



North Downs Home Learning Projects and Activities

Year 4 - Week Beginning 11th May 2020

Weekly Maths Tasks

(Aim to do 1 per day)

This week for your warm up session, make sure you spend approx. 15 minutes each day on the following before you do your main Whiterose/Bitesize activity.

- Every Day you should be going onto Times Tables Rock Stars for 15 minutes.
- Also practise your KIRFS - see Maths' page of our North Downs website: Chose either

Spring 2: Decimal equivalents of fractions.

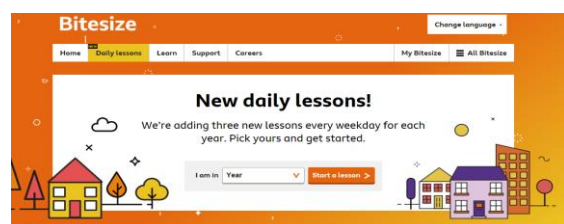
OR Summer 1:

Multiplication and division facts for 12 times table. Focus on your weaker area(s).

Use White Rose videos again for week beginning 11/5/20

<https://whiterosemaths.com/homelearning/year-4/> to watch and a link to that day's BBC Bitesize page for more information and even more lesson content. <https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

These lessons are designed to make sure you have covered all the key concepts ready for next year, and that you have covered new learning not yet done in school.



Weekly Reading Tasks

(Aim to do 1 per day)

Here is another link to First News: a brilliant newspaper especially for you! Reading it will keep you up to date with what's happening in our world and help you to make sense of it too.

https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/Lores_724.pdf

A PDF is also on the Y4 North Downs Home learning website.

<https://www.northdowns.surrey.sch.uk/page/?title=Year+4&pid=486>

Reading Challenges:

Task 1

Choose one Boredom Buster to do (see pages 13-15)



Task 2

Our Prime Minister has had quite a lot on his hands what with a spell in hospital fighting the virus and then a new born baby. (P2) Write him a letter congratulating him and give him some advice on what you think he needs to do next to help UK get strong and fighting fit again.

BORIS IS BACK



Task 3



P3: Why is Belgium being asked to eat more chips (frites to them)?

Task 4:

Read the following article on P4. Jot down the top 5 interesting reads and share some facts with your family. I liked the snake one best!

20 THINGS TO KNOW AND TELL

QUICK NEWS TO READ YOURSELF AND SHARE WITH FRIENDS

Task 5: Hunt the picture

Can you scan the newspaper and find and read these following snippets of news. Bet you can't spot them!



believable, a dream come

Weekly Phonics/Spellings Tasks

(Aim to do 1 per day)

WALT use the prefix super + a root word:

superman, supervise, supersede, superpower, superhuman, supermarket

Adding the prefix super means 'above'.

Common Exception Words
question, separate, strange, through

Task 1: A) Using a mixture of the common exception words and 'super' words, write 3 silly sentences including as many of the words as possible.

Remember to underline them and check the spellings are correct.

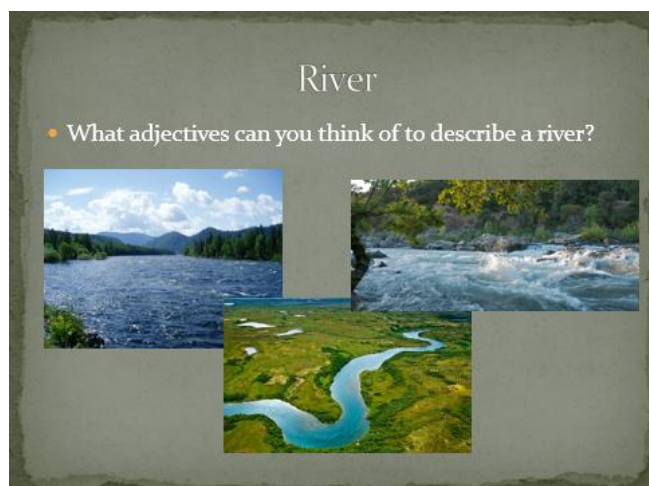
Weekly Writing Tasks

(Aim to do 1 per day)

Summer poetry 2.

WALT: Use a range of devices e.g. simile in poetry.

(Spread tasks out over the next 5 days)



For example: Through this strange lockdown, I question how to separate my superhuman strengths.

B) What does supersede and supervise mean? Jot down the definitions and put them in a sentence.

Task 2: Choose a word from the list above and create a word web including antonyms (words meaning the opposite) and synonyms (words meaning the same) How many can you find?

e.g. strange
weird (synonym): common (antonym)
Dictionary/Thesaurus would definitely help.

Task 3: Write your own story/comedy sketch/play using a mixture of both the super and CE words. Can you add 1 or 2 anti/auto words in it too?

Task 4: Create a mnemonic to help you remember how to spell the CE words. For example: strange:
Sally talked rarely about nonsense.... I can't finish this, can you blog me please or come up with a better one?

Task 5: Friday Word search day! Here is the link to puzzle or see at bottom of column.

