

Curriculum

Week Commencing: 15.03.2021

Year 4 Timetable for Week 4- All the lessons highlighted green are on this PDF.

	8:45- 8:50	8:50 - 9:50	9:50 - 10:05	10.05 - 10.20	10:20 - 11:20	11:20 - 12:15	12:15 - 1:05	1:05 - 1:10	1:10 - 2:05	2:05 - 3:00
Monday	Registration	Maths	Break	Newsround	English	Spellings and WOTW	Lunch Time	Registration	Spanish	Handwriting
Tuesday		Maths		Sing Up- You Tube	English	PE			Science	PSHE
Wednesday		Maths		Newsround	English	Computing			Science- Sound	
Thursday		Maths		Newsround	English	Maths			RE	PSHE
Friday		Maths		Newsround	English	English			Maths	Grammar

Maths Home Learning

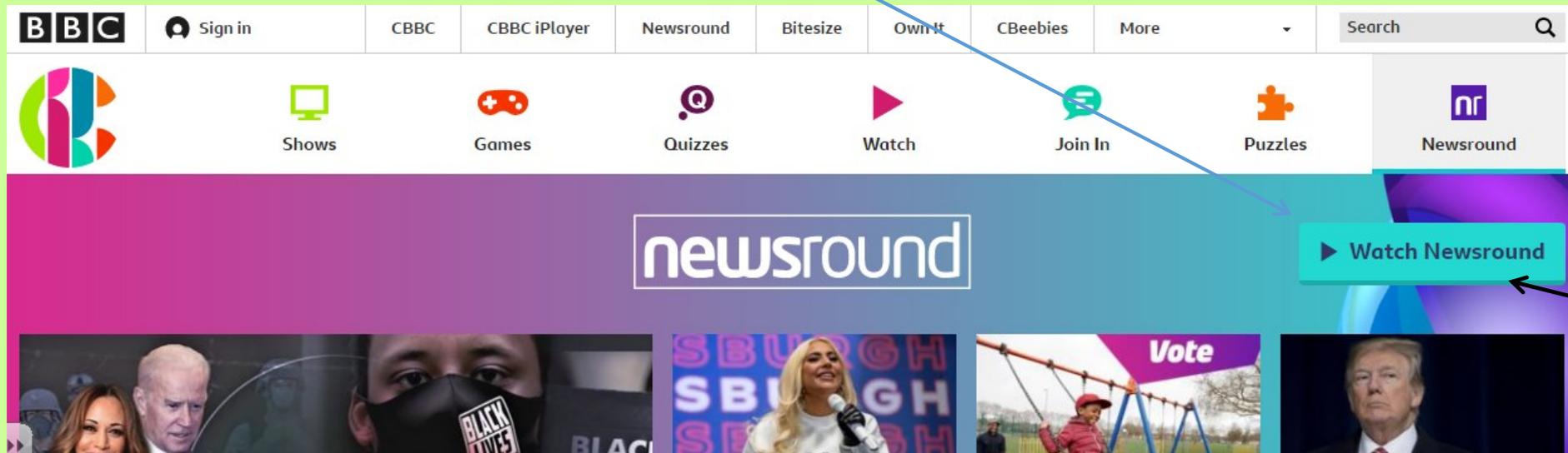
English Home Learning

Curriculum Home Learning

Monday 15th March 2021 (10.05am) Newsround

Use the link below to watch today's Newsround:

<https://www.bbc.co.uk/newsround>



Click on
Watch
Newsround

Monday 15th March 2021 (11:20am)
Spellings and Words of the Week

Week 4
Words of the Week

The word "WORD" is written in large, 3D, metallic letters with a blue and silver gradient. The letters are slightly slanted and have a reflective surface.

Our words of the week have been taken from Harry Potter and the Philosopher's Stone! Have a look out for them when reading the book!

Words of the Week

How do these words capture the reader?

Week 4

Words of the week

Disgruntled
Advanced

Word:
Disgruntled

Word class:
adjective

Definition:
angry or dissatisfied

In context:
They left Hagrid looking disgruntled and hurried off to the library.

Synonyms:
dissatisfied, discontented, fed up, displeased.

Can you think of 3 sentences for each of the words?

How do these words capture the reader?

the reader?

Words of the week

Disgruntled
Advanced

Word:
Advanced

Word class:
adjective

Definition:
Modern and recently developed.

In context:
These books were only read by older students studying advanced defence against the dark arts.

Synonyms:
new, up to date.

Week 4 - Spelling Test

Spelling Test Week 4

1. Use the best _____.
2. Liverpool will win the football _____.
3. I am a _____ person.
4. He went _____ and helped Katie invade the underworld.
5. That is a _____ description.
6. After school, the children usually go to ~~the~~ _____.
7. Mr Briggs received a _____.
8. Sam's face was grey with _____.
9. He died of the _____ in 1669.
10. The large room contained beautiful, _____ furniture.

Spelling Test Week 4

1. I could hear someone _____.
2. I _____ the plate by accident.
3. The man _____ my dog when we went for a walk.
4. The more I think about it the _____ I get.
5. The woman was _____ her hair in front of the mirror.
6. The children kept _____ the ball.
7. The motor _____ quietly.

Spelling Test Answers - Week 4



How many did you get right?

Spellings Test - Answers

Shorter list

1. Humming
2. Dropped
3. Patted
4. Sadder
5. Patting
6. Dropping
7. Hummed

Longer list

1. technique
2. league
3. unique
4. rogue
5. vague
6. mosque
7. cheque
8. fatigue
9. plague
10. antique

Spelling Rules and New Spellings

Spelling rule:

Shorter list

The sound 'or' spelt 'a' before l or ll.

Longer list

Words with a 'sh' sound spelt with 'ch'.

For example:

chef

Learn these spellings for next weeks spelling test!

Put each word into a sentence!

New Spellings - Week 5

Shorter list

1. all
2. ball
3. call
4. walk
5. talk
6. always

Longer list

1. chef
2. chalet
3. machine
4. brochure
5. crochet
6. parachute
7. moustache
8. champagne

Monday 15th March 2021 (1:00pm)

Spanish



Your lesson: Mi Clase (In The Classroom)

<https://www.languageangels.com/homeschool/>

INTERMEDIATE LEVEL CHALLENGE

Unit 1: Mi Clase (In The Classroom)

You will complete
lesson 5!

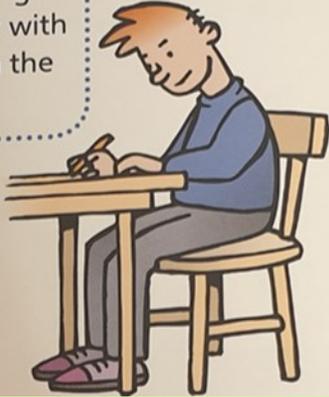
Username:
Horton1344
Password:
lahome

Are you ready to write?- 2pm Handwriting

Getting ready to write

1. Posture:

Are you sitting comfortably with both feet on the floor?



2. Pen Hold:



Are you holding your pencil correctly?

3. Paper Position:

Is your paper at the correct angle?



Handwriting

Monday 15th March 2021

Handwriting - aa



We can use print writing for captions.

Learning Intention: To practise printing to make captions.

Success Criteria:

On Fire: I can join my handwriting consistently across all subjects showing clear ascenders and descenders.

I can use new words, which I have learnt during handwriting lessons in my writing.

Hotter: I can join my handwriting consistently across showing clear ascenders and descenders.

Hot: I can form all of my letters correctly making sure that they are the same size and easy to read.

Handwriting

Task 1: Print Alphabet

This is the print alphabet.
Copy the letters into your book.

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz



Task 2: Practise words

Copy these printed words into your book.

hop hand ridge kicks

crop land fridge licks

drop stand bridge sticks



Copy a whole line of each into your books

Handwriting - 2pm

Task 3: Captions

Put these captions in the correct order to match the pictures.
Copy the captions into your book.

Stand on a bridge over a stream.

The stick you see first wins.

Drop the sticks into the water.

Watch from the other side
of the bridge.

Find two sticks.



Draw the picture and copy the
caption.

Well done for completing Day 1 .

Please take a photograph of your completed work and send it to your class teacher on the class email address below. We can then send you some feedback on the great work you have completed.

4A@hortongrangeacademy.co.uk

4B@hortongrangeacademy.co.uk

4C@hortongrangeacademy.co.uk



Tuesday 16th March 2021 (10.05AM)- Singing- Join in

Use the link below to access live channel recording from 9am:

<https://www.youtube.com/singup>



To help out, Sing Up will be running **live sessions** on Tuesday mornings with a *#FeelgoodFifteen* minutes of singing and musical fun to wake children up and get them ready for a day of learning.

Tune in next Tuesday at 9am GMT for the first of our weekly series of live sessions, run by a range of fabulous vocal leaders.



Tuesday 16th March 2021 (11:20AM)

P.E - Gymnastics

Remember to WARM UP

Why is it important to warm up?

What happens to our heart?

What else should we do to our muscles?



Warm-Up



Body Pa

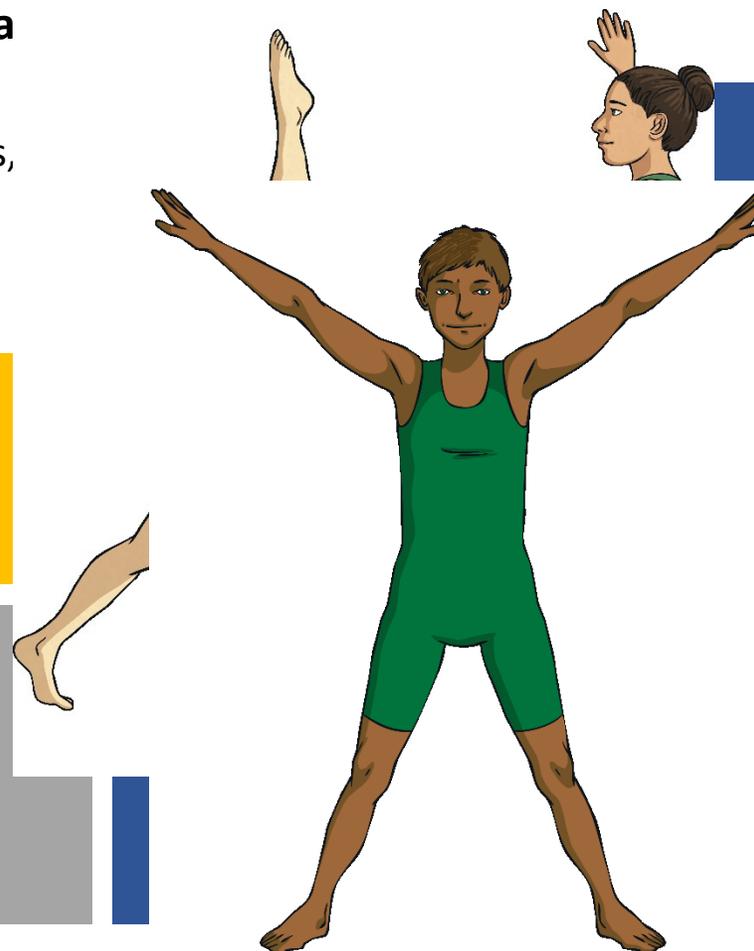
You will need to gently jog, in different directions, around the area.

Listen for instructions that will tell you:

to get into a group of 'x' many people;

to make a shape with only a certain number of body parts touching the floor.

For example, three children, six body parts.



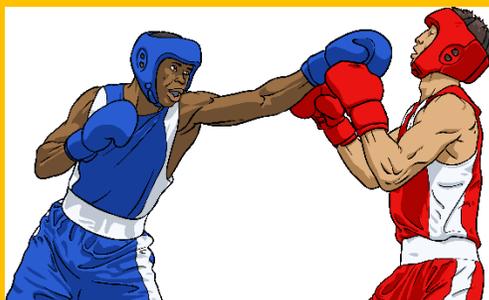
Warm-Up



Freeze-Frames

Create a freeze-frame for each of the scenes shown below.
Focus on stretching different parts of your body as you hold the poses.
Make sure that you team up with a different partner for each frame!

boxing
match



football
match



circus act



superheroes
on a mission



Rolling, Rolling



Performing a Roll

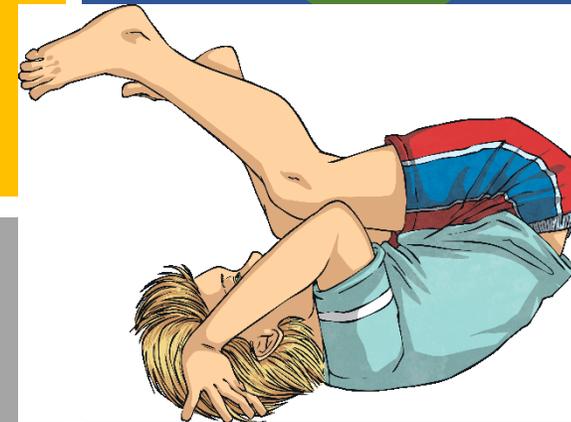
Remember: To perform a roll in gymnastics you must apply some important key skills and safety features.

Keep your chin tucked into your chest and round your back as you roll.

Use your core strength (tummy muscles) to control the roll.

Use your arm strength to guide and support the movement and shape.

Click here to watch video.



Types of Rolls Recap



Think about the types of rolls you already know.

Click
for
video



log roll

Click
for
video



teddy bear roll

Click
for
video



forward roll
– crouched

Click
for
video



forward roll from standing

Click
for
video



tucked backward roll

Straddle Forward Roll



A straddle forward roll begins in a standing straddle position. The straddle shape is held throughout the roll and the gymnast reaches through the legs to come up to a standing straddle position to end.

Watch the video of a straddle forward roll being performed.



Alternatively, the straddle forward roll can begin like a normal forward roll with legs together. The legs are then opened out into straddle position during the roll and the gymnast reaches through the legs to come up to a standing straddle position to end.

