is a way out of this. "So now we'll go home," he said.

Do I share his confidence? Right now, perhaps not, but what alternative is there to hope?

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Model Diary Entry Introduction

Endurance is lost. After months of struggle, she has been crushed by pack ice and claimed by the Weddell Sea. As parts of her sank into the icy depths, I contemplated whether she has taken our last hopes with her.

Introduction Guide

General: Overall statement about what has happened to Endurance

Specific: Specific statement about how Endurance was lost

Viewpoint: Your opinion/feelings about what has happened

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Diary Entry Planning Format

Intro	G	
	S	
	V	
→ First,		
Detail		
Detail		
Detail		
→ Then,		
Detail		
Detail		
Detail		
→Next,		
Detail		
Detail		

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English – Wednesday – Questions

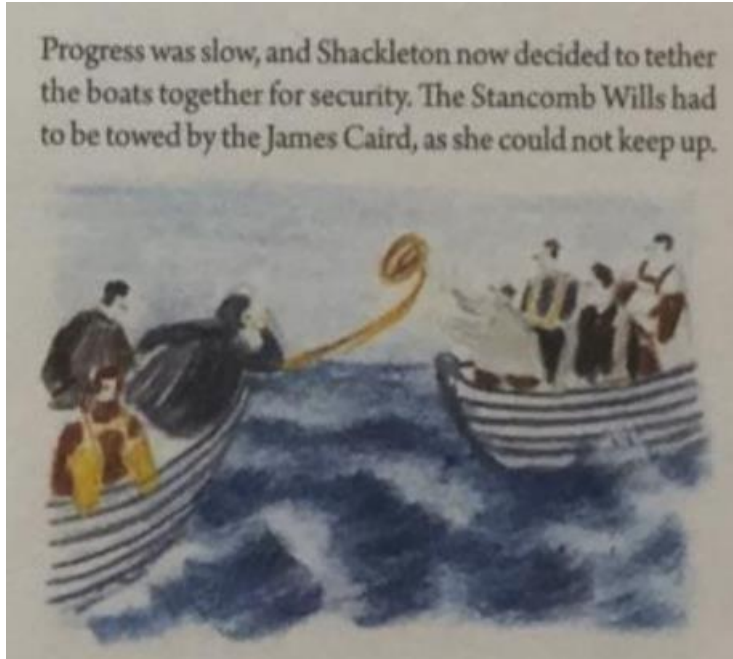
1. **Read** the following extract from the text:

Due to the rapidly worsening condition of the men, and the drifting of the ice floe, Shackleton made plans to head for land in the boats. Sadly this meant that the few remaining dogs had to be shot, as there would be neither food nor space for them onboard.

Why were the crew's surviving dogs shot (p40)?

2. **Read** the following extract:

Progress was slow, and Shackleton now decided to tether the boats together for security. The Stancomb Wills had to be towed by the James Caird, as she could not keep up.



*Progress was slow, and Shackleton now decided to **tether** the boats together for security. (p42)*

What does *tether* mean?

3. **Read** the following extract:

Given their current position and condition, Shackleton now decided to make a dash for Elephant Island, 100 miles away. Worsley navigated well under the harsh conditions, using only a pocket **compass**. After over 108 hours of toil, the men were exhausted, frozen like statues, their hands crooked around their oars. **Frostbite** was now affecting the whole crew. But the sight of dry land was electrifying. Soon they would be the first men ever to set foot on Elephant Island.

What difficulties were the crew experiencing by this stage of their expedition?