<https://thewordsearch.com/puzzle/1127900/>

Write down as many describing words as you can to describe a river - try to think of the senses e.g. sound, smell etc.

Read the poem below. Write down or highlight any devices you recognise e.g. alliteration, simile etc.



What has each verse (stanza) focused on?
Is there a structure to the poem?

Have a go at writing out a verse in the style of the poem. Below is an example:

Start with:
The River's a _____

The River's a player.
Hiding and *searching*,
He looks for a path,
Leaning and *lurching*.

Some help!

A player, A child, An explorer, A snake, A doctor, A Swimmer, A Flower.

Remember the 2nd and 4th lines must rhyme.

Sort the stylistic devices:

Super Root Word

S	R	M	N	A	M	U	H	R	E	P	U	S	S
R	N	S	S	U	P	E	R	S	E	D	E	N	U
Q	U	S	O	R	G	A	W	S	T	R	G	E	M
U	S	P	U	O	E	R	K	R	E	P	E	R	P
E	T	S	E	P	A	N	R	E	T	E	O	S	E
S	H	E	U	E	E	U	H	N	E	R	T	U	S
T	R	S	E	P	A	R	A	T	E	A	T	P	G
I	O	P	K	P	E	E	M	E	U	U	D	E	E
O	U	O	E	G	R	R	E	A	E	N	E	R	T
N	G	U	I	V	E	S	V	P	N	D	Q	P	S
A	H	N	E	N	S	S	E	I	G	R	S	O	T
S	U	R	R	R	E	P	P	P	S	S	T	W	R
S	T	R	A	N	G	E	H	E	A	E	R	E	N
N	T	E	K	R	A	M	R	E	P	U	S	R	H

SUPERVISE
STRANGE
SUPERPOWER
SUPERMAN
SUPERMARKET
SUPERHUMAN
QUESTION
THROUGH
SUPERSEDE
SEPARATE

Play this puzzle online at : <https://thewordsearch.com/puzzle/1127900/>

Have a look below. See if you can match the device e.g. simile, with its description and example. Maybe colour code each set or cut out and stick in (sheet attached).

Alliteration	When the writer gives human qualities to an object or animal.	The dragon flew as fast as the wind.
Metaphor	When words start with similar sounds.	ABAB Pattern ABBA Pattern
Simile	When two or more words start with the same sound.	CRASH! Slither.
Personification	Where the writer repeats a word or a phrase to create an effect.	The snake slithered slowly.
Rhyme	Where the writer writes about something as if it were really something else.	My life is a movie.
Rhythm	When a word sounds like the noise it is describing.	Mine is the howl... Mine is the nose... Mine is the fur...
Repetition	Based on the number of syllables in a line which make the poem flow.	The stars winked at me.
Onomatopoeia	When you say that something (a person or place, animal or thing) is like something else; using the words 'as' or 'like'.	Jack and Jill went up the hill.

Here is another River poem. Read through it first and then look at the questions below.

The River

I came from the sunny valleys
And sought for the open sea,
For I thought in its gray expanses
My peace would come to me.

I came at last to the ocean
And found it wild and black,
And I cried to the windless
valleys,
"Be kind and take me back!"

But the thirsty tide ran inland,
And the salt waves drank of me,
And I who was fresh as the
rainfall
Am bitter as the sea.

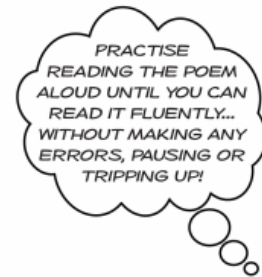
Look carefully at the poem.

Search for the following linguistic devices, keeping a tally of the number of times the author uses that trick.

Simile	
Metaphor	
Alliteration	
Rhyme	
Personification	
Repetition	

FIND OUT
What is the most common device used in this poem?

.....



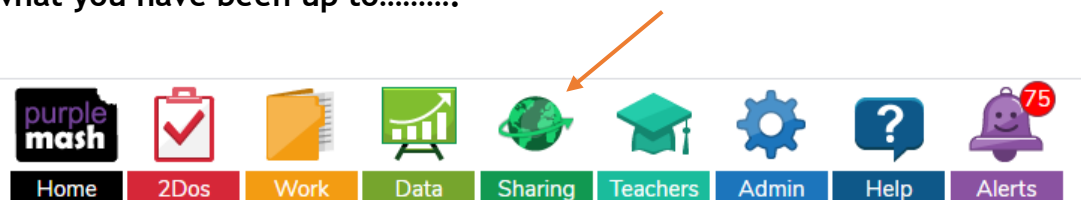
(Sheet attached)

Now it is your turn. We would like you to write your own river poem. You must include:

- Stanzas consisting of 4 lines each with rhyme pattern on 2nd and 4th lines.
- As many stylistic devices as possible.
- Imaginative and creative language using adjectives.
- A picture to show your river in beautiful detail.

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

Remember to keep updated with each other and us through the Purple Mash blog - click on the sharing world icon and search for our Y4 blog. It has been great to hear from you and see what you have been up to.....