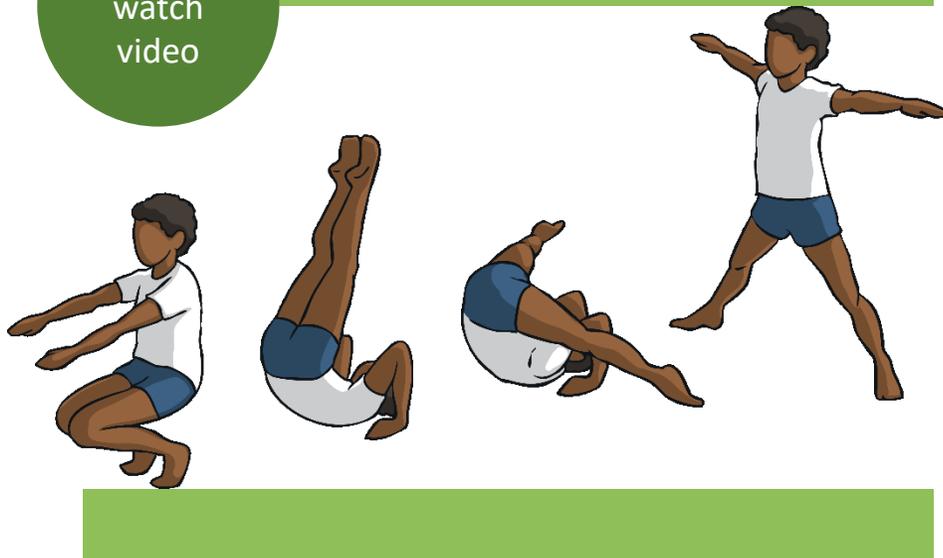
Backward Roll to Straddle



A backward roll to straddle starts like a normal backward roll but the legs open out into straddle during the roll and the gymnast ends the movement in a standing straddle position.

Watch the video of a backward roll to straddle being performed.

Click to
watch
video



Practise performing the roll by following the steps on the video.

Remember to keep your chin tucked into your chest and your back rounded. Push your hands into the floor to help you move through the roll.

Rolling Skills Stations



Station 1: Straddle Stretch

At this station you will practise your straddle shape.

In your group, you will rotate around four stations to practise the skills you have used in this lesson.

At each station make sure you watch, support and feed back to the others in your group.



Station 2: Recap and Refine

At this station you will practise all the rolls you have learnt in previous gymnastics lessons.



Station 3: Straddle Forward Roll

At this station you will practise your straddle forward roll.



Station 4: Backward Roll to Straddle

At this station you will practise your backward roll to straddle.



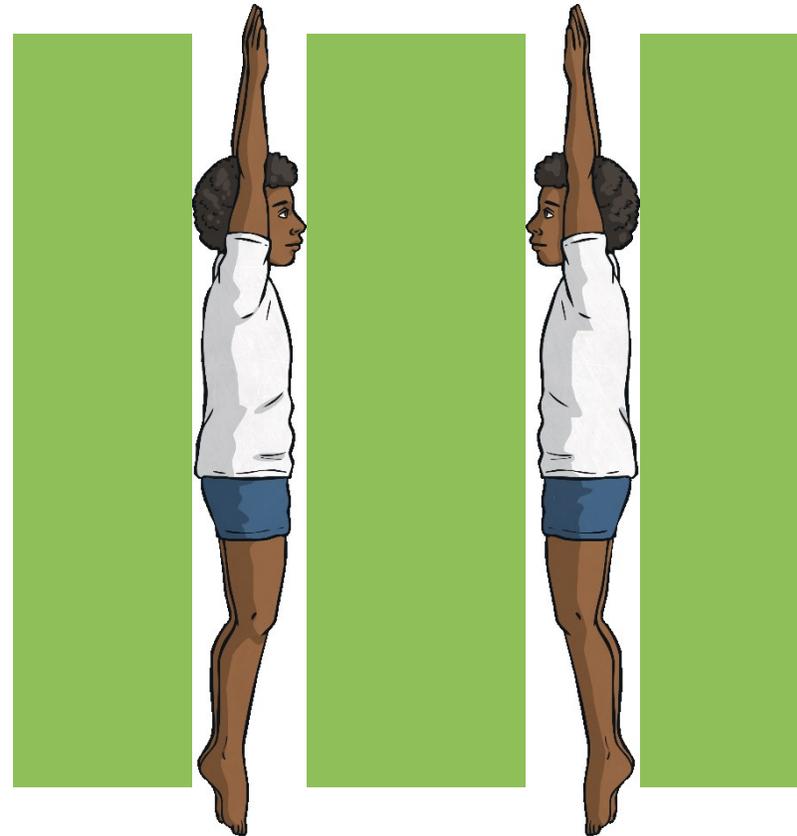
Performing



Children from one group at a time will now perform a straddle forward roll and a backward roll to straddle.

What did the performers do well? Offer them some advice for how to improve the following:

- beginning and ending positions;
- fluidity of movement (how well it flows);
- overall shape;
- quality of the straddle shape and position;
- overall control.



Cool-Down



Why is it important to cool down after exercising?

- A cool-down helps to gradually return your heart rate and breathing to a normal rate.
- A cool-down helps to relax your muscles.

Cool-Down > Stretch > Leg Stretches

Today's cool-down focuses on stretching out your leg muscles.

You will carry out a **lunge**, a **quadriceps stretch** and a **sumo stretch**.



... in a comfortable position.

... ready? You must stay flat on the floor with your arms and legs.



Python Shark Eagle Elephant

Tuesday 16th March 2021 (1pm)- Science

Learning Intention: To classify sounds based on adjectives for them

On Fire: I can add my own examples of sounds to the Carroll diagram.

Hotter: I can classify sounds correctly in a Carroll diagram.

Hot: I can understand the difference between high/low and natural/man-made sounds.

Learning Intention: To sort musical instruments based on how they are played

On Fire: I can add my own examples of musical instruments.

Hotter: I can classify musical instruments based on how they produce sound.

Hot: I can understand that musical instruments make sound through vibrations.

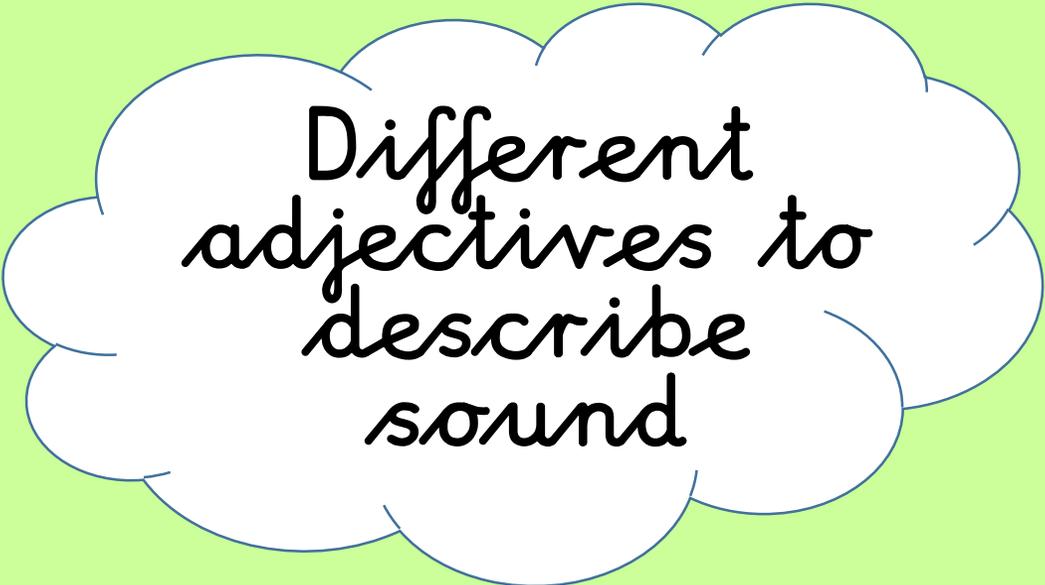
Explain how you think sound is created.

Talk in your groups

<http://www.bbc.co.uk/education/clips/z9h6n39>

As a class, let's try to think of as many **adjectives** as we can to describe sound.

You have **1 minute** to discuss with your partner.



Different
adjectives to
describe
sound

Today we will be classifying sounds based on whether they are low-pitched or high-pitched and natural or man-made.

<http://www.bbc.co.uk/education/clips/znjd7ty>

Key points from video:

- High-pitched: when sound waves **vibrate quickly** to produce an **intense sound**.
- Low pitched: when sound waves **vibrate slowly** to produce a **dull sound**.
- Natural sound: a noise made an object which a human **has not** made.
- Man-made sound: a noise made by an object which a human **has** made.

Lion roaring

Double Click The Speaker



High-pitched or low-pitched?

Natural or man-made?

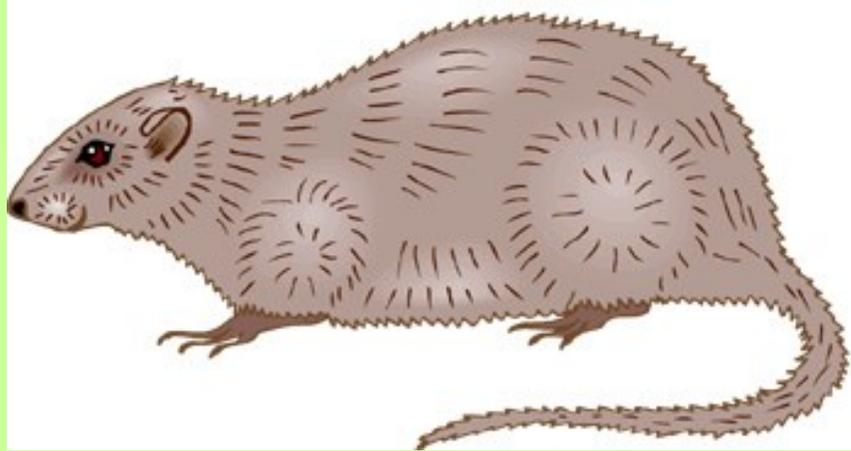
Emergency siren



High-pitched or low-pitched?

Natural or man-made?

Mouse squeak



High-pitched or low-pitched?

Natural or man-made?

Propeller plane



High-pitched or low-pitched?

Natural or man-made?

Alarm



High-pitched or low-pitched?

Natural or man-made?

Thunder



High-pitched or low-pitched?

Natural or man-made?

Birds Singing



High-pitched or low-pitched?

Natural or man-made?

Drilling



High-pitched or low-pitched?

Natural or man-made?

Independent task:

Hot: Copy the **Carroll diagram** into your books. **Cut out** the pictures and **stick** them under the correct section on the table.

Hotter: **Draw the Carroll diagram** into your books. **Write** the names the sounds under the correct section on the table. - use the word mat to support you.

On Fire: **Draw the Carroll diagram** into your books. **Write** the names the sounds under the correct section on the table.

Further Challenge: Add some of your **own examples**.

Classifying Sounds

Natural

Man-made

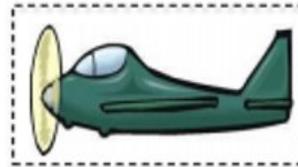
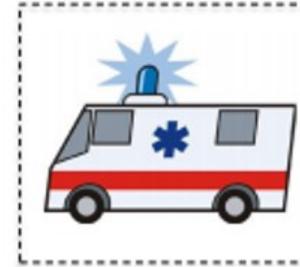
Low-pitched

High-pitched

Hotter/On Fire

Alarm
Birds Singing
Drilling
Lion Roaring
Emergency Siren
Mouse Squeak
Propeller Plane
Thunder

Hot





Who can remember
how sound is made?

What is it measured
in?

How can we classify
sounds?

How are instruments classified?

Share the names of as many musical instruments as you can and how each of these instruments are played.

Talk in your groups

There are three main types of instruments:

- **Strings** - played by **plucking**.
- **Wind** - played by **blowing**.
- **Percussion** - played by **banging**.

We are now going to look at some musical instruments.



TASK-Research different types of instruments and how they are played.



Identify what type they are from the previous slide.

<http://www.bbc.co.uk/learningzone/clips/sounds-made-by-musical-instruments/2417.html>

Key point from video:

- ALL instruments make sounds by creating vibrations.

Independent task:

Hot: **Stick the table** into your books. **Cut out** the pictures of the instruments and **stick** them under the correct section on the table.

Hotter: **Draw the table** into your books. **Write** the names the instruments under the correct section on the table. - use the word mat to support you.

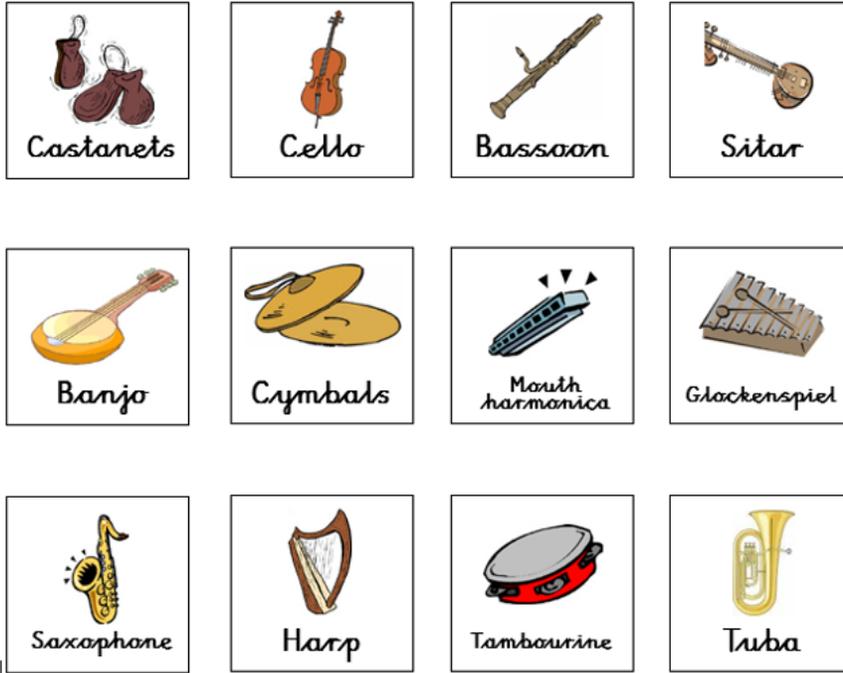
On Fire: **Draw the table** into your books. **Write** the names the instruments under the correct section on the table. - use the word mat to support you.

