



# North Downs Home Learning Projects and Activities

## Year 4

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<p><b>Task 1: 20 minutes of Times Tables Rock Stars practice and 10 minutes to perform the test 3 times. Have you improved on your previous score? Record it in your home working book.</b></p> <p><b>Task 2, 3, 4 and 5. There are 4 daily lessons and answers with a self-help explanation video. Go to Summer Week 1.</b></p> <p><a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a></p> <p><b>If you are unable to access a computer/would like to maintain your mathematical fluency, here is your daily dose of Fluent in Five:</b></p> <p><b>Task 2: A: <math>300 \div 50 =</math>, B: <math>2384+5313=</math>, C: <math>400 \times 6=</math>, D: <math>56 \times 5=</math></b></p> <p><b>Task 3: A: <math>4594-1378 =</math>, B: <math>8+3+3=</math> C: <math>87 \times 6=</math>, D: <math>3 \times 600=</math></b></p> <p><b>Task 4: A: <math>4594-1378 =</math>, B: <math>1765+7683=</math> C: <math>258 \div 8=</math>, D: <math>600 \div 60=</math></b></p> <p><b>Task 5: A: <math>4329+4329 =</math>, B: <math>78+50=</math> C: <math>? \div 8=496</math>, D: <math>900 \times 4=</math></b></p>	<ul style="list-style-type: none"> <li>• <b>Task 1: Can you find any examples of our ‘anti’ spelling rule in your reading book or these following common exception words: believe, breath, breathe and build?</b></li> <li>• <b>Task 2: Can you find any examples of a singular possessive pronoun? Mr Skinner’s car. Make a list of as many as you can find.</b></li> <li>• <b>Task 3: Find 5 new words you haven’t seen before, from the context, can you work out their meaning or look them up in a dictionary. Again, record them in your homeworking book. Were you right?</b></li> <li>• <b>Task 4: Can you find any other examples of learnt spelling rules or common exception words in your daily reading? (tion, cian, sion, ssion etc).</b></li> <li>• <b>Task 5: Read for pleasure for 20 minutes curled up in your favourite position.</b></li> </ul>
Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<p><b>WALT use the prefix anti + a root word: antisocial, antiseptic, anticlockwise, antidote, antibiotic, antivenom, anti-ageing, antifreeze, antiperspirant, antigravity</b></p> <p><b>Task 1: What do these words mean? Write a dictionary definition in your Home book.</b></p> <p><b>Task 2: How does adding the prefix ‘anti’ change the meaning of the word?</b></p> <p><b>Task 3: Write a story using as many of the words as you can taking care to spell them correctly.</b></p> <p><b>Task 4: Make a word search using these target words.</b></p>	<p><b><u>Session 1</u></b></p> <p><b>WALT: include the 5W’s and a range of connectives in report writing.</b></p> <p><b>We will be writing our own NDPS HAPPY NEWS newspapers OVER THE NEXT TWO WEEKS.</b></p> <p><b>Q: What features should a newspaper include? Discuss this with mum, dad or siblings and come up with a mind map of key features that you think should be included. E.G. A SPIDER DIAGRAM.</b></p> <p><b>Q: What elements should a newspaper include?</b></p> <p><b>Q: What are the 5w’s?</b></p>

**Task 5: Do a word sort on them by choosing from the following: root word, syllables, synonyms, vowels and consonants.**

**Boyer's Bonus: I don't think you can find anymore examples, but you always prove me wrong. Blogg me if you do!**

**Q: Why should the 5W's be included in a newspaper report? LIST YOUR IDEAS AND REASONS WHY.**

**TASK: Identify one thing that you have done this year that you enjoyed and had fun doing. Use the 5W's to write a short report about one thing that you have enjoyed this year.**

### Session 2&3

**WALT: Punctuate sentences accurately, including use of speech marks and apostrophes.**

**Q: What features do we know are included in journalistic writing?**

Refer to mind map made in previous lesson.

**Q: What do you think reporters use when writing headlines?**

Do any of them play on words, description, playing with homophones, rhyme, alliteration etc...

Look at these headlines and see if you can identify any features.



**Q: Can you come up with a headline for this picture?**

**Q: Can you use playing on words/homophones in your headline?**



Now look at this second image. Write a news report based on the image. Create a headline and use a range of punctuation when writing. See if you can set it out in columns (see headline pictures above).



### Session 4&5

#### Planning your own newspaper.

Newspapers include lots of other features apart from report writing. If you have any papers at home, take a look, or google with parents. Make a mind map of all the other things you might see in a paper.

Your paper is going to be based around happy news and events. Think of lovely things you have already done in school like High Ashurst, Christmas and outdoor activities.

Then list some happy times outside of school like clubs, sports and family trips.

Begin to plan what you will include on your pages. What will be your front-page story? Will you have a sports section (we have lots of footballers, gymnasts and netball players in Y4) so it could be packed! What about a puzzle page? Fashion tips? TV Guide?

Take your time and plan logically. Make your paper A4 sized. Remember that articles are written in columns.

Learning Project - to be done throughout the week: ROMANS  
(These are things to do though the week...aim for two or more if you can)

Roman Mosaics



Mosaic Art.ppt

Have a look at the designs in the Powerpoint or google with a parent. Begin to sketch a few ideas for your own mosaic design.

Teaching Outcomes:

- To perfect the technique of printing individual small squares and review progress, analysing style and technique.

Children will:

- Make informed choices on colour and design based on prior knowledge and experience.
  - Print a neat repeating border design with good technique.

You will need:

Wooden printing sticks some with a smaller end E.g. square cm wood. Alternatively, you can use a potato and create a sq. cm block - if you do this make sure that an adult cuts it for you.

Designing a Roman-style mosaic and using printing techniques practised earlier to create your own mosaic.

Teaching Outcomes:

- To design a central motif for a printed mosaic and to evaluate the finished piece.
  - To review knowledge of Roman mosaics and consider their importance to historians.

Children will:

- Design and finish printing a mosaic style picture.
- Evaluate the finished work and plan how to exhibit it to a wider audience.

To complete your mosaic picture you will need:

- A completed printed mosaic style border
  - Sketch books
  - Wooden printing sticks
- Some printing sticks with a smaller end
  - Trays, poster paint

If you have no paints, see if you can cut different coloured squares of paper or maybe try both!