

**Year 4 Home Learning Plan**  
**Week Commencing: 29<sup>th</sup> June 2020**

Here's the plans- make them work for you and your family and remember that they are flexible.  
 Year 4 you've got the routine! Keep focused, stay strong, keep working so hard!!!

Here's a suggested timetable if you would like to use it.  
 Education City and BBC Bitesize are also available if you fancy a change!

| Year 4    |   |  |  |
|-----------|---|--|--|
| Monday    | Maths<br>• White Rose OR 'I SEE'<br>Maths | English<br><b>YOUR LIVE TEAMS SESSION IS TODAY! See you there!</b><br>Reading (15 mins)<br>• Reading Time! | <b>History</b> –<br>God and Goddesses!   |
| Tuesday   | Maths<br>• White Rose OR 'I SEE'<br>Maths | English<br>• Reading (15 mins)<br>• Workbook Task  | <b>PE-</b> Mrs Bathgate Dance Routine Part II<br><br>Spellings/ TTRS/Tables Test |
| Wednesday | Maths<br>• White Rose OR 'I SEE'<br>Maths | English<br>• Reading (15 mins)<br>• WorkbookTask –<br>WOW WORD   | <b>Science</b> – Pollination to Fruit!   |
| Thursday  | Maths<br>• White Rose OR 'I SEE'<br>Maths | English<br>• Reading (15 mins)<br>• Workbook Task  | <b>RE</b> – Reconciliation & Absolution  |
| Friday    | Maths<br>• White Rose OR 'I SEE'<br>Maths | English<br>• Reading (15 mins)<br>• Workbook Task<br>COUNTDOWN CHALLENGE                                   | <b>Art</b> - Egyptian Headdresses!   |

**English** –

Check the English task and timetable on the Year 4 Blog .....

You've got it! Yes..... Look for **Year 4 English WC 29<sup>th</sup> June 2020**. I'm even there again.....reading the story ☺

**Maths** –

- 1) Log onto <https://whiterosemaths.com/homelearning/>

Just follow these four easy steps...

Click on the set of lessons for your child's year group – **Year 4. Summer Term Week 10**

Watch the video (either on your own or with your child).

Find a calm space where your child can work for about 20-30 minutes.

Use the video guidance to support your child as they work through a lesson.

The White Rose Maths worksheets are on the Year 4 Blog.

Click on the link to the BBC Bitesize lessons for more tasks OR you could try to make some of your own!

<https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

- 2) Try this new website – we use these tasks in class quite a bit. There are daily lessons and tasks too!

<http://www.iseemaths.com/lessons34/>

**Just for Fun**

Perfect your Multiplication Facts using

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

OR

Have a little Mathletics Time!

Who will get the minion next? ☺



Q9 Why did the Ancient Egyptians have so many gods and goddesses?

Watch: <https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8>

Have a look at the resources below too!

Task:

Research one god or goddess! You could pick Thoth, Osiris

Create a Wanted Poster for them – detail what they are the God of, include a picture and tell me some fun facts!

As always, please send examples that you are proud of to the office!

**TIPS** Some gods and goddesses took part in creation, some brought the flood every year, some offered protection, and some took care of people after they died. Others were either local gods who represented towns, or minor gods who represented plants or animals. The ancient Egyptians believed that it was important to recognise and worship these gods and goddesses so that life continued smoothly.



# WANTED

## Science

Plants – We looked at the process of pollination last week. This week we are learning about flowers and fruits!

Refresh your mind with this quick ordering activity! Order the points 1-5 using the letters!

|  |   |
|--|---|
| a. They are attracted to flowers because of their bright colours and scent.                                      | ✓ |
| b. Then it flies off to a different flower, and the pollen rubs off onto the stigma. This is called pollination. |   |
| c. After pollination the petals shrivel or fall off.   |   |
| d. Bees visit flowers to collect a sugary food called nectar.  |   |
| e. While a bee is sucking up the nectar, pollen from the stamens sticks to its body.                             |   |

| Order           | Letter |
|-----------------|--------|
| 1 <sup>st</sup> |        |
| 2 <sup>nd</sup> | a      |
| 3 <sup>rd</sup> |        |
| 4 <sup>th</sup> |        |
| 5 <sup>th</sup> |        |

