

Curriculum

Week Commencing: 14.06.2021

Year 4 Timetable for Week 2- 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	Spellings	Music	Lunch Time	Curriculum		
Tuesday		Maths- xtables		Newsround	English	RE		Handwriting	PE	
Wednesday		Maths- 4 number operations		Newsround	English- Prefixes	English- Suffixes		Science		
Thursday		Maths		Newsround	English	Refugee Week		Curriculum		
Friday		Maths		Newsround	Guided Reading	Guided Reading		PSHE		

Maths Home Learning

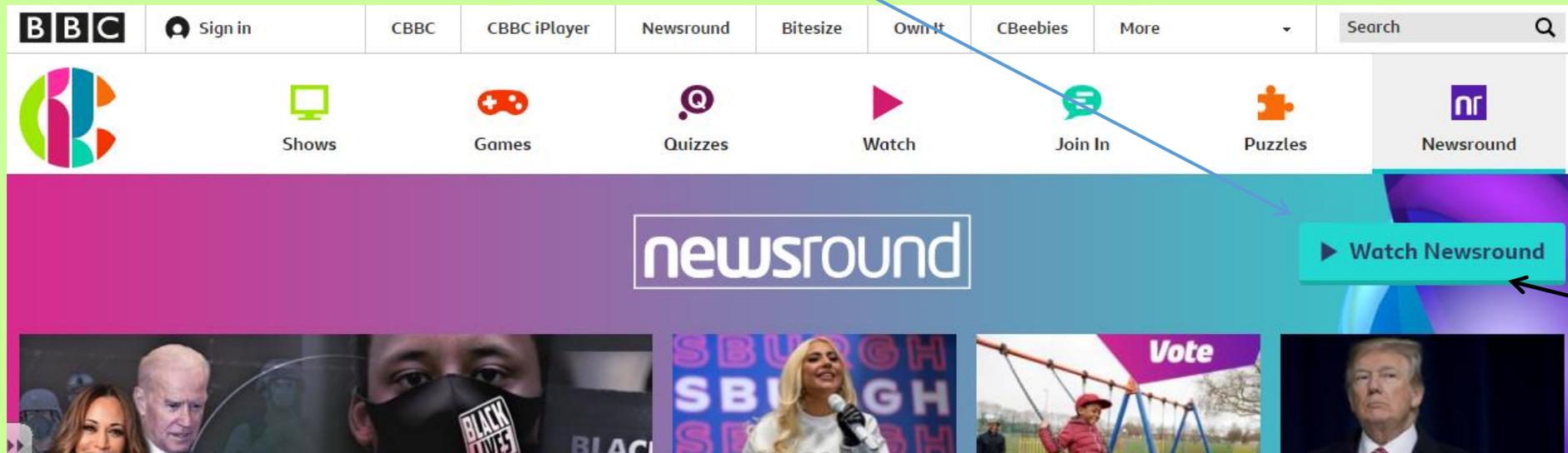
English Home Learning

Curriculum Home Learning

Monday 14th June 2021 Newsround

Use the link below to watch today's Newsround:

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



Click on
Watch
Newsround

Monday: Spellings 10.20-11.20am

Week 2
Spellings



Week 2 - Spelling Test

Longer List - BP and Hulks

Spelling Test Week 2

1. There was a _____ disaster.
2. She _____ misses tennis practice.
3. Those were his _____ words.
4. It was an _____ death.
5. There was a _____ emergency.
6. I played in the _____ team.
7. London is the _____ of England.
8. The _____ chords sounded louder than the music.
9. Her _____ hairstyle was admired.
10. The novel is written from a _____ perspective.

Shorter List - Storms

Spelling Test Week 2

1. I had an _____ with my sister.
2. Chelsea had plenty of _____ after the final.
3. _____ can make people miserable.
4. Yahya was in a _____ mood.
5. I experience _____ every time we get holidays.
6. Be _____ when you cross the road.
7. My dog was _____ after his walk.

Spelling Test Answers - Week 2



How many did you get right?

Spellings Test - Answers

Shorter list

1. argument
2. enjoyment
3. sadness
4. playful
5. happiness
6. careful
7. cheerful

Longer list

1. natural
2. occasional
3. actual
4. accidental
5. medical
6. national
7. capital
8. vocal
9. sensational
10. personal

Spelling Rules and New Spellings

Spelling rule:

Shorter list

Suffixes- less and ly. These are added to the end of words.