Further Challenge: Add some of your **own examples**.

Classifying Instruments

<u>String (pluck)</u>	<u>Wind (blow)</u>	<u>Percussion (bang)</u>

HOT



Add the ones you researched in too!

If you don't recognise one find out what it is and how it is played!

HOTTER/ON FIRE

Castanets
Cello
Bassoon
Sitar
Banjo
Cymbals
Mouth Harmonica
Glockenspiel
Saxophone
Harp
Tambourine
Tuba

Tuesday 16th March 2021 (2:00pm)

PSHE - Mindfulness



Learning Intention: To understand what mindfulness is and how it makes it a difference.

On fire: I can outline different reasons as to how mindfulness can improve a persons wellbeing and performance.

Hotter: I know what mindfulness is and how it makes it a difference.

Hot: I know what mindfulness is.

Recap - What is health? What are the main types of health?

In 1948, the World Health Organisation (WHO) defined health with a phrase that modern authorities still apply.

"Health is a state of complete physical, mental, and social well-being"



What are the main types of health?

- **Mental** - mental health refers to a person's emotional, social, and psychological well-being. Mental health is as important as physical health as part of a full, active lifestyle.
- **Physical** - Physical well-being involves pursuing a healthful lifestyle to decrease the risk of disease. Maintaining physical fitness, for example, can protect and develop the endurance of a person's breathing and heart function, muscular strength, flexibility, and body composition.
- **Emotional** - Emotional health is about how we think and feel. It is about our sense of wellbeing, our ability to cope with life events and how we acknowledge our own emotions as well as those of others. It doesn't mean being happy all of the time.

Do you ever feel like your mind can be like a snow globe? All shaken up with thoughts falling everywhere?





Have I remembered my PE kit?

I hope we haven't got pasta for dinner tonight again!

I hope Katy is at dancing class tomorrow, I'm lonely when she's not there.

I hope my baby sister doesn't keep me awake again tonight.

I can't believe my brother took my football to school with him without asking...it's mine!

Imagine

Just imagine if your mind could be worry free and a calm, peaceful place so that you can enjoy life even more every day.

Well it can...and we are going to find out how over this term



Have You Ever Heard an Adult Say...?

...'I'll cross that bridge when I come to it,'



This phrase means that we shouldn't worry about things that might not happen. We will deal with a problem if it happens.

Have You Ever Heard an Adult Say...?

...'That's all water under the bridge,'

This phrase means that there's no point worrying about a problem from the past. We should learn from it and move on.

The phrases we have heard give us a good way of understanding how mindfulness works.

Mindfulness is a special way of thinking that can help us with our problems. Using mindfulness can help us enjoy our lives more, in a calm and relaxed way.



Suhail



Here is a boy called Suhail. We are going to look at Suhail and how he deals with his emotions, feelings and actions in certain situations.

Suhail

Suhail is having his breakfast with his family.



What if Jack isn't at school today because he felt ill yesterday. I won't be able to play cards with him...I'll be all on my own. What will I do? The last time Jack was ill, I was alone all day and I didn't like it!

Discussion:

In pairs, can you describe how Suhail might be feeling?

Suhail

We can see that Suhail is worrying about the future - a future that might not even happen.

Suhail is also overthinking what had happened in the past and is picking all the worst parts of his memories out which is making the whole thing worse.

He has forgotten that on that day, Emma and Tai asked if he wanted to play their card game but he said no.

Suhail is not enjoying himself at all with his family or thinking about what he is doing, he is not living in the present moment and enjoying himself. He is living in the past and the future...not the present.

Discussion Time

Let's see what happens to Suhail when he arrived at school.

So, Jack was at school after all! Suhail was worrying about something in the future that didn't even happen!

Discussion Time

In pairs, what do you think Suhail could have done that morning instead of worrying about whether his friend would be at school or not?

Suhail could have used **mindfulness**.

What is mindfulness?

Mindfulness

Mindfulness is when we are thinking about what we are doing right now. Ignoring the past or the future, we just think about the present.



Of course, sometimes, we want or need to reflect positively about the past or become excited about things in the future. Mindfulness is about living for the here and now and enjoying this very moment of our lives!

Suhail could have focused on his breakfast with his family and enjoyed that special family time instead of worrying about something which was out of his control in the future.

Activity 1 - Mindfulness Balloons



Mindfulness Balloons

Taking a moment to be calm and relaxed during a busy day can help us feel settled and happy.

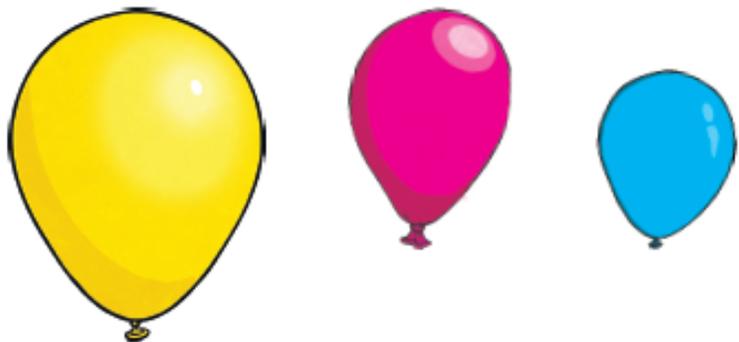
Taking slow and gentle breaths, in and out, can help us to feel better if we are worried, frightened or sad.

Imagine you are blowing up a balloon – take a gentle, deep breath in and slowly breathe out to fill up your imaginary balloon. Tie a knot in the end and tie on a string.

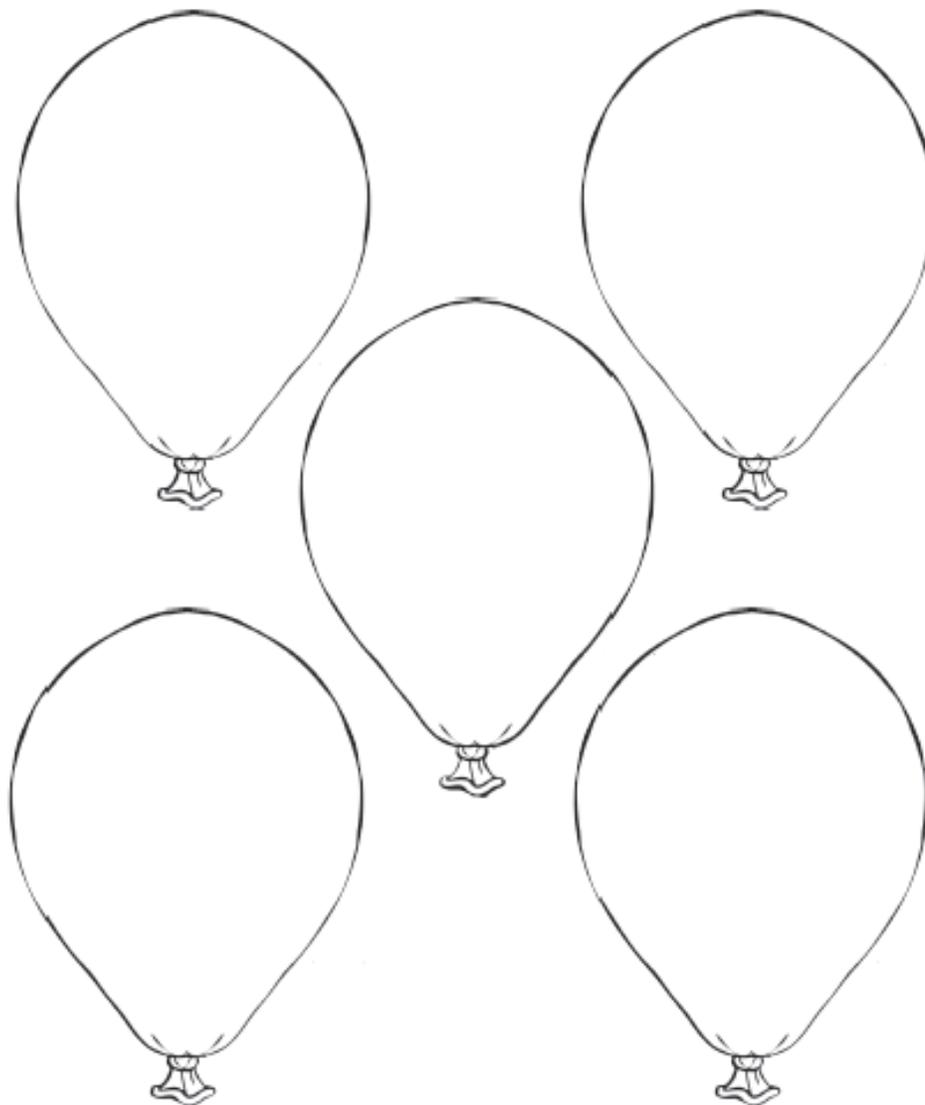
As you hold on to the balloon, watch it flying high in the sky. As it gently blows in the warm breeze, just watch it. As you watch it, think of something that makes you happy.

Blow up some more balloons and think of some more things that make you happy. Enjoy feeling calm and relaxed.

Thinking of things that make us happy can help us to have a positive day. It is a good way of looking after our mental health and wellbeing too!



On the balloons below, draw or write the things you thought about that make you happy.



Well done for taking a mindful moment in your busy day! How do you feel?

Reflection Time

Can you be more 'Mindful' from now on?

Plan for future, reflect on the past, however, concentrate and enjoy what you are doing at the moment.

Your mind will feel more like a calm snow globe than a snow storm!



Well done for completing Day 2 !

Please take a photograph of your completed work and send it to your class teacher on the class email address below. We can then send you some feedback on the great work you have completed!

4A@hortongrangeacademy.co.uk

4B@hortongrangeacademy.co.uk

4C@hortongrangeacademy.co.uk

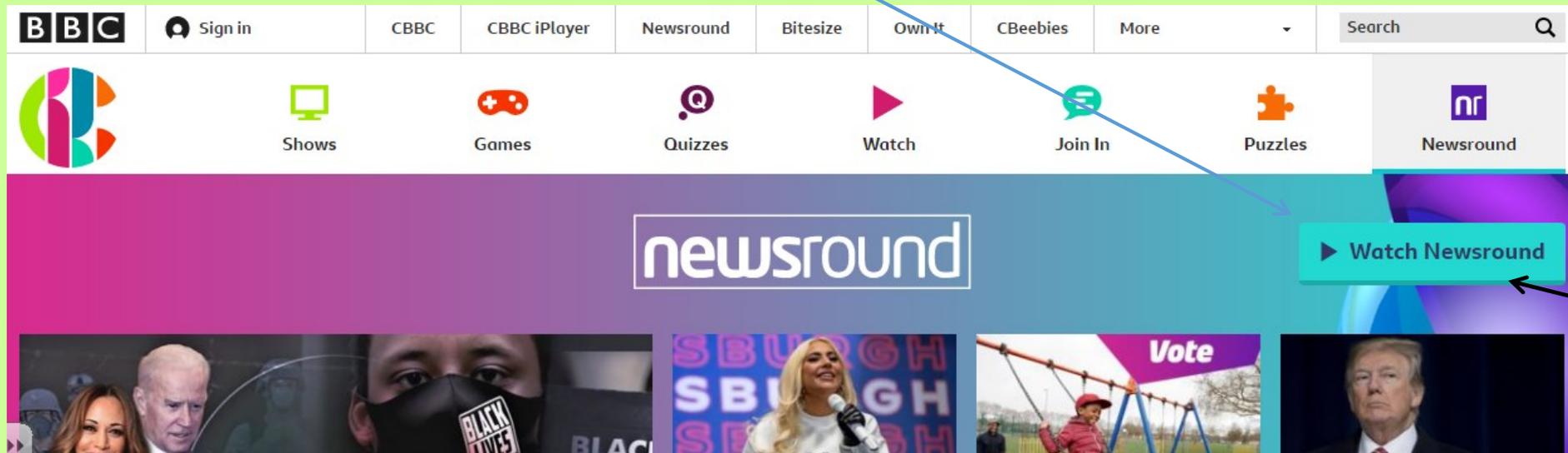


Wednesday 17th March 2021 (10.05am)

Newsround

Use the link below to watch today's Newsround:

<https://www.bbc.co.uk/newsround>



Click on
Watch
Newsround

Wednesday 17th March 2021 (11.20AM)

Computing



Learning Intention

To create a line graph when using spreadsheets.

Success Criteria

On Fire- I can interpret a line graph to estimate values between data readings.

Hotter- I can interpret a line graph with accuracy.

Hot- I can use the line graphing tool using appropriate data.

Key Images



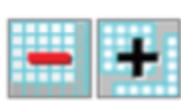
Open, close or share a file



Save your work



Open a previously saved file



Increase or decrease spreadsheet size



Advanced mode



Formula Wizard



Format Cell Toolbox



Charts



Totals toolbox



Image Tools



Controls Toolbox



Random Number



Spin



Equals



Timer



To Copy

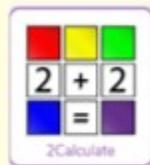


To Cut



To Paste

Log on to Purple Mash,



click on alerts. Open the spreadsheet.

4J collected data on the daytime temperature in the school playground. They recorded the temperature each hour during the day.

Task 1 - put this data into your spreadsheet.

Class 4J Playground temperature Record

Time	Temperature (°C)
9:00	15
10:00	18
11:00	19
12:00	22
13:00	25
14:00	23
15:00	22

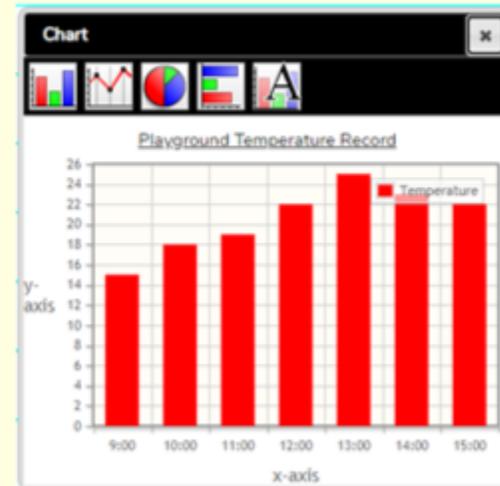
Your spreadsheet should look like this.



