

Year 4 Home Learning!



Friday

What are we doing today?

Every day you will have lessons, just like you did in school!

Times Tables

Reading for Pleasure

Whole Class Reading

Maths

SPAG and Writing challenge

Inquiry weekly project

Please complete your work into an exercise book, if you have one. There is no need to print lots of sheets out, just copy questions onto paper if needed.

Parents/carers:

If you have any questions about the work I have set, please contact our schools email address:

air.balloon.hill.p@bristol-schools.uk

and I will try to get back to you as soon as possible.

<https://play.trockstars.com/auth/school/student>



TIMES TABLES

Please spend at least 20 minutes a day on Times Tables Rock Stars.

This could be games, Garage or Studio - whatever helps you learn!

The Arena is open from 10.00am until 2.30pm every day.

You can play for 20 minutes whenever you like in that time frame. Every time you play and earn coins, you enter a daily leader board!



Reading

This week, we are going to be looking at poetry.

The poem we are going to read is called 'It couldn't be done' by Edgar Albert Guest.

Here is another version of the poem!



<https://www.youtube.com/watch?v=Ad6YiHeDhzI>

It Couldn't Be Done

BY EDGAR ALBERT GUEST

Somebody said that it couldn't be done
But he with a chuckle replied
That "maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it!

Somebody scoffed: "Oh, you'll never do that;
At least no one ever has done it;"
But he took off his coat and he took off his hat
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure,
There are thousands to point out to you one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start in to sing as you tackle the thing
That "cannot be done," and you'll do it.

Reading

Arlo the Author helps us to explain how words and phrases add meaning to the text



Today, we are going to magpie words and phrases from the poem to create our own inspiring writing!

- First, read the poem and write down 3 words/phrases that make you feel encouraged, empowered, brave or inspired.
- Next to each phrase, explain why those words make you feel that way.

For example:

Without any doubting or quiddit,

This phrase inspires me to ignore the doubts in my head and never quit until I have tried my best