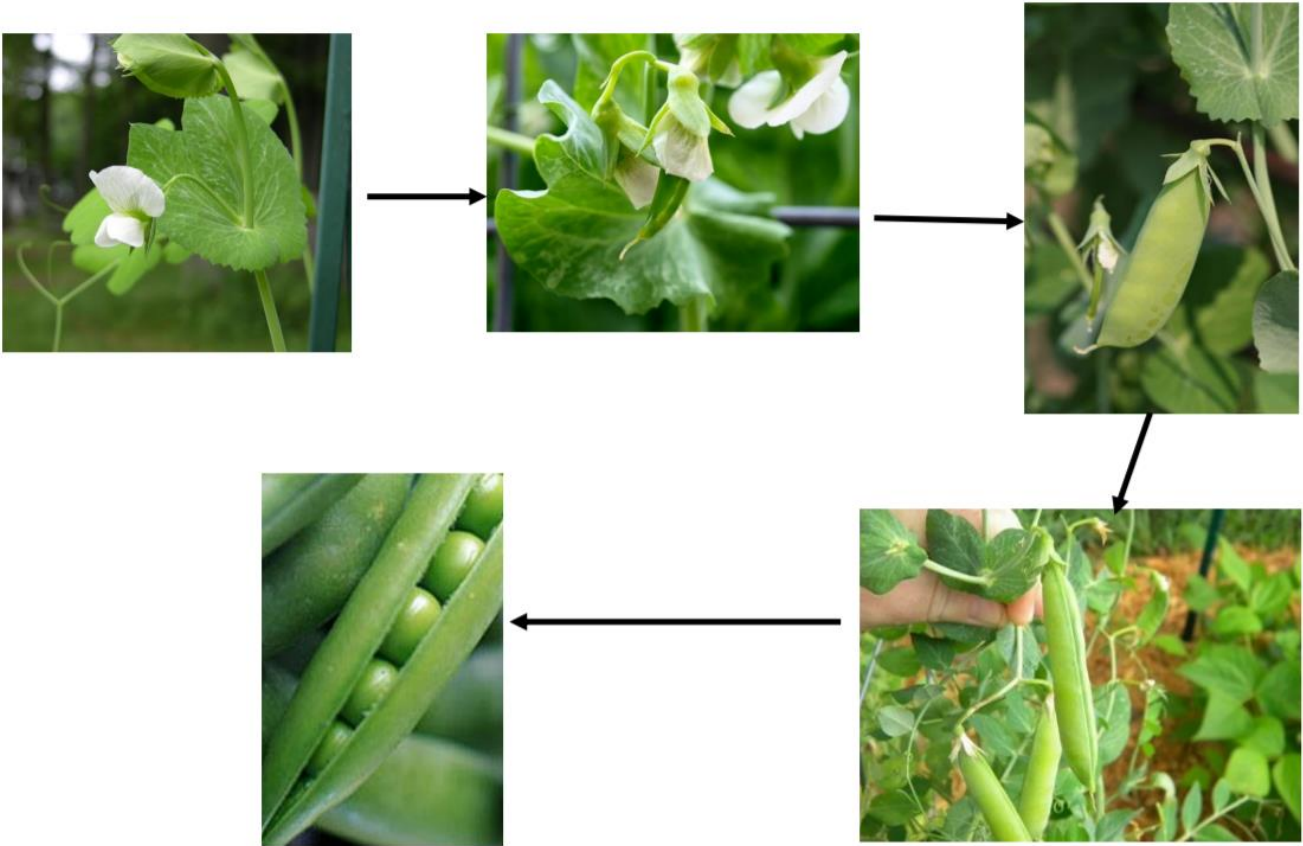
Have a look at this....