Time	Temperature
9:00	15
10:00	18
11:00	19
12:00	22
13:00	25
14:00	23
15:00	22

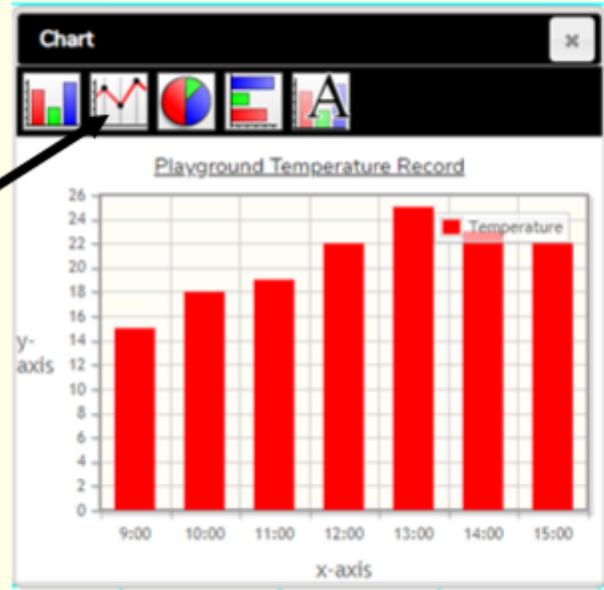
charts button

Click on the 'charts button' to convert your spreadsheet into a bar chart.



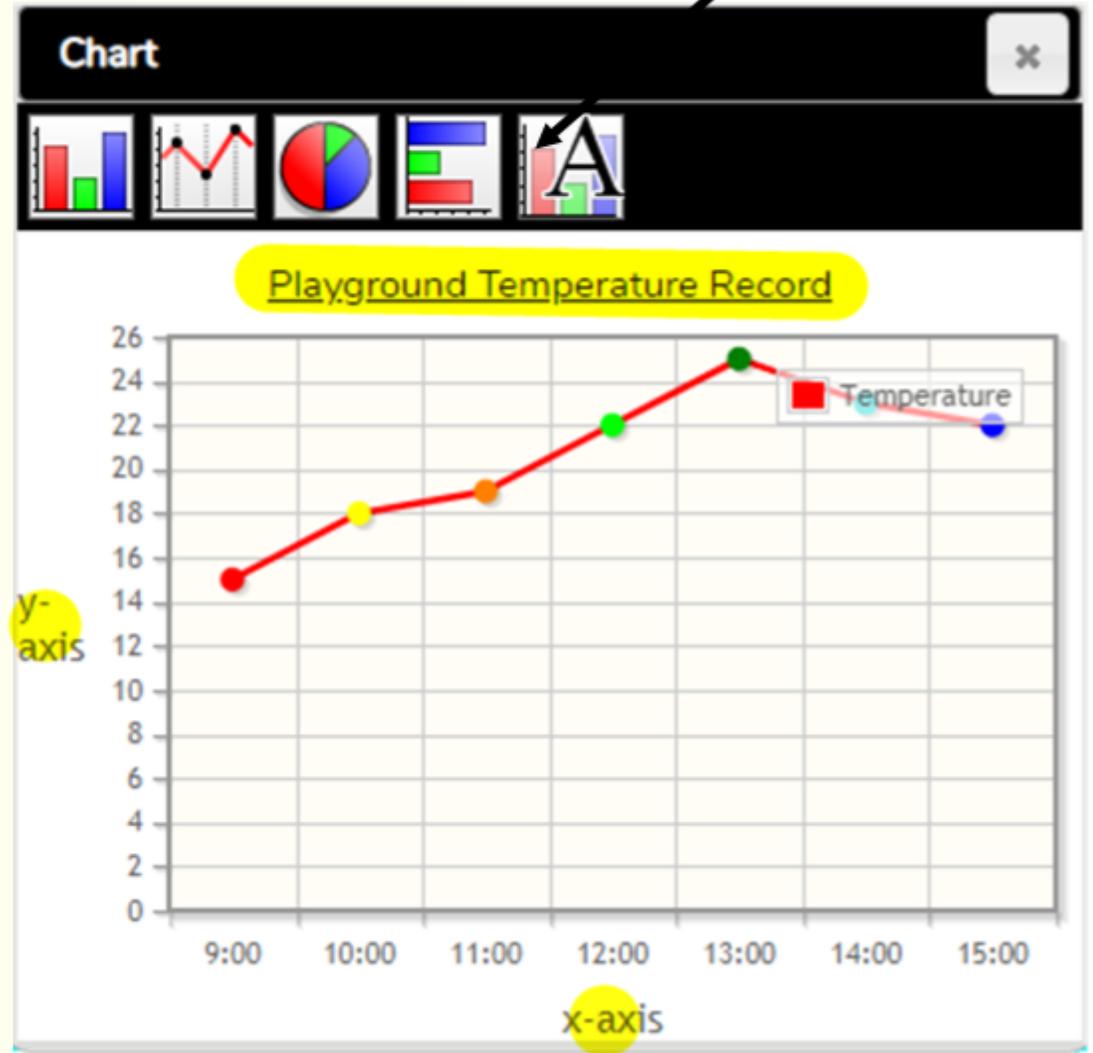
Task 2- we are going to create a line graph to help us figure out what time the playground reached 20°C.

line graph



Give your chart a title and rename the x and y axes using .

Rename the graph

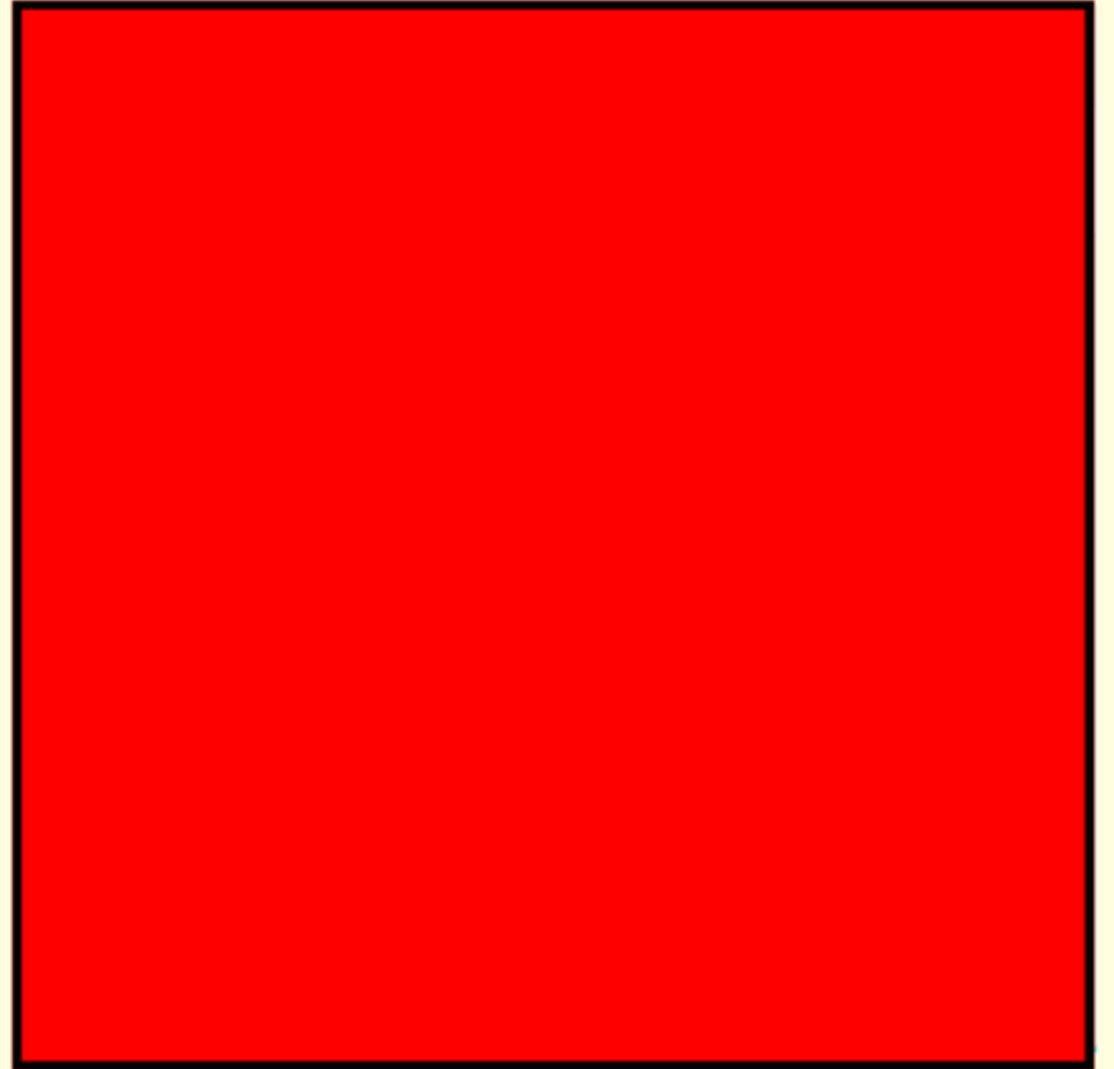


Now create your own line graph.

At what time the playground was 20°C?

What other questions can the line graph answer.

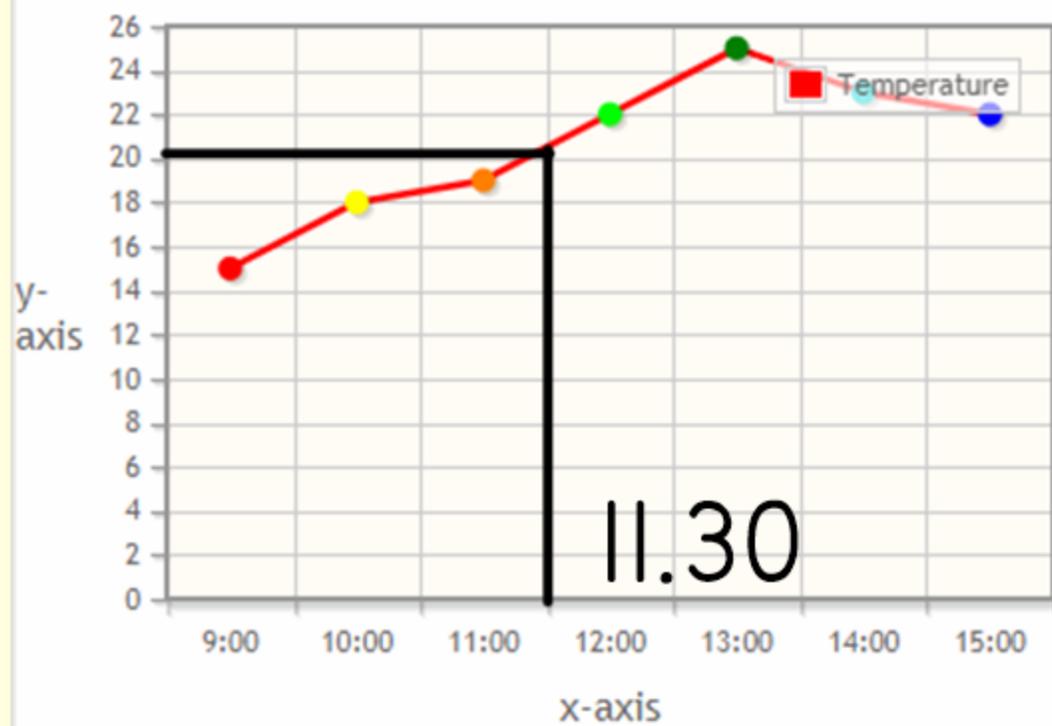
Why is it better than a bar chart for this type of data?



Chart



Playground Temperature Record



Learning Challenges

Use the worksheets to create your own line graphs.

On fire- Rainfall

Month	Rain
Jan	12
Feb	16
Mar	14

Hotter- Favourite sports

Sport	Number
Tennis	12
Rugby	32
Running	25

Hot- Shoe size

Shoe Size	Number
1	3
2	5
3	12

Remember to save your work.



Wednesday 17th March 2021

Science 1-2pm

Learning Intention: To find patterns between the pitch of a sound and the features of the object that produced it.

On Fire: I can use scientific knowledge and language in explaining my observations.

Hotter: I can try to explain observations about sound.

Hot: I can make observations about sound.

Making Observations About Sound

How is sound measured?

Sound is measured in decibels.

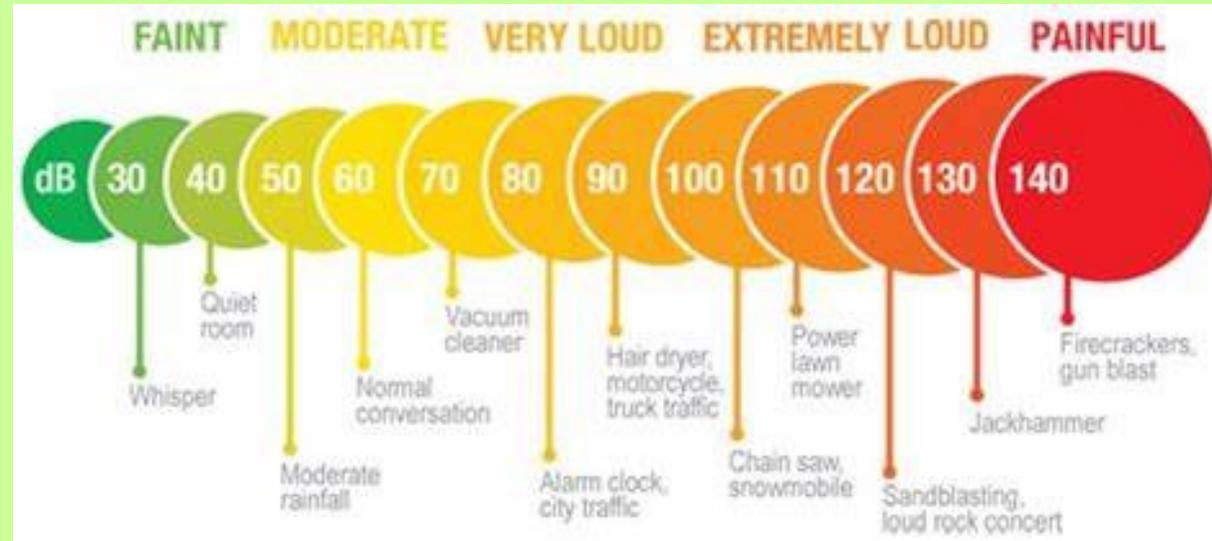
The higher the decibel the more intense the sound.