But he with a chuckle replied

This phrase makes me feel encouraged to be confident and enjoy having a go

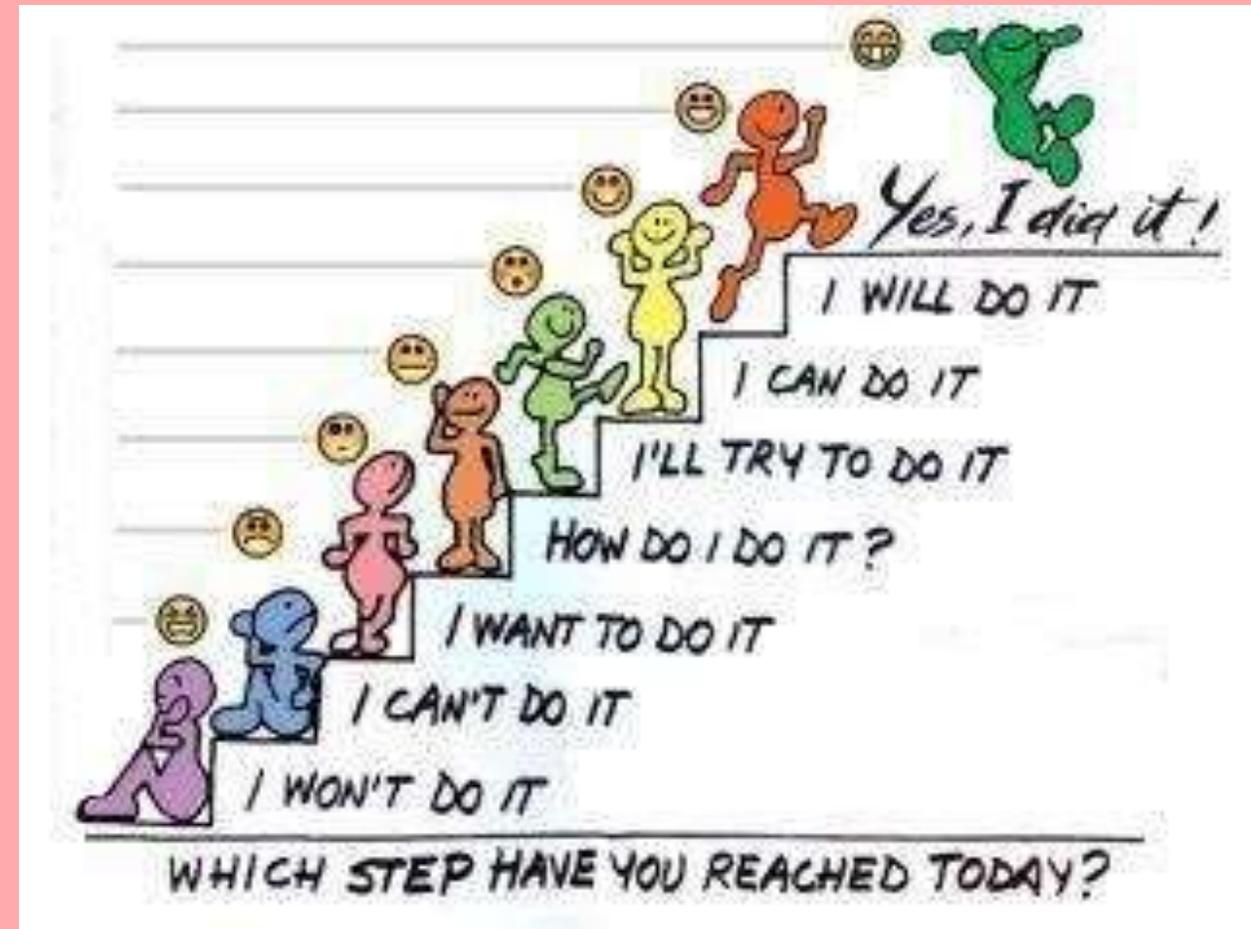
Reading



Write a letter, make a poster or create a video to encourage someone to try and reach their goal.

Use words and phrases from the poem that will encourage the person to try to reach their goal.

Use the letter to encourage them to have a go even if others say they can't do it.



Maths

This week, we have been learning all about Roman numerals. Today, it's time for a quiz! But, first, let's recap everything you've learned..



Roman Numerals with Mr Barker

<https://youtu.be/OrJQ74jmnLA>

Maths

If the larger number symbol is followed by a smaller number symbol you must add the two together. You also add if the two symbols are the same.



Number List	
I	1
V	5
X	10
L	50
C	100
D	500
M	1000

Let's use the numeral **XI** as a simple example.

$$X = 10. \quad I = 1.$$

Since the first symbol (X) is the larger number, we must add the two together to make the total.

$$10 + 1 = 11.$$

XI is 11 in Roman numerals.

Maths

If a smaller number symbol is followed by a larger number symbol you must subtract the small number from the large one.



Let's use the numeral **IX** as a simple example.

$$I = 1. \quad X = 10.$$

Since the first symbol (I) is the smaller number, we must subtract it from the larger number (X).

$$10 - 1 = 9.$$

IX is 9 in Roman numerals.

Number List

I	1
V	5
X	10
L	50
C	100
D	500
M	1000

It's **QUIZ TIME!**

<https://forms.office.com/Pages/ResponsePage.aspx?id=DBXPxOix-EGPz64fW0mAX9Vcg2PGUKNHlPPhWW1S8WtURFdWWFVPPVE2WEtSV1M2T0hTR09DS1Y4Qi4u>



SPAG and Handwriting

accept/except,
affect/effect, ball/bawl,
berry/bury,
brake/break, fair/fare,
grate/great,
groan/grown,
here/hear,
heel/heal/he'll,
knot/not, mail/male,
main/mane,
meat/meet,
medal/meddle,
missed/mist,
peace/piece,
plain/plane,
rain/rein/reign,
scene/seen,
weather/whether,
whose/who's

Choose 4 pairs/triplets of homophones you have practiced this week.

Make a poster for each pair with pictures for each word and an example in a sentence

Then try this week's homophones quiz!

PHOENIX QUIZ LINK

<https://forms.office.com/Pages/ResponsePage.aspx?id=DBXPxOix-EGPz64fW0mAX9Vcg2PGUKNHPPHWW1S8WtUNIFLMVZROTNOShFSU8zRFpaSIQwOVFOQS4u>

SPAG and Handwriting

Look at each of the images below. Write a sentence with an expanded noun phrase about each image. The first one has been done for you.



The kind boy with the blond hair helped his friend to carry the books.