### Stages of Fruit Development

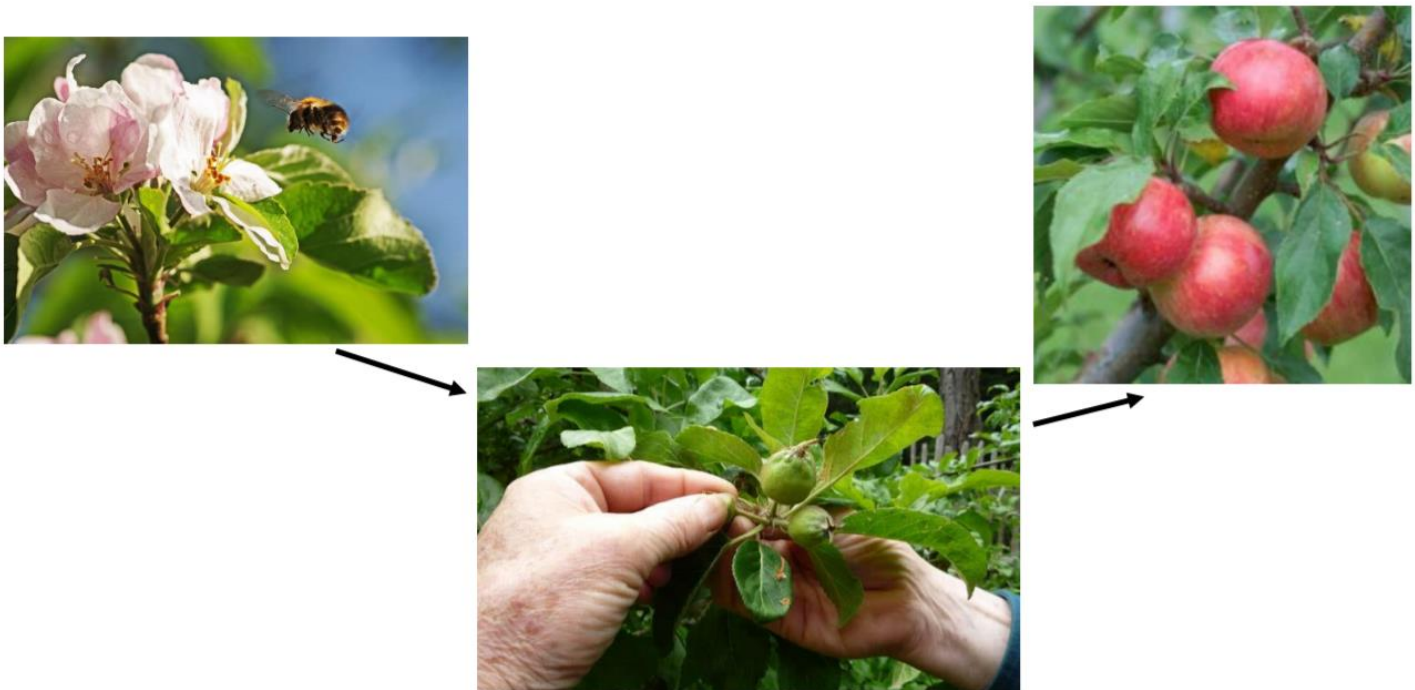
This is what happens to a strawberry flower in the weeks after pollination



This is what happens to a pea flower in the weeks after pollination



This is what happens to apple blossom in the weeks after pollination



**Task:** Using your home learning book or large paper have a go at the task below. If you'd like an **extension challenge** – try sketching a diagram of what happens to a courgette flower the weeks after pollination!

Read the text below and choose the correct word to go in each gap. Here are all the words you need but they are not in the right order.

|        |        |               |       |        |
|--------|--------|---------------|-------|--------|
| female | ovary  | pollinated    | dies  | insect |
| tube   | ovules | fertilization | seeds | stigma |

### How fruits and seeds develop from flowers

When an ..... visits a flower, pollen from another flower often brushes off onto the sticky .....

When this happens the flower has been .....

Each pollen grain makes a ..... so that it can travel down

the style to the ..... The stigma, style and ovary

together make up the ..... part of the flower. Inside

the ovary there are ..... Each ovule joins with a

pollen grain. This is called ..... After

fertilization the flower ..... and the ovary develops into a fruit.

The fertilized ovules develop into .....



## RE & Art

Miss Ferrara's normal tasks are just below this file for you.

## PE

Have a go at Mrs Bathgates dance routine on the blog. She has completed a second part now for you!

Showcase work you are proud of by emailing it to [admin@brw.nottingham.sch.uk](mailto:admin@brw.nottingham.sch.uk) or even better – post a comment on the blog to me directly!

## HOMEWORK

- 1) Normal plan TTRS and Spellings! 10 minutes per day of each!
- 2) Reading – use our class read 'Cloud Busting'

Practise these spellings using LOOK, SAY, COVER, WRITE, CHECK. Use the strategies in the back of homework diaries and practise writing them in full sentences of your own.

Here are the spellings. We are now on **Week 4 of this new set!**

|                 | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>  | <b>Week 6</b>   |
|-----------------|--|--|--|--|--|---|
| <b>Summer 2</b> | anticipate<br>anticipation<br>autograph<br>autobiography<br>autobiographical<br>automatic<br>automatically<br>sensation<br>sensational | information<br>informative<br>adoration<br>finally<br>usually<br>completely<br>sadly<br>unfortunately<br>madly | costly<br>eerily<br>fairly<br>hourly<br>glumly<br>loudly<br>easily<br>yearly<br>wildly | proudly<br>ghostly<br>blindly<br>bitterly<br>brightly<br>spookily<br>adoringly<br>amusingly<br>anxiously | angrily<br>happily<br>nobly<br>simply<br>gently<br>humbly<br>visibly<br>probably<br>honourably | crinkly<br>sparkly<br>frantically<br>dramatically<br>mentally<br>normally<br>basically<br>publicly<br>truly |