It is louder.



Sound

The maximum decibel
your ears can take!



- At 91 decibels, your ears can tolerate up to two hours of exposure.
- At 100 decibels, damage can occur with 15 minutes of exposure.
- At 112 decibels, damage can occur with only *one minute* of exposure.
- At 140 decibels, *immediate nerve damage can occur*.

Put these in the order you think they would be in on the table.

Jackhammer



Medium
rainfall



Chainsaw



Pin dropping



Lawn mower



Balloon
popping



A whisper



Leaves
rustling



Alarm clock



Vacuum
cleaner



Fridge
buzzing



Normal
conversation



Measuring Sound



Very Loud	
Loud	
Moderate	
Faint	

110 dB	
100 dB	
90 dB	
80 dB	
70 dB	
60 dB	
50 dB	
40 dB	
30 dB	
20 dB	
10 dB	

Answers

10dB

Pin dropping



20dB

Leaves rustling



30dB

A whisper



40dB

Fridge buzzing



50dB

Medium rainfall



60dB

Normal conversation



70dB

Alarm clock



80dB

Vacuum cleaner



90dB

Lawn mower



100dB

Chainsaw



110dB

Jackhammer



120dB

Balloon popping



Make observations using the writing frames.

Try to use some of these words when answering the questions:

quieter

louder

softer

higher

volume

gas

pitch

vibrations

sound

sound waves

solid

liquid

Make observations using the writing frames.

Making observations about sound

I. Megaphones

The further away that I moved from the megaphone _____

When I stood to the side of the megaphone, _____

- 1) What happened to the sound the further away you moved?
- 2) What happened to the sound when you stood to the side?

2. Elastic band guitars

When the elastic bands were thinner, _____

When the elastic band was tauter (tight), _____

- 1) How did the sound change when the elastic band was thinner / wider?
- 2) How did the sound change when the elastic band was more / less taut?

3. Rulers

When more of the ruler was off of the edge, _____

When I hit the ruler harder, _____

When I hit the ruler, I could see it _____

- 1) How did the sound change when more of the ruler was off the edge?
- 2) How did the sound change when you hit the ruler harder?
- 3) What could you see happening to the ruler when you hit it?

4. Recorders

When I had more of the holes covered, _____

When I blew harder into the recorder, _____

- 1) How did the sound change when you had more of the holes covered?
- 2) How did the sound change when you blew harder into the recorder?

5. Ear to the table

When I had my ear on the table, the sound was
louder / quieter.

When my ear was closer to the knock, _____

When there was a piece of material between the
table and the knock _____

- 1) Was the sound louder when your ear was on or off the table?
- 2) Was the sound louder when your ear was closer to the knock?
- 3) Did having a fabric there make a difference to the loudness of the sound?

True or False?

Decide whether these statements about sound are true or false!

Sound cannot travel through solids because they are too hard.

Sound travels as vibrations.

Sounds get quieter as you move further away because the sound energy of the vibrations disappears.

The bigger the vibration, the louder the sound.

The faster the vibration, the lower the sound.

High and low sounds are the same as loud and quiet sounds.

Wednesday 17th March 2021

Science 2-3pm

Learning Intention: To know the importance of the ear.

On Fire: I know how sound travels to the ear and can explain the function.

Hotter: I can name the different parts of the ear and explain how they work.

Hot: I know how sound travels to the ear.



How are sounds detected? - BBC Bitesize

Watch the video to find out more!

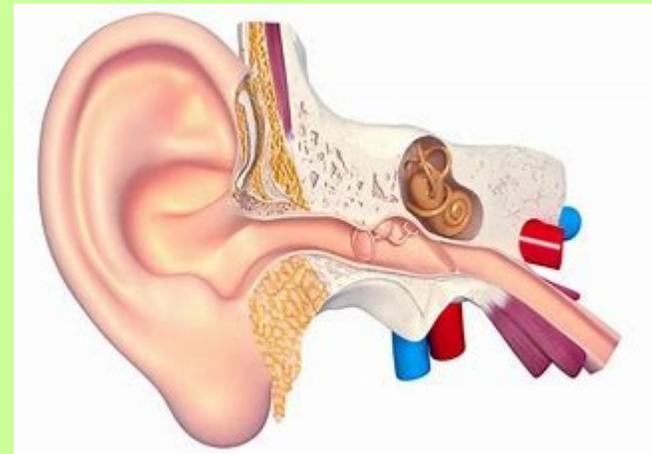
What are sound waves?

How do they use the air?

What does the ear drum do?

Can you
make notes
on what
you find
out!

<https://www.bbc.co.uk/bitesize/topics/zgdmsbk/articles/zkdkmfr>



Our Ears

The human ear is incredible! Ears can sense sound in the form of vibrations and send and receive signals from the brain.



Look Closely

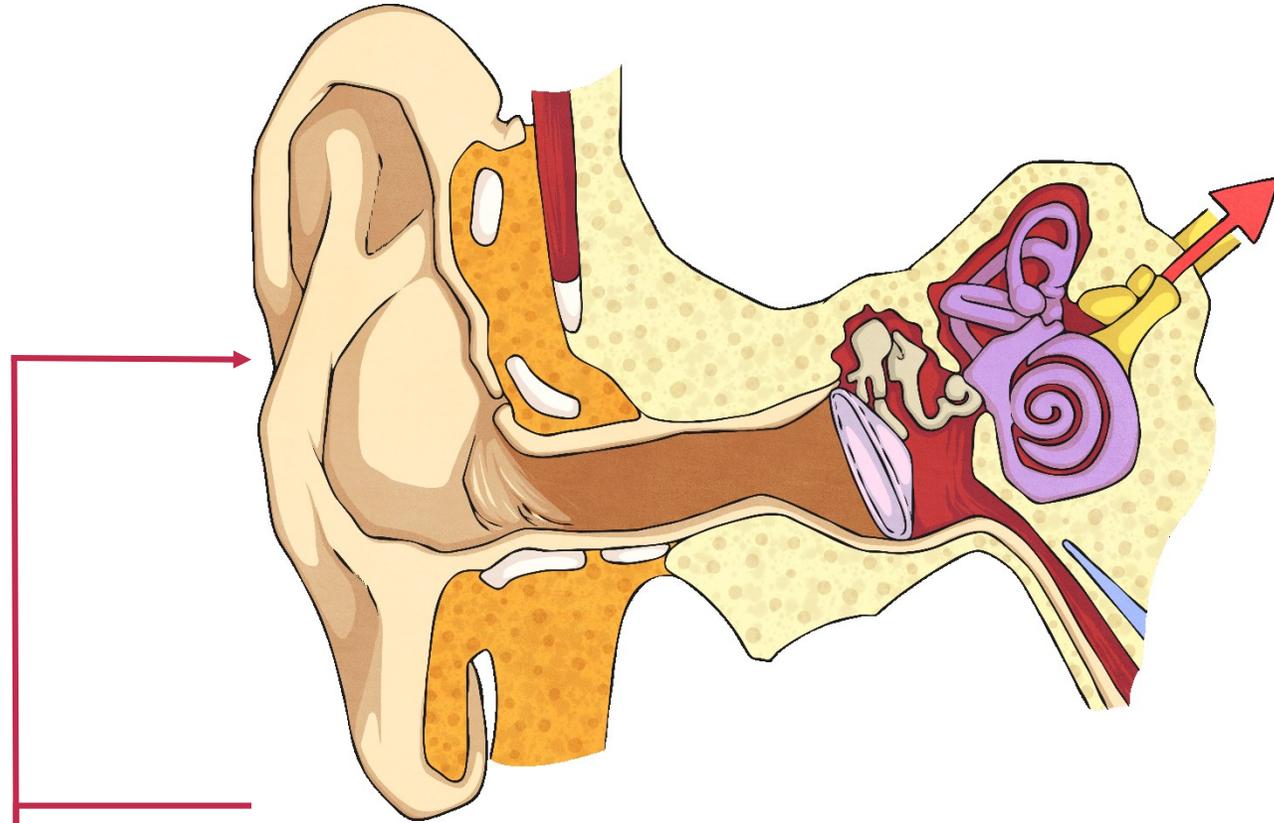
Look closely at one of your family members ear. You will be able to see the outer structure of the ear.

Take a minute to describe to your partner what you can see.

We are going to find out about the parts of the ear we can see and the ones we cannot. We will also learn what each part's function.



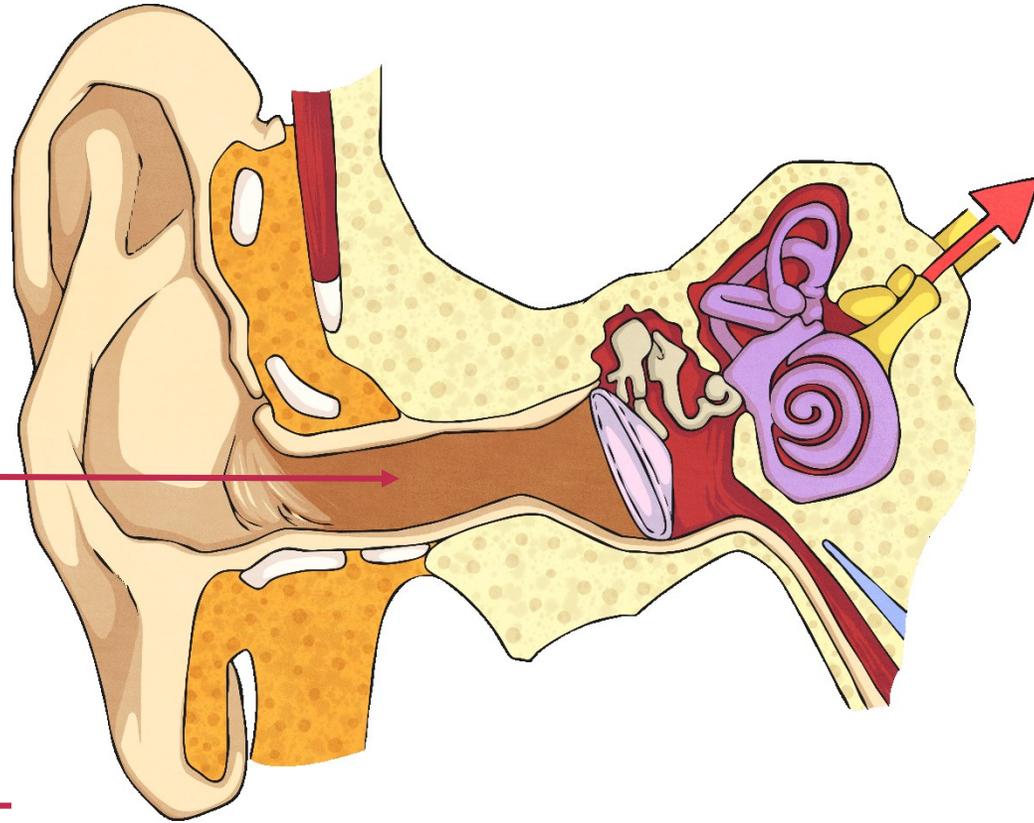
Pinna



The pinna is made of cartilage covered by skin.

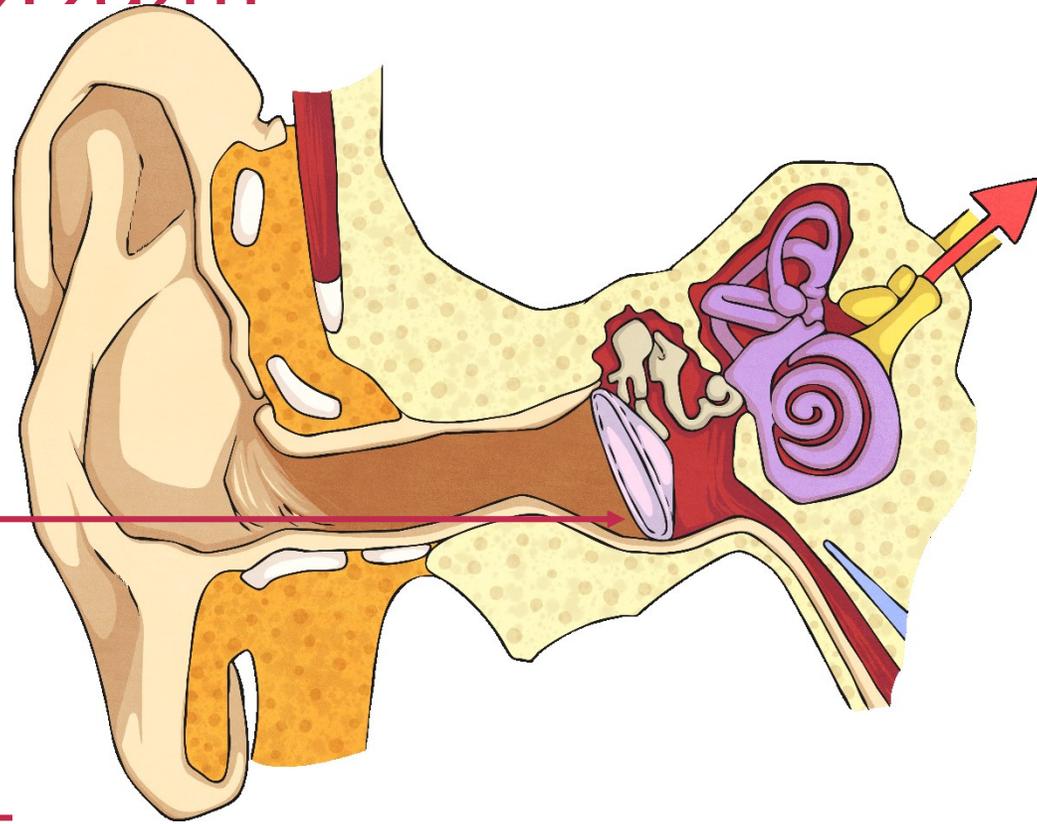
It funnels sound into the ear canal.