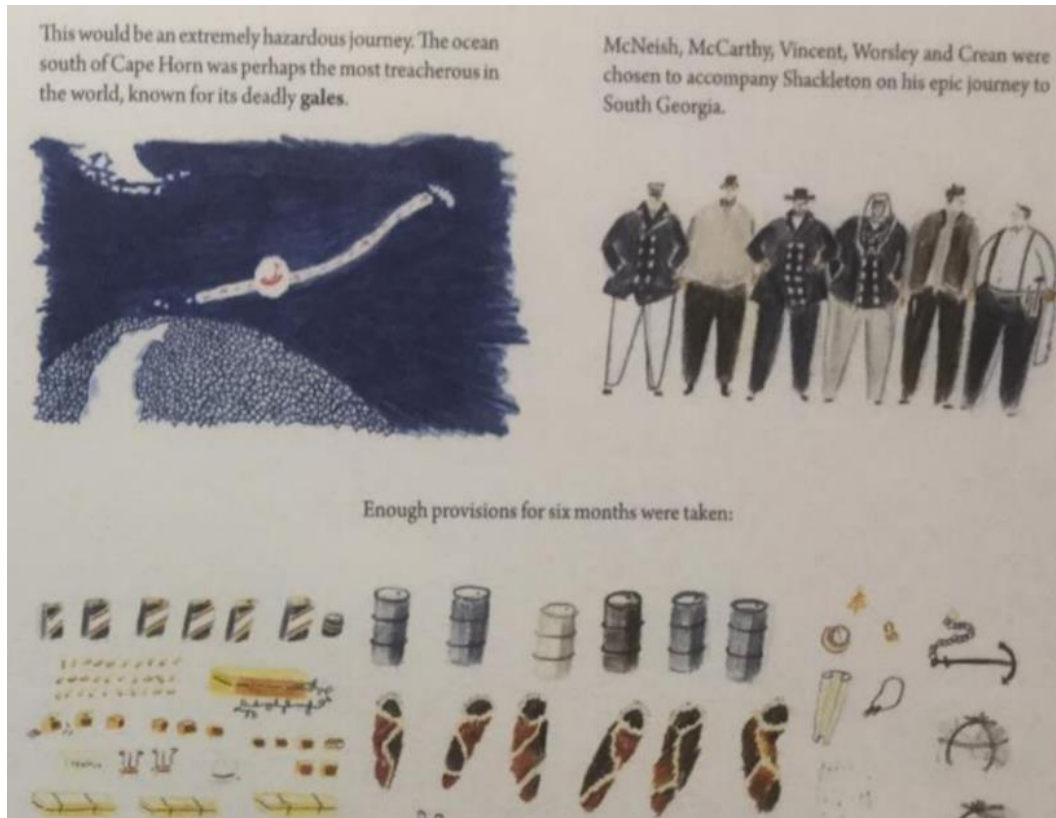
Give **three** examples.

4. **Look** at this extract:

The condition of the crew was now deteriorating further; they had been surviving on **scanty** means for over 16 months. Since no ships pass Elephant Island, Shackleton decided they must sail to South Georgia to seek help – a journey of over 800 miles.

Suggest an alternative word to **scanty** that keeps the meaning of the sentence.

5. **Look** at the following extract from the text:



Find and **copy** the word closest in meaning to supplies.

Back to lesson [here](#)

Answers:

1. There was no food or space for them on board.
2. Tether means tie.
3. They were exhausted, freezing cold and had frostbite.
4. Scanty means scarce/minimal/ limited.
5. provisions

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English – Thursday – Questions

1. What do you think happened on the rest of the expedition?

Use evidence from what you've read in English and Geography lessons to support your answer.

2. What impression does the phrase **monstrous waves** (p53) give of the conditions faced by Shackleton's party at sea?

After battling monstrous waves and ferocious winds for ten days straight, Shackleton's party arrived happily at King Haakon Bay, South Georgia. However, their gruelling journey was not over yet. They sailed the little boat along the coast until they found a suitable spot to land. Their first thought being shelter, they took refuge and recuperated in a small cave, guarded by 15-foot-long icicles.