Longer List

Words ending in an 'zher' sound spelt with 'sure'.



Learn these spellings for next weeks spelling test!

Put each word into a sentence!

New Spellings - Week 3

Shorter list

1. badly
2. hopeless
3. happily
4. lovely
5. penniless
6. slowly
7. fearless
8. careless

Longer list

1. treasure
2. measure
3. pleasure
4. enclosure
5. leisure
6. exposure
7. fissure
8. compusure

Monday: Music: 11.20- 12.15pm

<https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z3yfng8>

Click on the link above to learn all about tempo and duration when listening to music!

Watch the videos. Can you use something at home to create different tempos and rhythms from last week?

Listen out for duration and tempo

Duration and tempo affects the **pace and feel** of any music you listen to.

Duration is the **length of time each note is played for**. Just like in Beethoven's Fifth Symphony, notes can be short or they can be long.

Tempo is the **speed of the music**. It can have a big effect on the listener. You might know some slow songs that you love singing along to. You probably also have a favourite fast song that makes you want to get up and move.



Duration is the length of the notes. Tempo is the speed of the music.



Monday: Curriculum: 1pm-3pm

Learning Intention: To use an atlas

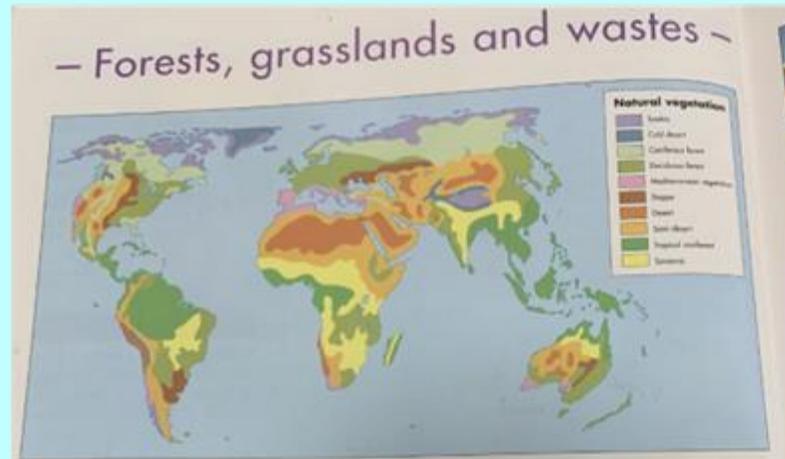
Success Criteria:

On Fire: I can use a range of maps and information in an atlas to find similarities and differences between countries.

Hotter: I can use atlas independently to identify countries and their capital cities.

Hot: I can use an atlas to identify different countries and mark them on my own map.

You are going to use all the information that we looked at last week on Thursday to analyse a range of maps of Italy.



The map above shows types of vegetation around the world. The diagram below shows the types of plants which grow on mountains.



Tundra	Cold desert
Long, dry, cold winters. Grasses, moss, bog and dwarf trees.	Very cold with little rain or snow. No plants can grow.
Coniferous forest	Deciduous forest
Harsh winters, mild summers. Trees have leaves all year.	Rain all year, cool winters. Trees shed leaves in winter.
Mediterranean	Steppe
Hot, dry summers. Mild wet winters. Plants adapt to the heat.	Some rain with a dry season. Grasslands with some trees.
Desert	Semi-desert
Rain is rare. Plants only grow at oases with underground water.	Poor rains, sparse vegetation. Grass with a few small trees.
Tropical rainforest (jungle)	Savanna
Very hot and wet all the year. Tall trees and lush vegetation.	Mainly dry, but lush grass grows when the rains come.

First I want you write everything you know about Italy.

1. Italy is in the continent of Europe.



We will look at different maps and what these show us.

In your books you will tell me:

What the map shows?

Differences in areas using the compass points.

Make sure you look at the key and the different colours.

I would like at least 5 things each map shows.