Ear Canal



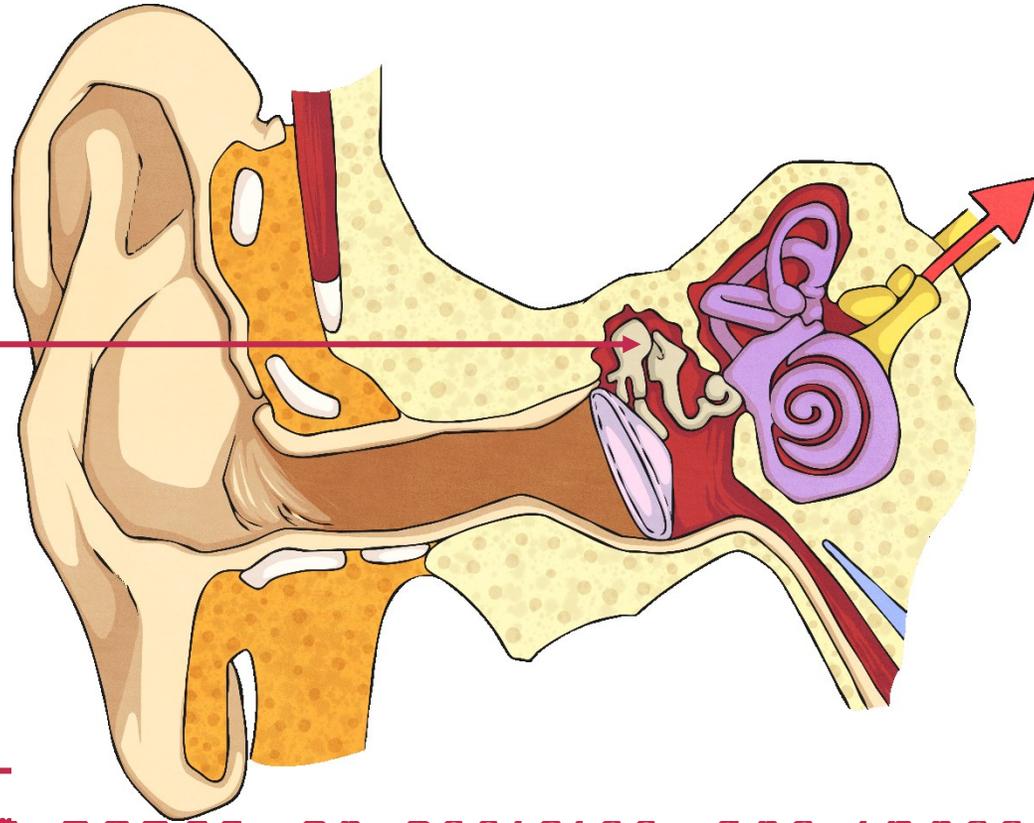
The ear canal is a short tube that transmits sound from the pinna to the eardrum.

Eardrum



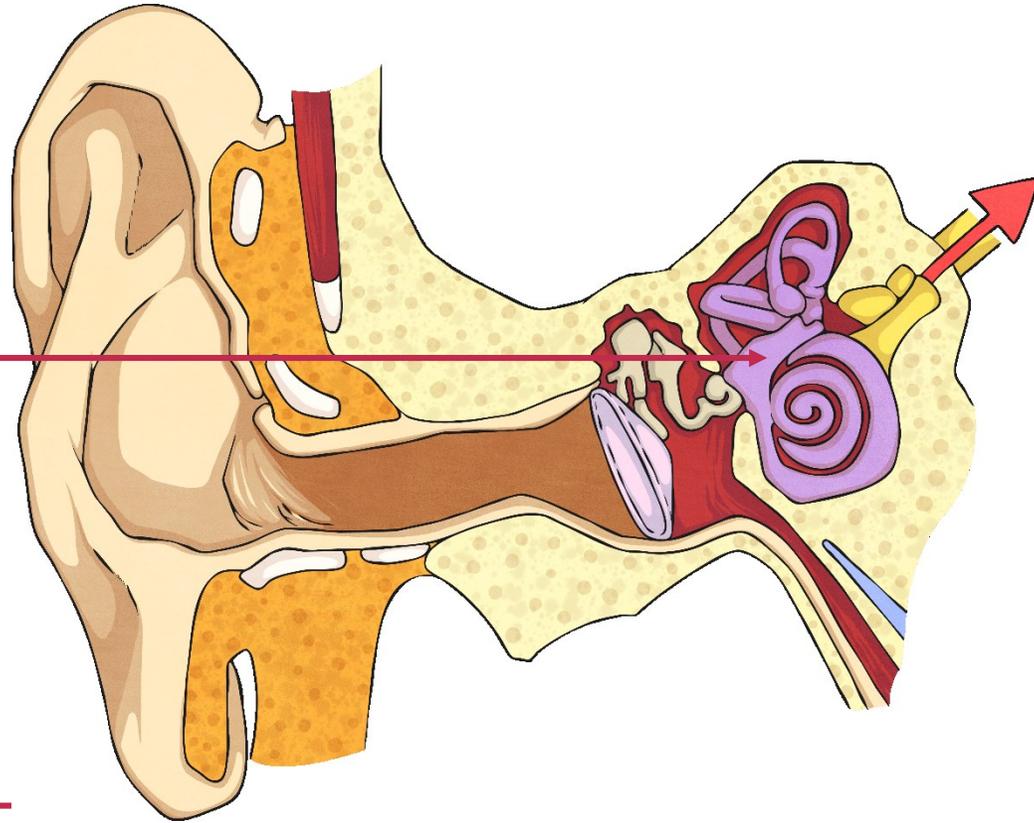
The eardrum is a thin, tough layer of tissue at the end of the auditory canal. Sound waves make the eardrum vibrate.

Ear Bones



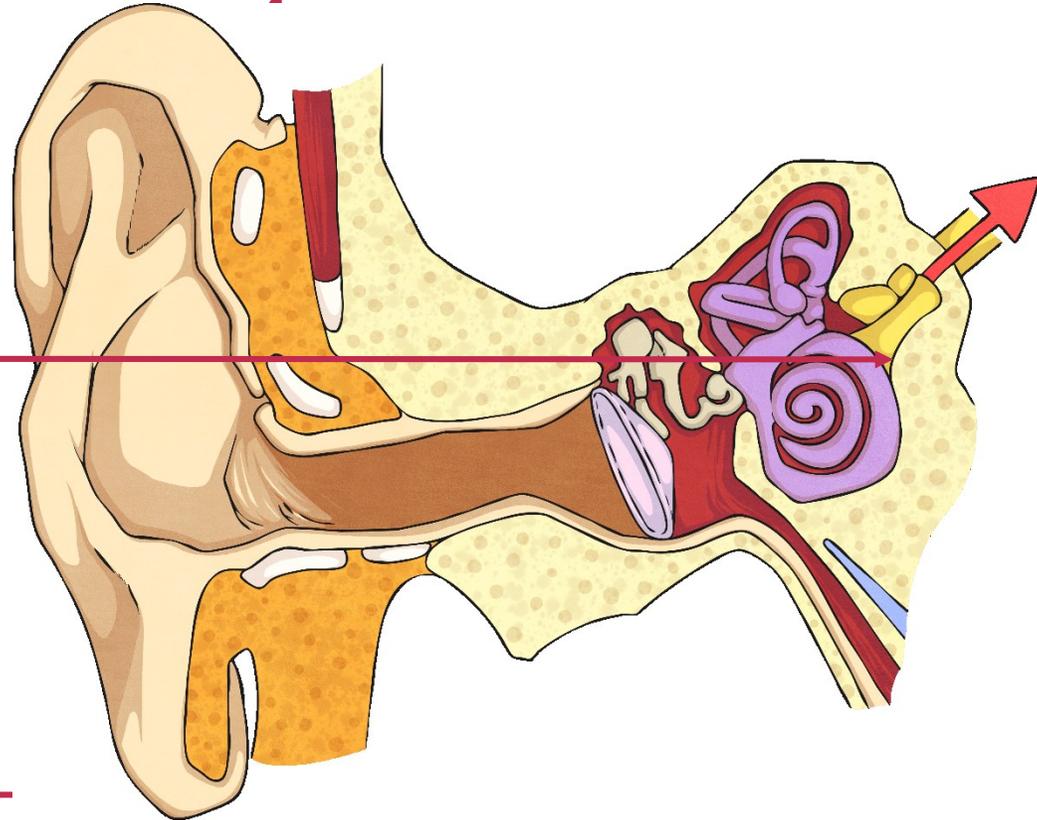
Ear bones, or ossicles, are three tiny bones that amplify and transmit the vibrations from the eardrum to the cochlea.

Cochlea



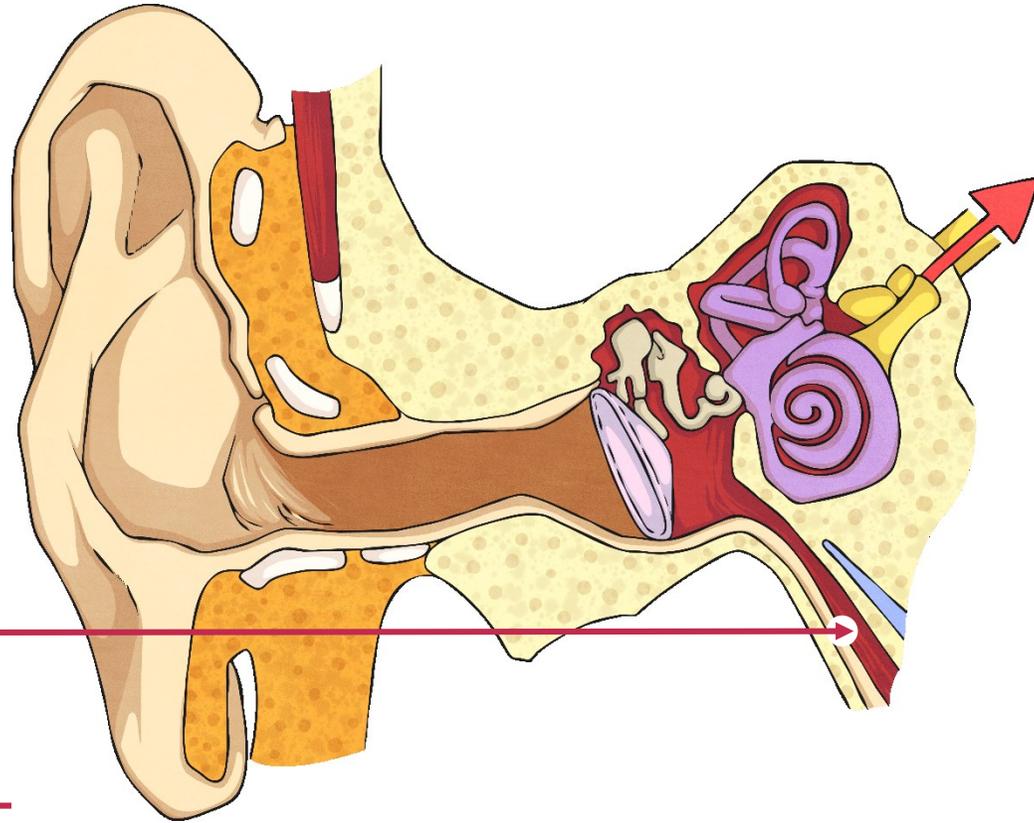
The cochlea is an organ filled with fluid. Receptor cells change vibrations in the fluid into electrical impulses.

Auditory Nerve



The auditory nerve contains sensory neurons that send information to the brain for processing.

Eustachian Tube



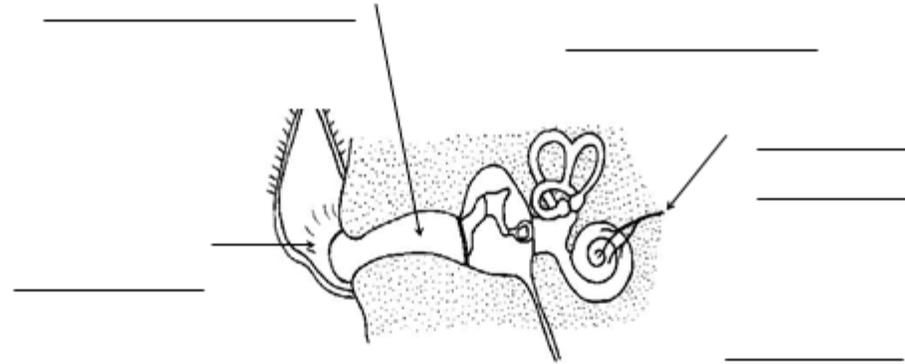
The Eustachian tube connects the middle ear to the nasal cavity. It regulates the pressure within the ear.

TASK:

Label the parts of the ear.

Under each one tell the function of each part.

Auditory canal	Auditory nerve	Ear-drum
Cochlea	Outer ear	



- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

TASK

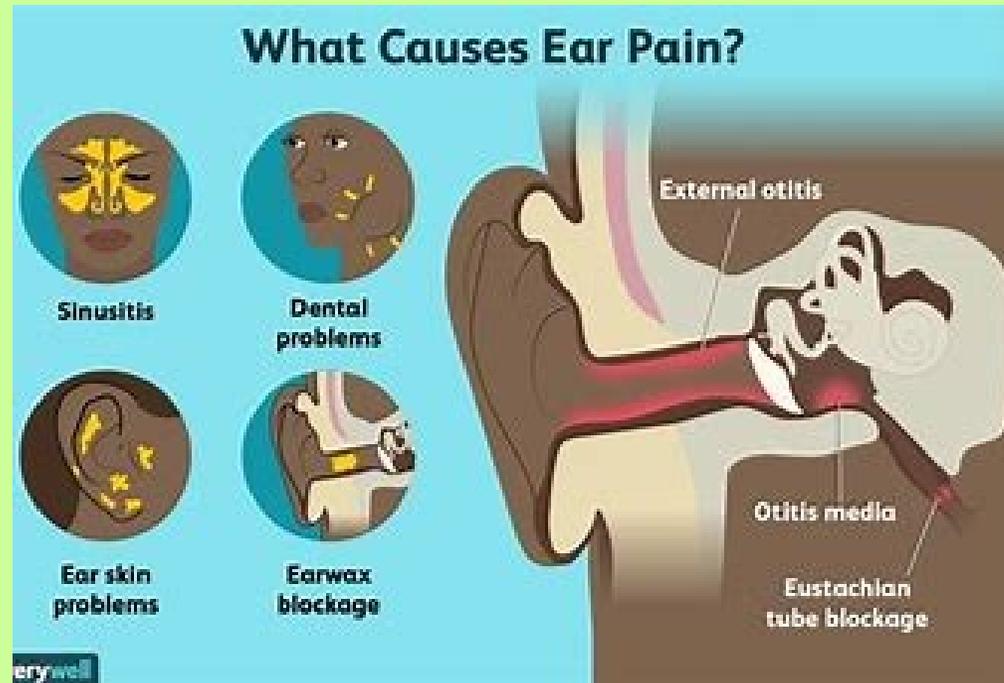
These statements are about how we hear are jumbled up. You need to write them in the correct order in your books.