3. Read the following extract:

On their trek, the three men encountered unknown mountains shrouded in loose rock and ice, fields of thick snow, **gullies**, deep **crevasses** and jigsaw-like **glaciers**. As well as overcoming such obstacles, they had to battle altitude sickness, **dehydration**, immense hunger and exhaustion. They were now reaching their limit.

They were now **reaching their limit**. (p55)

What does this sentence suggest about Shackleton, Crean and Worsley?

4. Read the following extract:

Worried about being trapped by the ice, Shackleton had his men hastily rushed aboard, fired the little steamer's engines and headed north for South America. The men all agreed that they would honour and remember 30 August for the rest of their lives.

Exhausted and glad to be alive, the crew steamed away on the Yelcho while Wild recalled stories of their life waiting on the island. The men would later receive a hero's welcome in Punta Arenas, Chile, where 30,000 people filled the streets warmly awaiting their return.

Against all the odds, Shackleton had ended his expedition without losing a single member of Endurance's crew.

What does the phrase **against all the odds** (p61) suggest about the outcome of Shackleton's journey?

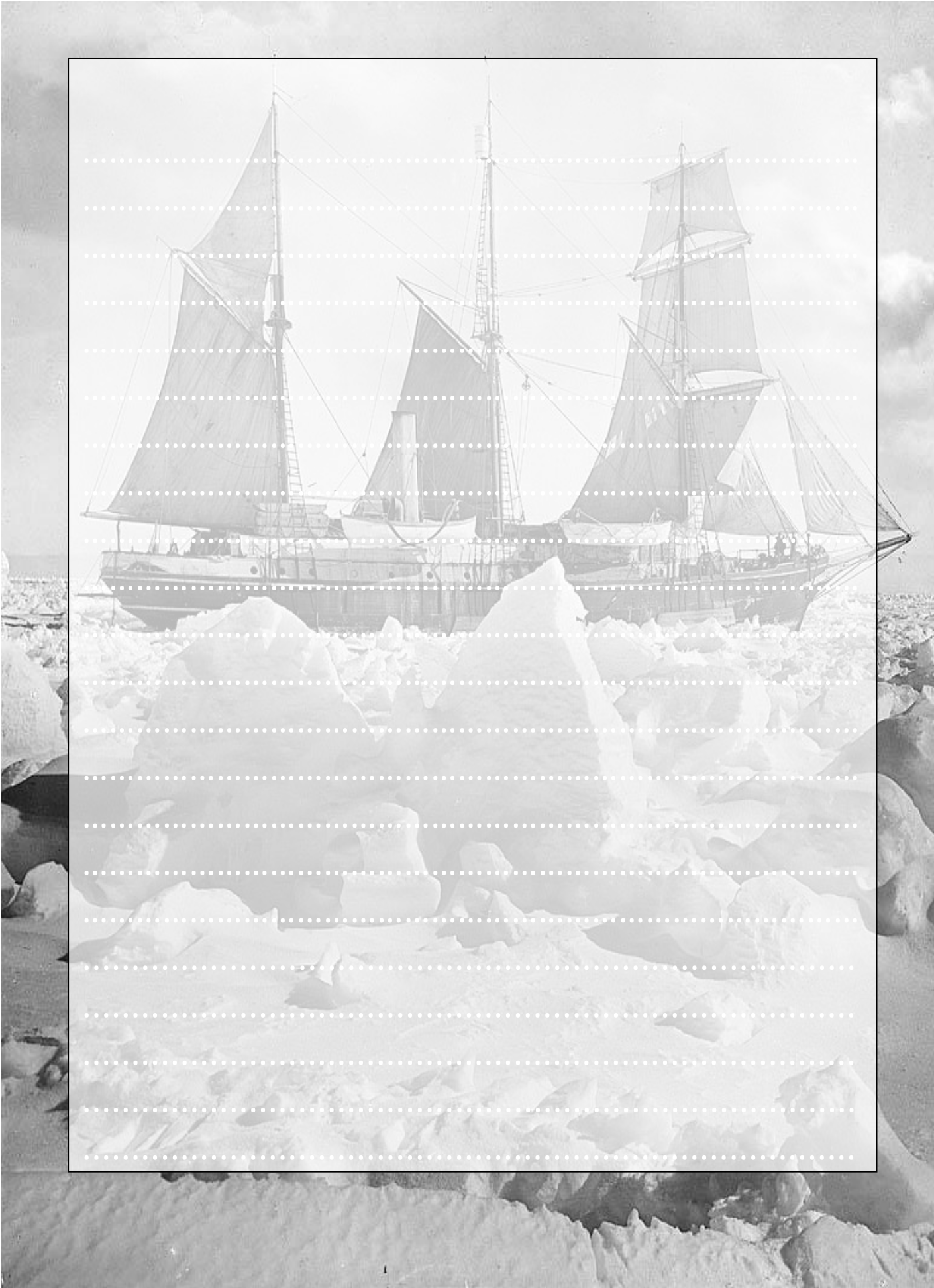
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Answers:

1. Your prediction should make reference to the text to support it.
2. The word monstrous suggests the waves were frightening/ terrible/ massive.
3. This means they were close to being unable to continue/ carry on.
4. It suggests the rescue/ survival of the men had been highly unlikely.

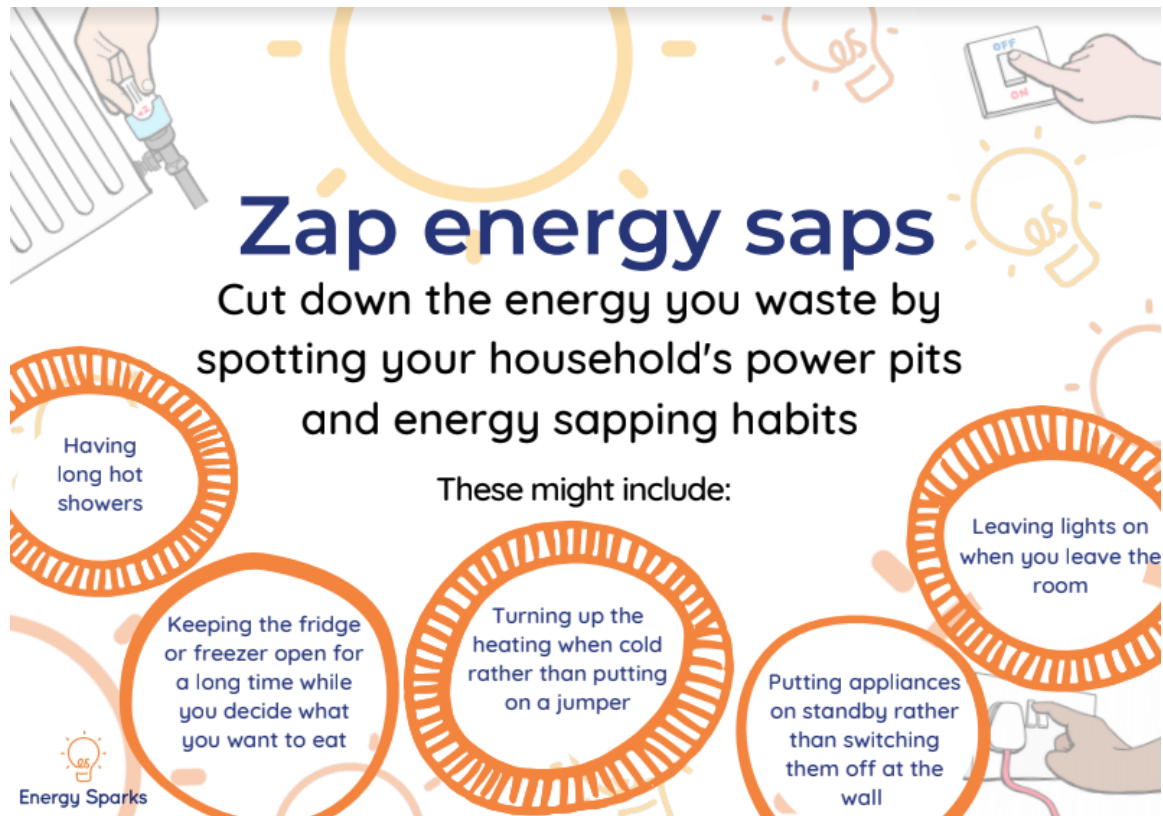
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Publishing Sheet for Diary Entry