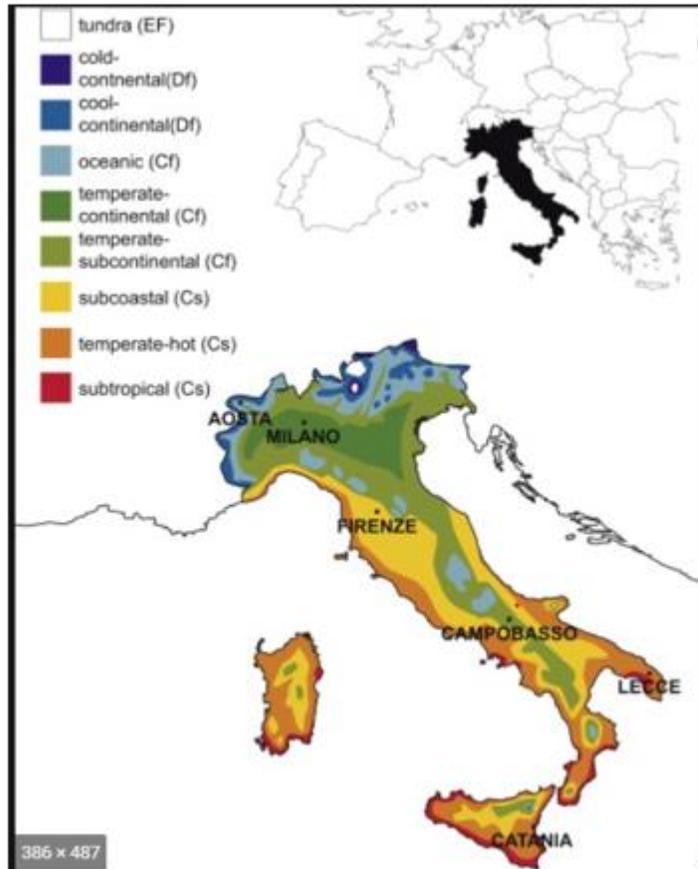
Map 1



Map 2



Map 3



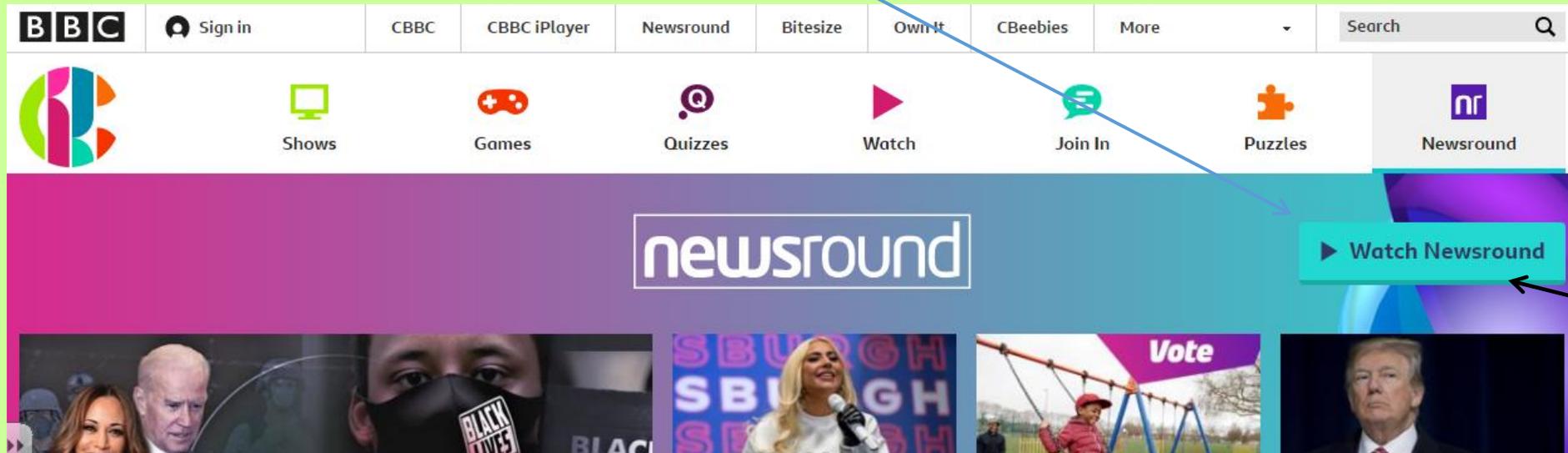
Map 4



Tuesday 15th June 2021 Newsround

Use the link below to watch today's Newsround:

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



Click on
Watch
Newsround

Tuesday: RE: 11.20-12.15pm

Learning Intention:

To know what signs and symbols are and consider why they are important.