THE ORDER BELOW IS INCORRECT!

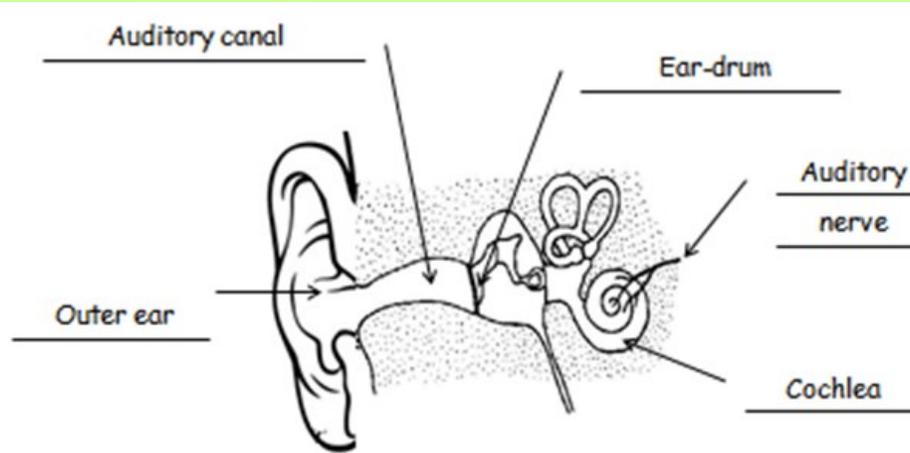
1. The vibrations pass along the auditory nerve to your brain.
2. The ear-drum vibrates when a sound hits it.
3. Your brain sorts the message and you hear the sound.
4. Your outer ear channels the sound waves into your ear.
5. The vibrating ear-drum makes the little bones in your ear vibrate.
6. The sound waves travel along the auditory canal.

Further Challenge

Can you research ways that you could damage your ears?



ANSWERS



- 1) Your outer ear channels sound waves into your ear.
- 2) The sound waves travel along the auditory canal.
- 3) The ear-drum vibrates when a sound hit it
- 4) The vibrating ear-drum makes the little bones in your ear vibrate.
- 5) The vibrations pass along the auditory nerve your brain.
- 6) Your brain sorts the messages and you hear the sound.

Pinna	A thin piece of skin that is stretched across the ear canal. It vibrates when a sound hits it.
Ear Canal	This is a tube that links the throat and inner ear. It helps to balance air pressure inside and outside the ear.
Ear Drum	Three very small bones. Their job is to amplify (make bigger) the vibrations that go into the ear.
Hammer, Anvil and Stirrup	This is filled with water and the inside is covered in thousands of little hairs. It detects the sound vibrations.
Cochlea	This links the cochlea to the brain. Electrical messages from the cochlea are interpreted by the brain to make the sounds that you hear.
Semi-Circular Canals	Also called the earflap. It acts like a satellite dish. It collects the sound vibrations in the air and directs them into your ear canal.
Eustachian Tube	These are three tubes that go side to side, front to back and lay flat. They are filled with water and help you to balance.
Audio Nerve	The tube that links the outer ear to the inner ear. Cells in this tube produce ear wax to help trap microbes.

Well done for completing Day 3 !

Please take a photograph of your completed work and send it to your class teacher on the class email address below. We can then send you some feedback on the great work you have completed!

4A@hortongrangeacademy.co.uk

4B@hortongrangeacademy.co.uk

4C@hortongrangeacademy.co.uk

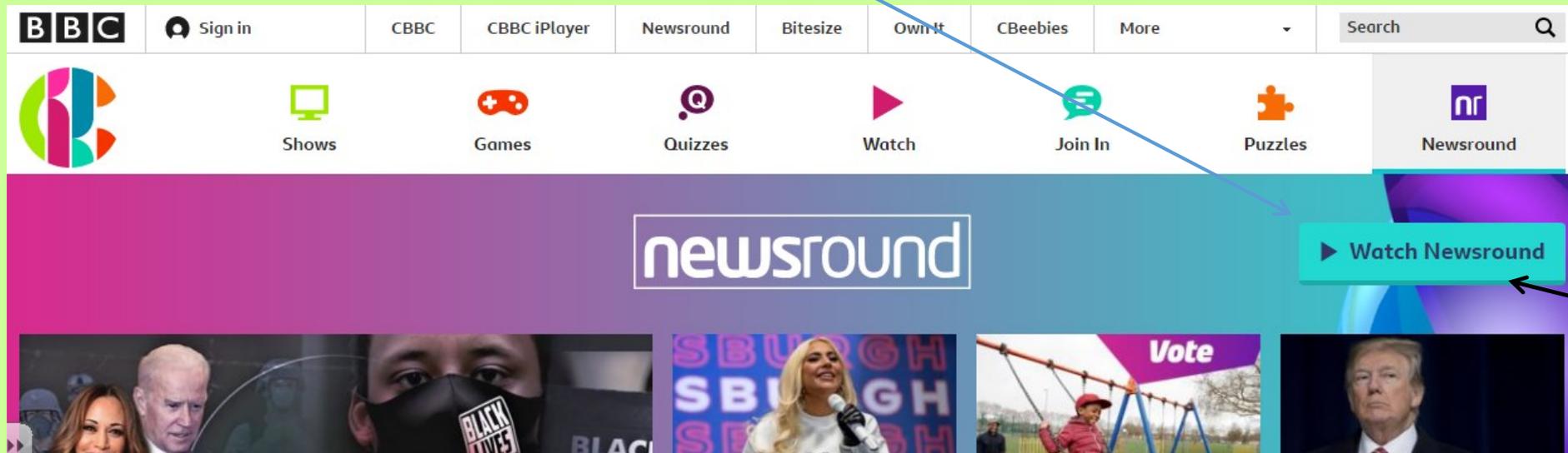


Thursday 18th March 2021 (10.05am)

Newsround

Use the link below to watch today's Newsround:

<https://www.bbc.co.uk/newsround>



Click on
Watch
Newsround

Thursday 18th March 2021 (1:00PM)- RE

Vaisakhi



Learning Intention- To know what Vaisakhi is.

Success Criteria-

On Fire- I understand the significance of Vaisakhi

Hotter- I know how Vaisakhi is celebrated

Hot- I know what the five K's are

What is this symbol?



What is a Sikhs place of worship called?

Who was the founder of Sikhism?



Answers

What is this symbol?



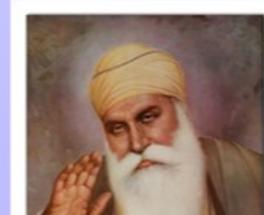
This is the Khanda, the Sikh symbol.

What is a Sikhs place of worship called?

Gurdwara- which means gateway to the Guru

Who was the founder of Sikhism?

A pious, holy man called Guru Nanak. He found the religion in India (modern day Pakistan) and preached the way of God



Vaisakhi (also known as Baisakhi) is a special festival that celebrates the founding of the baptised Sikh community in 1699 known as the **Khalsa**. The Sikh community shows their allegiance to the Khalsa by using the **5 K's**:

- **Kangha (comb)**- used to comb the hair and is a sign of cleanliness.
- **Kara (steel bangle)**- A simple band that shows the individual is devoted to the Guru, hold onto the truth and is free of worldly things.
- **Kesh (uncut hair- usually covered with a turban and a beard)**- A gift given by God to sustain someone. The turban worn is like a crown of spirituality.
- **Kirpan (short sword)**- represents courage and defence. Committed to defend the truth.
- **Kachera (short trousers)**- A modest undergarment made out of cotton.



Vaisakhi is usually celebrated on the 13th or 14th of April. It was also originally the harvest festival in Punjab, which is in northern India.



<https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/z6qqy9q>

Baptised Sikhs follow and observe a code of conduct which shows their commitment to the Khalsa. Sikhs must:

- Worship only One God
- Recite five prescribed banis (hymns) everyday
- Learn Punjabi and read the Guru Granth Sahib
- Wear and observe the five K's
- Live a truthful life and treat all humans equal and with respect.



Story of Vaiskahi

In 1699, Sikhs from all over Punjab (in India) gathered together to celebrate the local harvest festival of Vaisakhi.

This is the festival where people would gather together and gather the crops and plants that had grown.

Guru Gobind Singh came out of a tent carrying a sword and requested that anyone prepared to give their life for his religion to come forward. A young Sikh man came forward and disappeared into the tent with the Guru. Then the Guru reappeared alone with his sword covered in blood and asked for another volunteer.



This was repeated another four times until a total of five Sikh has gone inside the tent with him.

Everybody became extremely worries until eventually all five Sikhs emerged from the tent alive, with Guru Gobind Singh, wearing turbans. These 5 men became known as the 'Panj Pyare' or the 'Beloved Five'.

These men were then baptised into the Khalsa by Guru Gobind Singh. He said some prayers over the five Sikhs and they were sprinkled with Amrit (Holy Water).

This is how the Amrit ceremony (a form of baptism) came into being and these 5 Sikhs became the first members of the Khalsa. In present day, Sikhs old enough and responsible enough go through the Amrit Ceremony.

How is Vaisakhi celebrated?

Sikhs celebrate this festival with joy, happiness and devotion. Sikhs take a bath early in the morning, wear new clothes and visit the Gurdwara to participate in a special prayer to start off their day.

Gurdwaras are decorated and parades, dancing and singing happens throughout the day. Many Sikhs choose to go be baptised by going through the Amrit ceremony on this day to join the Khalsa.

Streets in places such as Birmingham and London have between 40,000 to 100,000 people taking part! The parades are carried through the cities and are led by the Panj Pyare (Five Sikhs who have been through the Amrit Ceremony). Men, women and children all take part in the processions with enthusiasm.

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-vaisakhi/z6s2t39-> What is Vaisakhi



Hot

Label each of the 5 K's that Sikhs wear once they have been baptised. Write down the importance of each one.

Word Bank-

Kanga

Kesha

Kara

Kachera/Kaccha

Kirpan



Storms - Task

Black Panthers - Task

Hotter

Fill in the blanks using the word bank.

Sikhism — Baisakhi

The Story of the Khalsa



Fill in the blanks to tell the story of the Khalsa

The _____ is the name for the Sikh community. The story of the founding of the Khalsa started with the martyrdom of Guru Teg Bahadur, the 9th Guru. He was publicly beheaded by Mughul rulers for protecting _____ for both Sikhs and Hindus.

The son of Guru Teg Bahadur, who was called Guru _____, became the next Guru. He stated that Sikhs should always be prepared to stand up for their beliefs, whatever the cost.

In _____, Sikhs from all over Punjab gathered together to celebrate the local harvest festival of Baisakhi. Guru Gobind Singh came out of a tent carrying a _____ and said that anyone prepared to give his _____ should come forward.

A young Sikh came forward and disappeared into the tent with the Guru. Then the Guru reappeared _____ with his sword covered in _____ and asked for another volunteer. This was repeated another four times until a total of _____ Sikhs had gone into the tent with him. Everyone present was very worried until eventually all five emerged from the tent alive, with Guru Gobind Singh, and wearing _____.

The five became known as the ' _____ ', or 'Beloved Five'. Guru Gobind Singh's wife mixed some _____ (holy water). The Guru said some prayers over the five and they were sprinkled with the Amrit. This is how the Amrit ceremony came into being and these five Sikhs became the first members of the Khalsa



alone 1699 turbans freedom of worship
five life Gobind Singh Amrit
sword Khalsa blood Panj Piare

On Fire

Fill in the blanks using the word bank.

Vaisakhi

_____ is the start of the Sikh New Year. It is one of the most important dates in the Sikh Calendar. It marks the start of the Punjabi New Year, but it is also a day to celebrate _____ - the year when Sikhism was born as a collective faith. It is _____ on 13 or 14 April. This year, it falls on Wednesday 14th of April.

History of the festival

Vaisakhi has been a _____ festival in Punjab - an area of northern _____ - for a long time, even before it became so important to Sikhs. In 1699, _____ chose the festival as the moment to establish the _____ - that's the collective name given to Sikhs who've been _____. The story goes that at the festival, he came out of a tent carrying a sword and said that any Sikh prepared to give his life for his faith should come into the tent. Five men disappeared into the tent, and the Guru came out - alone - with _____ on his sword. This worried the crowds. That is until the five men then came out from the tent unharmed and wearing _____. They became known as Panj Pyare or the _____ - and they were to be the first members of the Khalsa. They were baptised by the Guru who sprinkled them with _____, which is the Sikh word for holy water. He also said prayers. This ritual became the basis of the _____ baptism ceremony.

How is it celebrated?