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Science Resources Poster



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Geography Resources

1. In less than 40 years, sea ice has already decreased by half. If climate change continues at the same rate, the Arctic Ocean will be ice free by 2040.
2. Communities in Greenland might lose their traditions as shrinking ice packs and more severe weather has made travel and hunting across the ice increasingly difficult and dangerous.
3. The majority of animals, such as polar bears, seals and sea birds, who live on or near the ice, face losing their homes and food sources, and they may disappear forever.
4. Melting glaciers will cause sea levels to rise, having a devastating effect on coastal habitats.
5. A warmer Arctic will impact the climate across the whole world.
6. Our actions in the UK affect what the Arctic will be like in 2050.

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PSCHE Resources

Rings of Responsibility



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Table

	Self	Friends and Family	Larger Community
I am respectful and kind when communicating online			
I never reveal my family's home address			
I communicate only with people I know offline			
I never participate in online bullying			
I think carefully about what I read on the Internet and question if it is from a reliable source			
I visit sites that are safe and appropriate			
I never share a friend's private information			
I never call people mean names online			
I balance my online and offline time			

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Table answers

<u>My behaviour</u>	Self	Friends and Family	Larger Community
I am respectful and kind when communicating online			
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French

Mots clés/ Key Word

une grenouille = a frog

un serpent = a snake

une fête = a party

triste = sad

gentil = friendly

camouflé = camouflaged

gober = to swallow whole

cracher = to spit out

Je veux = I want

assez = quite

pas trop = not too much

très = very

des chaussures = shoes

des chaussettes = socks

porter = to wear

méchant = nasty

contente = happy

intéressants = interesting

Activity 1: Answer to the question Q1 and then try the extension.

La grenouille triste / The sad frog

Q1 Circle the right French word to match each picture and then find the words in the word search.

c	a	m	o	u	f	l	é	s	ê	s	g
g	ê	s	d	k	ê	l	i	t	n	e	g
o	p	é	k	r	t	m	o	é	o	r	a
b	t	s	d	p	e	p	s	a	u	p	p
e	g	r	e	n	o	u	i	l	l	e	o
r	r	e	h	c	a	r	c	t	a	n	u
l	t	l	é	r	u	t	r	i	s	t	e



(camouflé / cracher)



un (serpent / grenouille)



(gentil / triste)



(gober / gentil)



une (grenouille / fête)



une (fête / serpent)

Activity 2: Read the questions and circle the correct answer.



Quiz: La grenouille triste

Read the questions below, and circle the correct answer.

1. Why is Georgette sad?
 - a. She is plain green.
 - b. She has no friends.
 - c. She lives in a pond.
2. What does Georgette like about how the lion looks?
 - a. his brown eyes
 - b. his ginger hair
 - c. his brown hair
3. Whose eye colour does Georgette want?
 - a. the crocodile's
 - b. the lion's
 - c. the elephant's
4. Who does Georgette know that wears yellow shoes and red socks?
 - a. a doctor
 - b. a zookeeper
 - c. a teacher
5. What word is used to describe the hippopotamus?
 - a. wise
 - b. friendly
 - c. stupid
6. When does Georgette wear the yellow shoes now?
 - a. to parties
 - b. when swimming
 - c. to school

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