Using Modifying Adjectives and Preposition Phrases - to create expanded noun phrases

An expanded noun phrase provides extra information about the noun. You can use adjectives and preposition phrases to modify the description given by the noun and provide clarity in your writing.

noun phrase

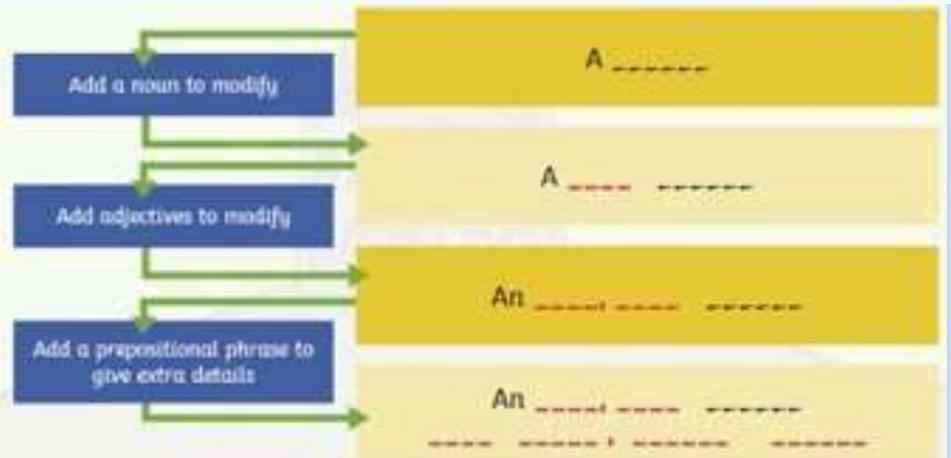
your sister
the town
the castle
a man
my bag
some cats
a bunch of flowers
my cousin
the bird
our car
the meal
the tree
an insect
the present

adjectives

colour – red, green, turquoise, silver, gold, blue, purple, white, black
size – gigantic, minuscule, huge, miniature, tiny, vast, colossal, massive, enormous
condition – pristine, shabby, neat, tidy, dirty, tatty, dilapidated, spotless
age – ancient, young, ten-year-old, newborn, prehistoric, old, new
personality – kind, obnoxious, shy, generous, grumpy, mischievous, cunning, helpful, friendly
texture – wrinkly, silky, smooth, shiny, crumpled, prickly, bumpy, crunchy, soft, hard
feeling – despondent, ecstatic, indecisive, heartbroken, exhausted, agitated, anxious, jovial
appearance – muscular, cute, handsome, gruesome, thin, fat, tall, blue-eyed, colourful, hideous
shape – circular, square, oval, rectangular, irregular
origin/ nationality – British, Greek, Norse, Viking, Roman, Welsh, Spanish

preposition phrase

beside the river
near the town
with the _____ hair
in the water
down the road
during the night
through the winter
this evening
on the table
between the houses
underneath the waterfall
before morning
towards home
from my grandparents
because of the weather



Writing challenge

For this week's writing challenge, you will need to watch the short film 'Origins'.



<https://www.literacyshed.com/origins.html>

Writing challenge

Your writing challenge this week is to create an 'inspired' piece of writing based on the short film, 'Origins'.

A setting description of the factory

Instead of the robot being disappointed, you could write a setting description of the factory that could look incredible!

Maybe the factory looks like Willy Wonka's factory! Full of incredible machines, noises and sights to behold!

Perhaps the factory is terrifying! You could write a seriously spooky setting description using expanded noun phrases.

Did I...

describe what can be seen?

describe what can be heard?

describe what can be felt?

describe the time of day?

describe the weather?

use powerful adjectives to describe the atmosphere/mood?

A letter from the Robot to his long-lost family

Imagine you are the little robot from the video writing a letter to his family.

What would you want to tell them?
Where are they?
When will you see them next?
What are you looking forward to?

Don't forget to use informal language and tone as you are writing to your family.

Use 'Dear...' to begin your letter.

Sign off your letter at the end.

A story with an added character

Design a friend for the robot!

Give the friend a name and a back story.

Once you are happy with your friend, think about planning your story with the added character.

Don't forget to use ISPACE openers with commas to make each sentence as interesting as possible.