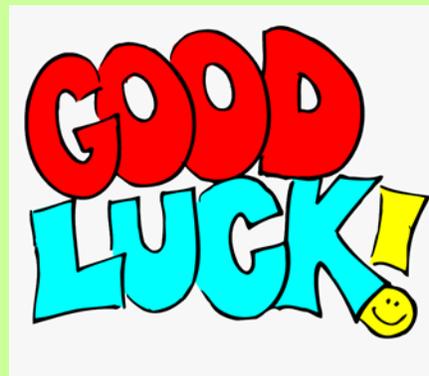
To celebrate Vaisakhi, Sikhs will visit places of worship called _____. These will also be especially _____ for the occasion. Many people enjoy _____ and special processions through the streets called nagar kirtans. 'Nagar' means town and 'kirtan' means the singing of hymns from the Guru Granth Sahib, which is the Sikh holy book. The book is carried in the processions in a place of honour. Celebrations always include _____ and _____, as well as reading aloud scriptures and chanting hymns. Many Sikhs also choose Vaisakhi as the day to be baptised in to the Khalsa _____. Big celebrations take place in the city of Anandpur Sahib in Punjab, which is where Guru Gobind Singh established the Khalsa. Farmers in the Punjab will also use Vaisakhi as an opportunity to give thanks for a plentiful harvest and pray for a good one in the _____ to come.

Word Bank

Celebrated	Harvest	Beloved Five	1699	Sikh
Khalsa	Vaisakhi	Gudwaras	Amrit	Brotherhood
Turbans	Baptised	India	Guru Gobind Singh	Blood
Year	Decorated	Singing	Parades	Music

Hulks - Task

On Fire- Fill in the missing words



Thursday 18th March 2021 (2:00pm)

PSHE

Looking After Your Wellbeing



Aim

- I understand that there are strategies and behaviours that support my mental health and wellbeing.

Success Criteria

- I can think of ways I can be kind to myself.
- I can list the things I can control and the things I can't control.
- I can think of ways to connect with other people for support.

Connect with Others

An important part of wellbeing is being connected with other people. This is called a support network. You will be part of other people's support networks, where you will support their wellbeing, and other people will be in your support network. This might include family, friends, teachers at school and members of the community.



Connect with Others

If you are having difficulties with your wellbeing, it is really important to reach out and connect with someone in your support network.

This might be through face-to-face interactions or, if this is not possible or you'd prefer it a different way, it could be through letters, messaging, telephone calls, video calls or playing games together on the Internet (always check with your parents or carers first if you want to go online).



Connect with Others

Connections are a really important part of your wellbeing and for these to be strong, you need to put time and energy into creating and keeping these. It isn't always easy but it is important for you to have others that look out for your wellbeing and support it.



Positive Mindset

Part of coping with times of change or stress is ensuring that the way you see the situation is through a positive mindset.

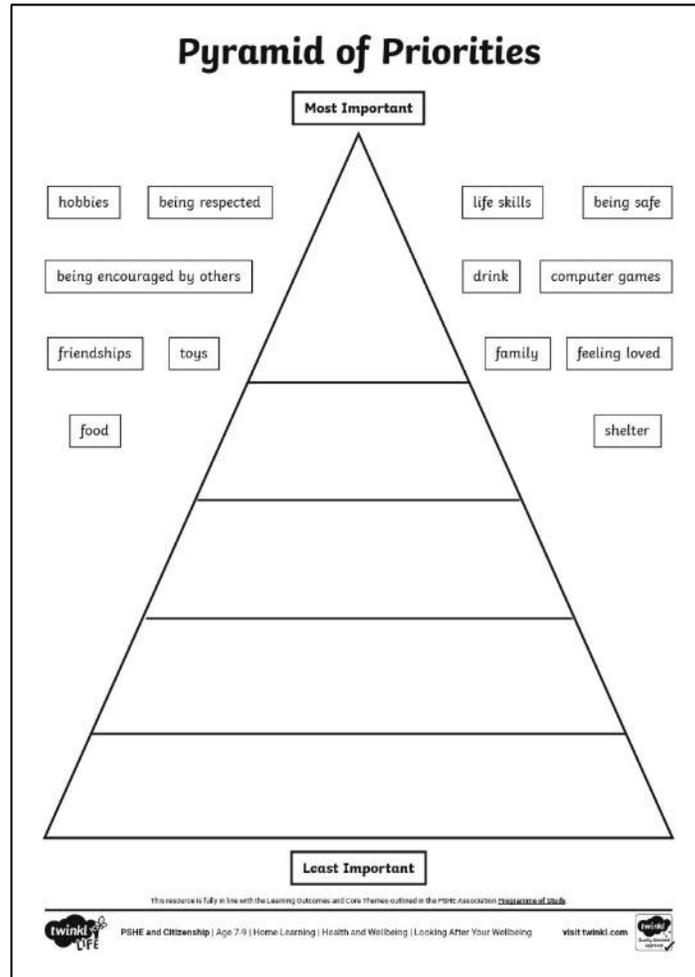
This means looking for opportunities in every situation, no matter how challenging or difficult they are.



This approach can help you to:

- see life in a different way;
- think about the priorities in your life;
- value people over 'things';
- remember what is important in your life;
- know how important your health and wellbeing are; and
- know how important it is to love others and be loved.

Positive Mindset



Look at the pyramid. Think about where you would put each of the different things in your own pyramid.

Discuss this with someone else in your house and see if there are areas where you feel the same and areas where you differ.

Areas of Control



Lots of people spend time worrying about things that they actually have no control over.

Because they have no control, they can't do anything to make it better so it can become a big area of worry. This can affect how they feel or how happy they are.

Areas of Control

It is important to break down your thoughts and worries into things you can actually control and things where you have no control.

This can help you to realise what you should spend your time thinking about and working on.

It also helps you to identify the things that you need to stop thinking about, or trying to do something about, as you have no control over them.



My Control

My Control

Look at the areas listed in the table below. Write each one them into the box you feel they fit; either 'Things I Can Control' or 'Things I Can't Control'.

You can then put this up in your room or home to remind you of the things you can actually control and to focus on these.

Things I Can Control	Things I Can't Control

How other people feel.	What other people do.	How I look after myself.	Other people's opinions.
Getting older.	What I say.	Traffic.	The weather.
What I do.	What I wear.	What I eat.	Who I play with.
My opinions.	My thoughts.	My words.	How I behave.
What other people say.	What other people think.	How other people feel.	What other people believe.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study



PSHE and Citizenship | Age 7-9 | Home Learning | Health and Wellbeing | Looking After Your Wellbeing

visit [twinkl.com](https://www.twinkl.com)



Using your My Control Activity Sheet, create a reminder of what you can and can't control to display in your home.



The Future

Whenever you are going through changes or a difficult time, it can feel hard to see beyond the day you are living in or to see that things can change.

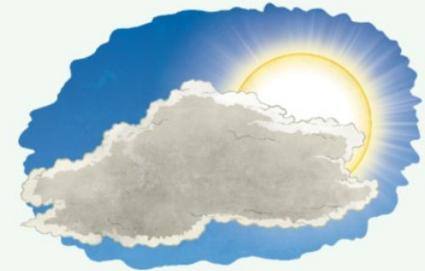
While it can help to think about one day at a time, it can also be helpful to think about the future in a positive way as well.



The Future

Think about:

- How will life be different?
- What will you do more of?
- What will you do less of?
- What will you worry about less?
- How will you spend your time?



Support Networks

When you are looking after your own feelings and happiness, it is important to realise how much other people can help and support you.

As well as this, you can be there to support and help others. Often, thinking about other people helps your own wellbeing, as it helps you to feel good and positive.

Helping other people can make you feel needed and to them creates a support network for you when need it.

It is important to reach out to others and say when you need help and support.

Remember, other people will feel good from helping you.

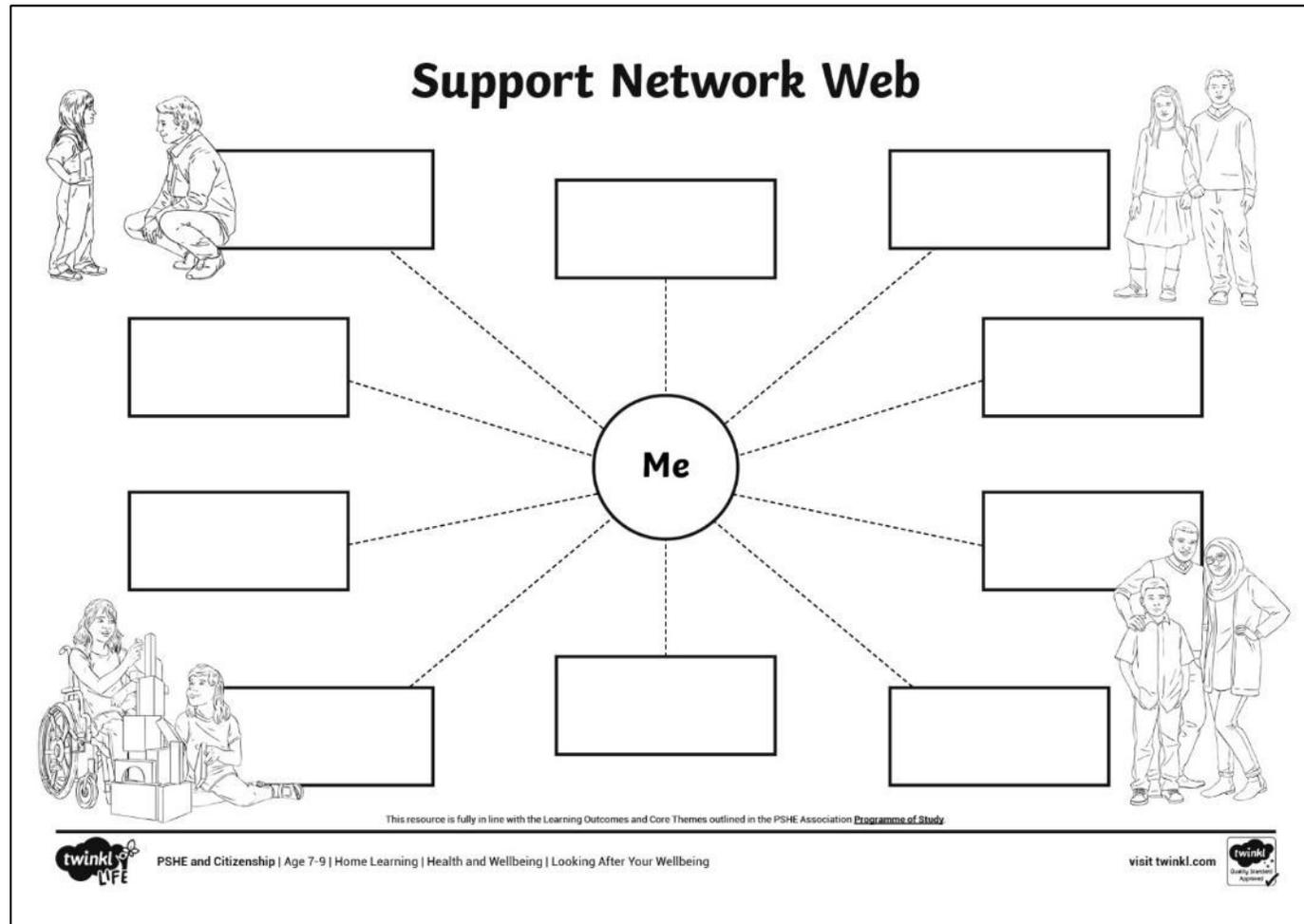


Support Networks

This could be:

- family members;
- friends;
- teachers;
- other adults;
- support workers; or
- online support sites (always check these with a grown-up).





Remember, you can go to anyone you feel comfortable talking to within your support network.

Well done for completing Day 4 !

Please take a photograph of your completed work and send it to your class teacher on the class email address below. We can then send you some feedback on the great work you have completed!

4A@hortongrangeacademy.co.uk

4B@hortongrangeacademy.co.uk

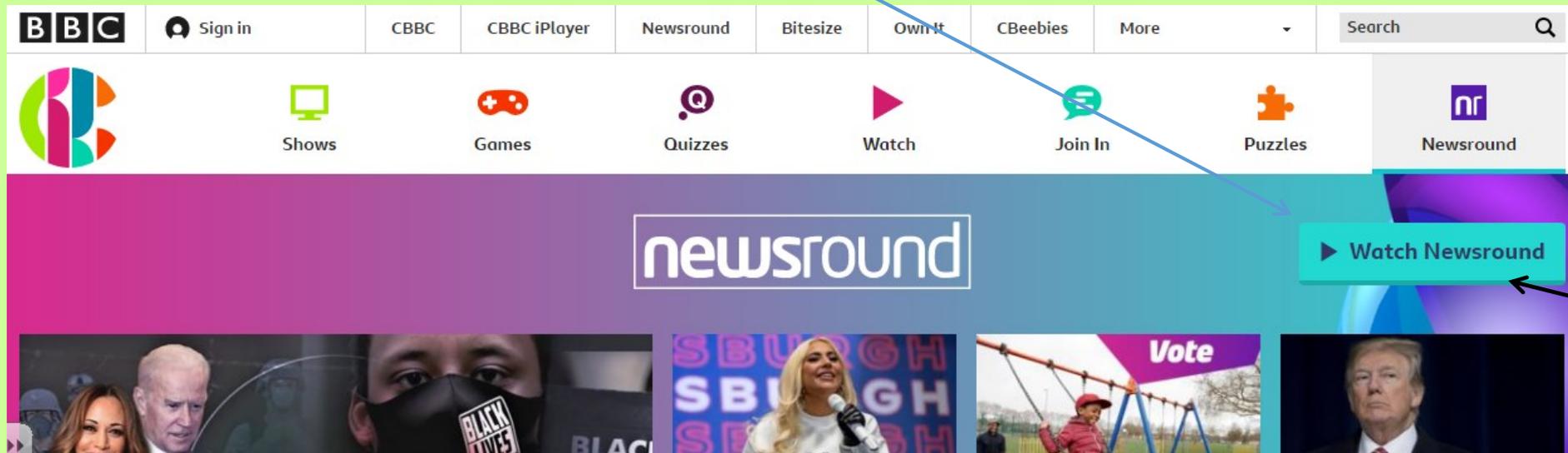
4C@hortongrangeacademy.co.uk



Friday 19th March 2021 (10:05AM) Newsround

Use the link below to watch today's Newsround:

<https://www.bbc.co.uk/newsround>



Click on
Watch
Newsround

Well done for completing your curriculum home learning Year 4!

Don't forget to send your completed work over to your class teacher:

Class 4A:

4A@hortongrangeacademy.co.uk

Class 4B:

4B@hortongrangeacademy.co.uk

Class 4C:

4C@hortongrangeacademy.co.uk

Have a lovely weekend!