Success Criteria:

On Fire: I can design my own symbol to represent my values.

Hotter: I can say what a symbol is and why it is important.

Hot: I can say what a symbol is.

What is a sign?

Signs give us information or direction of what to do.



What is a symbol?

Symbols tend to have a deeper meaning and instantly identify something.

For example, religious symbols or even the school logo.



Talk in pairs about the symbols.

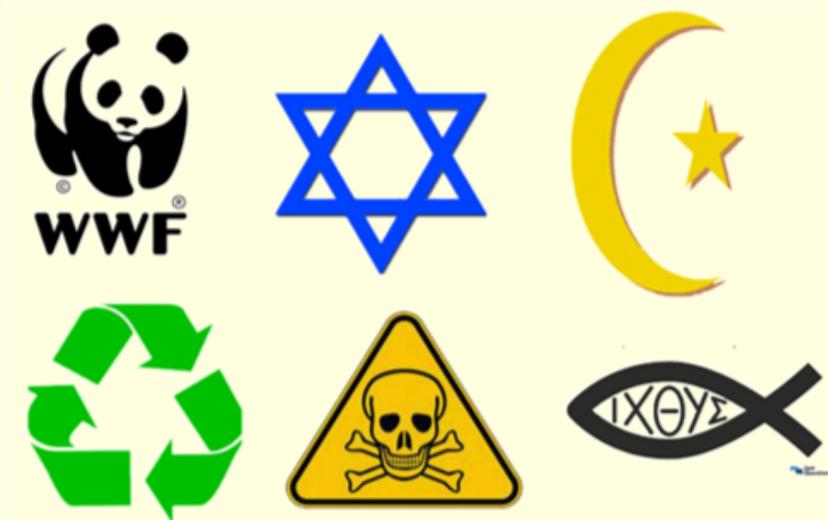
What do they look like?

What colours have been used?

Why are they important?

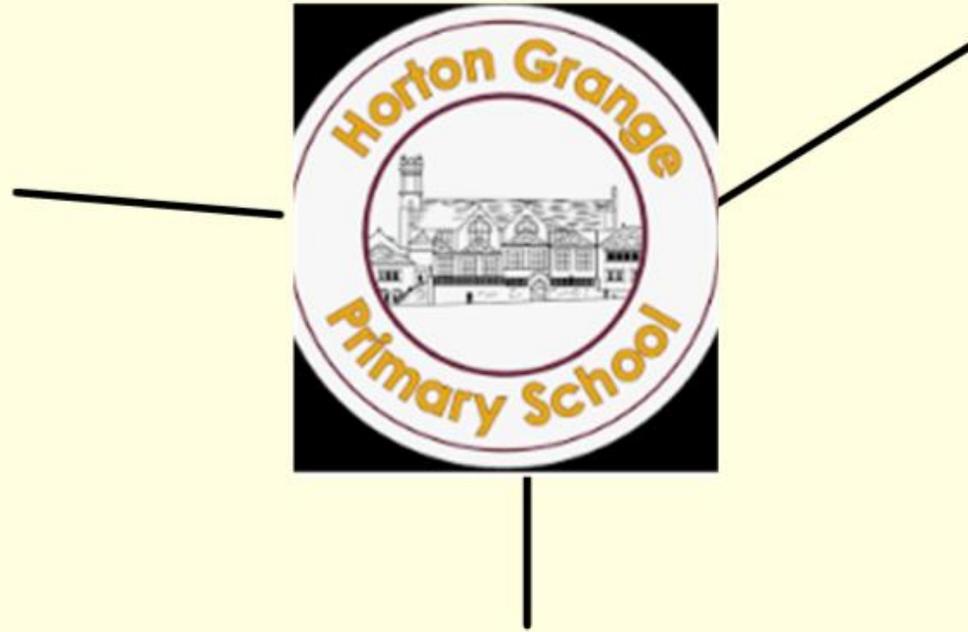
Who do you think the symbols represent?

Do they belong to a particular faith?



We have a symbol that is important for our school.

Our school badge. What can you see on our badge?