- I** **ing** - *Singing sweetly, she turned and walked away.*
- S** **simile** - *Like the chocolates in the box, she vanished quickly.*
- P** **preposition** - *On top of the hill, the wolf stood and watched.*
- A** **adverb** - *Hurriedly, he snatched the stolen.*
- C** **conjunction** - *When he found his house, the dog settled at the bottom of the stairs.*
- E** **ed** - *Pleased with what he had done, he stood back and admired his work.*

Did I...

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I **ing** - Smiling sweetly, she turned and walked away.

S **simile** - Like the chocolates in the box, she vanished quickly.

P **preposition** - On top of the hill, the wolf stood and watched.

A **adverb** - Hurriedly, he snatched the ticket.

C **conjunction** - When he found his bone, the dog settled at the bottom of the stairs.

E **ed** - Pleased with what he had done, he stood back and admired his work.

Basic story plot

Opening:

Introduce the main character/s and setting.

Build-up:

Something starts to go wrong.

Problem:

Characters try and solve their problem by coming up with a plan.

Resolution:

Main characters have to be brave and face their tense situation.

Ending:

All is well again.

Inquiry

Bonjour!

This week, we are going to be learning some French. You might have covered some of this vocab in Year 3 or it might be new to you.



Activity 1 - Going shopping for groceries:

First, we need to imagine that we are living in beautiful Paris!

We are going to go and explore our new city and have a look at the shops that are nearby.

We leave our home and notice lots of shops! We can see:

A bakery - la boulangerie

A butcher - la boucherie

A fruit and veg shop - le magasin de fruits et légumes

A clothes shop - le magasin de vêtements

The chemist - la pharmacie

Watch this video for help with pronunciation and to learn a few bonus words and phrases.

https://www.youtube.com/watch?v=X1u_-FnG-XE

Activity 1 - Going shopping for groceries:

We are going to think about buying some delicious ingredients for a meal so which shops could we pop into?

A bakery - la boulangerie

A butcher - la boucherie

A fruit and veg shop - le magasin de fruits et légumes

A clothes shop - le magasin de vêtements

The chemist - la pharmacie

Yes, we are going to go and have a little look in: la boulangerie, la boucherie and le magasin de fruits et légumes

Activity 1 - Going shopping for groceries:

Draw a street in Paris that has all these shops!

A bakery - la boulangerie

A butcher - la boucherie

A fruit and veg shop - le magasin de fruits et légumes

A clothes shop - le magasin de vêtements

The chemist - la pharmacie

You might want to add some clear signs in French!



Activity 1 - Going shopping for groceries:

Inside the shops, we see a few ingredients that we like the look of:

Bread - le pain

Eggs - les œufs

Cheese - le fromage

Milk - le lait

Chocolate - le chocolat

Fruit - le fruit

Vegetables - les légumes

Sugar - le sucre

Meat - la viande

Sausages - les saucisses

Watch this video for help with pronunciation and to learn a few bonus words and phrases.

<https://www.youtube.com/watch?v=XLIE6hYGaF0>

Looking at those ingredients, what could we make for dinner?

Activity 2 - Stopping off at the cafe:

On our way home from the shops, we stop off at a sweet little café.

You are going to learn how to order some café snacks!

I would like' - 'Je voudrais'
Please - S'il vous plaît

Coke - le coca
Fruit juice - le jus de fruit
Water - l'eau
Tea - le thé
Sandwich - le sandwich
Crisps - le chips
Pizza - la pizza
Ice cream - la glace
Cake - le gâteau

So, if you wanted to say:

I would like a cake please.

You could say:

Je voudrais un gâteau s'il vous plaît.

For more help with ordering food in French, watch this:

<https://www.youtube.com/watch?v=KTkXjkz18bw>

<https://www.youtube.com/watch?v=hWpcs8-8IHs>

Activity 2 - Stopping off at the cafe:

Design a menu for a French café! You now know what the French words and phrases are for some snacks, so be creative!
What will your café be called?



Activity 3 - Getting home and planning a meal:

Here are the ingredients you bought from the shops:



Design your meal! You can use any of the ingredients you bought and any others you have might need to make the most delicious meal possible.

Label the ingredients that you know in French.

Research what any other ingredients are in French by using an online English/French dictionary!

<https://www.collinsdictionary.com/dictionary/english-french>