Roman Forts.

Your task over the week is to make your own Roman fort. Try to use things from home like cardboard, plastic, packaging etc. Or, if you have lots of Lego - why not have a go using that. When done, photograph it and email to your teacher.

Look at the link below.

<http://history.parkfieldprimary.com/romans/roman-forts>

Roman Forts: Facts and Information

Here are some facts about Roman Forts.

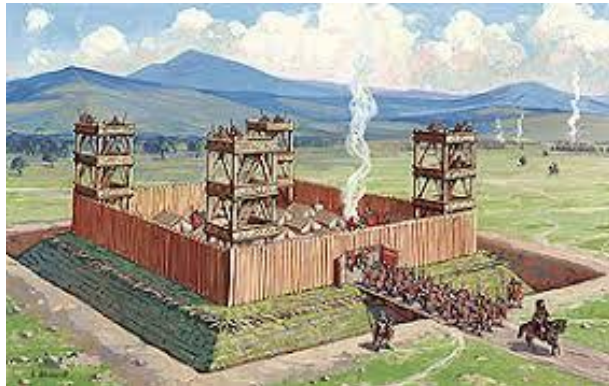
Roman forts, also known as castra, could be found all over the Roman Empire, to protect it from attack. The huge empire stretched from northern [England](#) to North Africa and from [Portugal](#) to the Middle East.

- Some Roman forts could hold up to 6,000 people. As well as barracks for soldiers, they had stables, a butcher shop and bakery and administrative offices.
- Forts were always built in defensive locations and surrounded by a deep ditch. They were first built of wood, but later, many were replaced with stone.
- [Roman soldiers](#) sometimes stayed at a fort for 25 years, and the daily routine was hard. Soldiers had to run 30 km, practice archery and throwing spears, and complete various chores.
- [Hadrian's Wall](#) which stretches for 117 km near the English / Scottish border had over 12 forts along its length. These could hold up to 1,000 men. The remains of some of the forts can be visited today.
- One of the best preserved Roman forts is Vindolanda, near the wall. It is famous for wooden tablets containing military and personal letters which were found there.
- Housesteads is another large Roman fort near Hadrian's Wall. It had its own toilets and hospital, and a nearby building known as the Murder House, where two skeletons were found.
- The Roman fort of Londinium ([London](#)) was built around 120 AD and originally covered about 12 acres. Parts of it remain under a road called London Wall.
- The fort at Eboracum grew into the city of [York](#), and was visited by the great Roman Emperor, Hadrian. Parts of the original Roman baths can be seen today in the cellar of the Roman Bath pub.

- Binchester, in County Durham, was one of the largest Roman forts in the UK. Today, the site is open to visitors. It has a small museum and one of the best preserved private bath houses.
- In the village of Baginton, near Coventry, a Roman fort has been reconstructed by archaeologists. Made from timber and turf, the Lunt Roman Fort is an example of the type of buildings the Roman Army constructed in Britain in the years after the uprising by [Boudicca](#).

Also click on the blue underlined words to get more information.

Look at these images of forts below:





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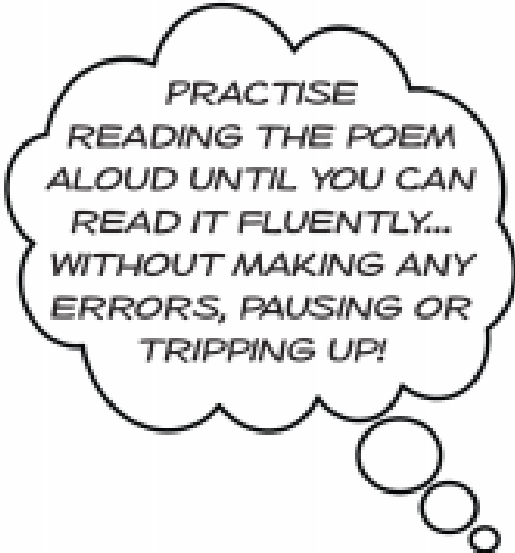
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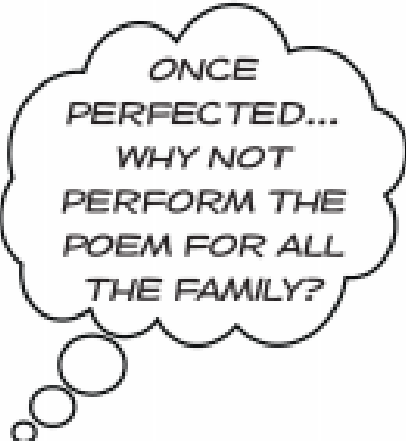
FIND OUT

What is the most common device used in this poem?

.....



*PRACTISE
READING THE POEM
ALoud UNTIL YOU CAN
READ IT FLUENTLY...
WITHOUT MAKING ANY
ERRORS, PAUSING OR
TRIPPING UP!*



*ONCE
PERFECTED...
WHY NOT
PERFORM THE
POEM FOR ALL
THE FAMILY?*