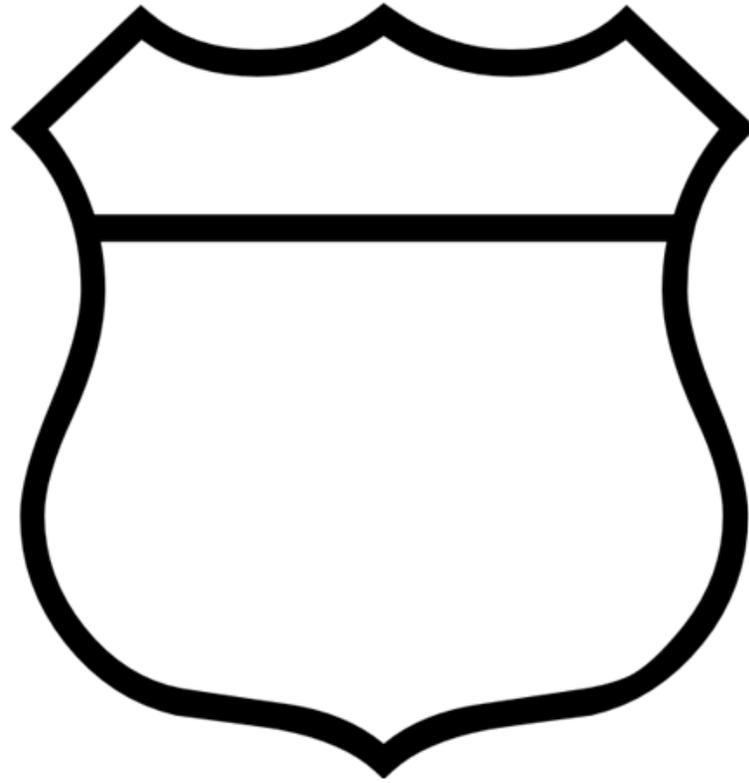
Today you are going to design a new school badge.

Think about the values of our school and how you can represent them using symbols.

Peace

Friendship

Being Fair (Justice)



Tuesday: Handwriting: 1-2pm

Learning Intention: To practise speedwriting.

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.

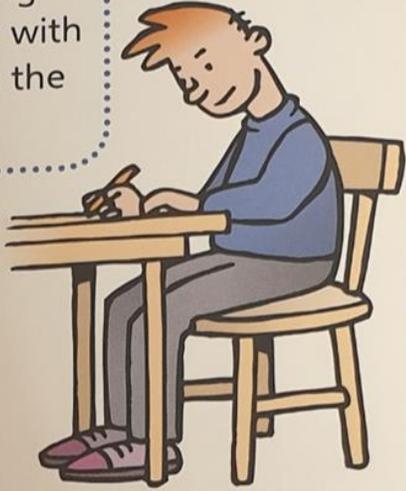
Hotter: I can join my handwriting consistently across showing clear ascenders and descenders.

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

Getting ready to write

1. Posture:

Are you sitting comfortably with both feet on the floor?



Getting ready to write

2. Pen Hold:



Are you holding your pencil correctly?

Getting ready to write

3. Paper Position:

Is your paper at the correct angle?



Today we are going to be practising speed writing

You use speedwriting when you need to write something quickly, such as directions. Your handwriting doesn't have to be neat but it must be readable.



Task 1: Practise the pattern

dcd dcd dcd dcd

Task 2: Practise other words

Copy these words into your books in speed writing.

department
ten o'clock
accident and emergency
as soon as possible

Task 3: Practise more words

Road = Rd
we will = we'll
as soon as possible = a.s.a.p.
ten o'clock tonight = 10.00p.m.
accident and emergency = A and E
number = no.
there is = there's

P.E - Using our Body

Remember to WARM UP

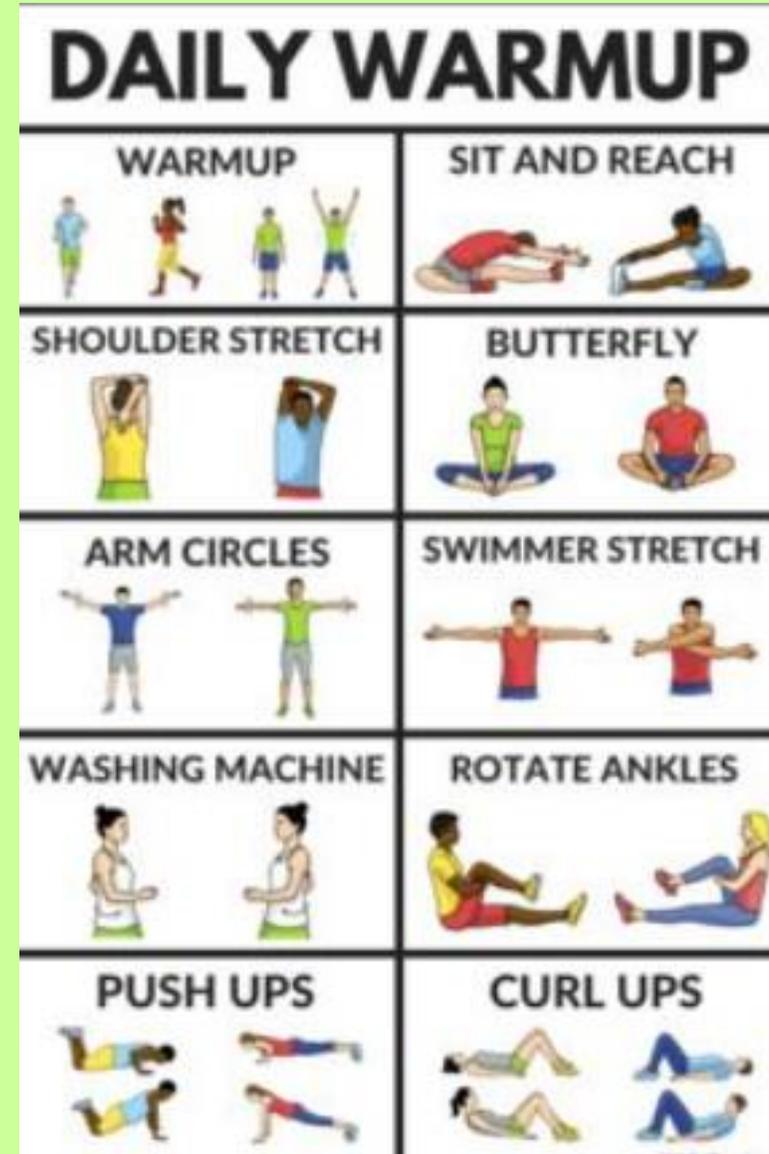
Why is it important to warm up?

What happens to our heart?

What else should we do to our muscles?

Watch this video and complete the warm up to prepare you for today's PE lesson!

<https://www.youtube.com/watch?v=t7nrOBBfcYI>



Tuesday: PE: 2-3pm

This half term we will be learning how to play cricket. This week we will look at how to bat.

I would like you to get a bat and ball. Get someone in your house to bowl and you will practice how to bat. Please do this in the garden if possible.

Watch the video below to help you.

<https://www.youtube.com/watch?v=79FZsUjy9zk>

FC: Can you research a famous cricket player?

Skill: Forward Defensive Drive



Technique Points:

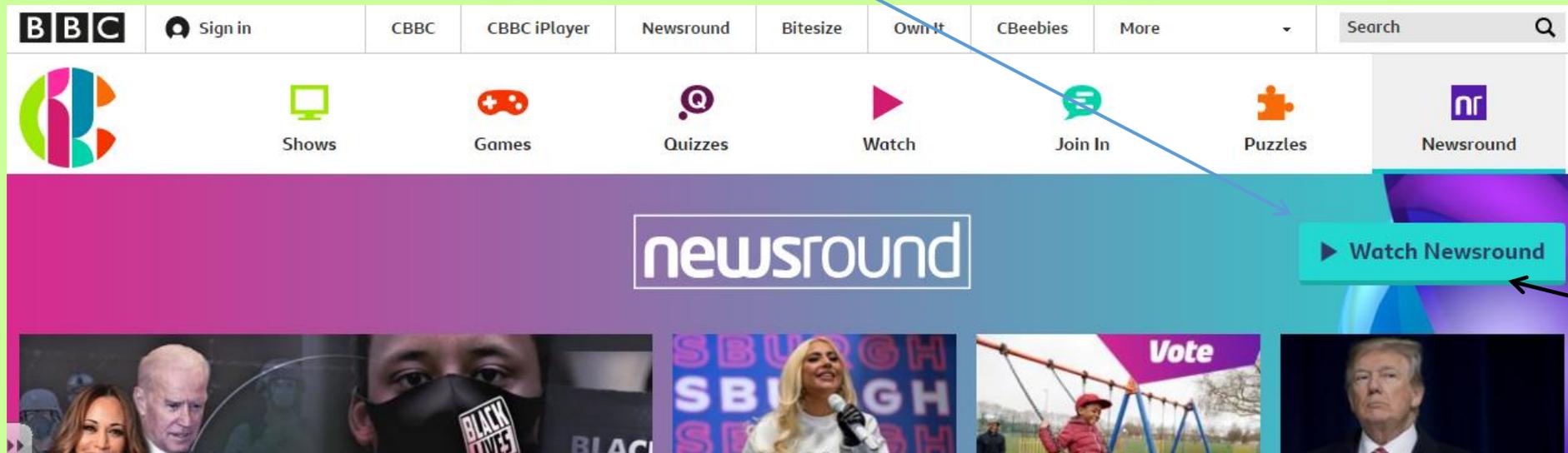
1. Make sure you start with the correct grip, a relaxed, comfortable stance and your eyes fixed on the ball.
2. Complete the backswing as weight transfers to the front foot through a bent front knee.
3. Keep your head still, eyes level and fixed on the ball.
4. Rotate shoulders vertically and lean forward to block the ball with the bat next to and just in front of the front leg.
5. As you lean forward the back heel raises, bottom hand is relaxed and the bat should be presented face on to the ball.



Wednesday 16th June 2021 Newsround

Use the link below to watch today's Newsround:

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



Click on
Watch
Newsround

Wednesday: Science : 1-3pm

Living things and their habitats.



What is an ORGANISM?

What is a HABITAT?

What is CLASSIFICATION?



Learning Intention: To understand the differences between vertebrates and invertebrates.

On Fire: I can observe, describe and compare vertebrates and invertebrates using scientific vocabulary and a variety of diagrams

Hotter: I can observe, describe and compare vertebrates and invertebrates using scientific vocabulary

Hot: With support I can describe the differences between vertebrates and invertebrates

Classification



Last week we looked at classification: the sorting and grouping of different organisms and today, we will continue to do this to further discover more characteristics of living things.

Classification



It is easy to sort most of the living things we can see in the world into two groups: plants and animals.

Plants and animals share life processes, but they do them very differently. Can you remember some of the differences between plants and animals?

Animal Groups



When looking at animals, scientists usually split them into two groups: **vertebrates** (animals **with** a backbone) and **invertebrates** (animals **without** a backbone).

We can further classify organisms, when scientists look for differences we call this variation.

Animal Groups: Vertebrates

Vertebrates are animals with a backbone. They have a hard skeleton made of bone. It holds their body up and gives them shape.



Can you think of any examples of VERTEBRATES?

Animal Groups: Invertebrates

Invertebrates do not have a backbone, or a skeleton made of bones. Many have a hard shell outside their bodies to protect them. Others have soft, flexible bodies.



*Can you think of any examples of
INVERTEBRATES?*

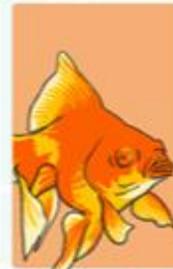
Within the VERTEBRATES and
INVERTEBRATES there is even more
VARIATION

Animal Groups

Vertebrates can be separated into five broad groups:



mammal



fish



reptile



bird



amphibian

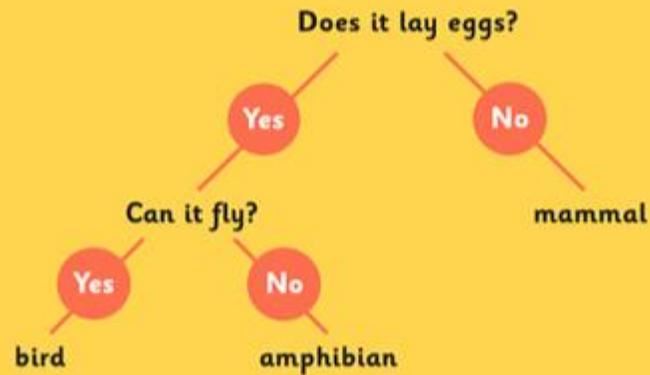
*Our focus this week is
VERTEBRATES*

Scientists use classification questions to group organisms based upon their varying characteristics.

Are you ready to be a scientist again?

Classification Keys

Each question has a yes or no answer and leads you one step closer to the name of a living thing.



Let's classify this organism together:

We will use the classification questions to help us



How will we classify this animal?

What is it?

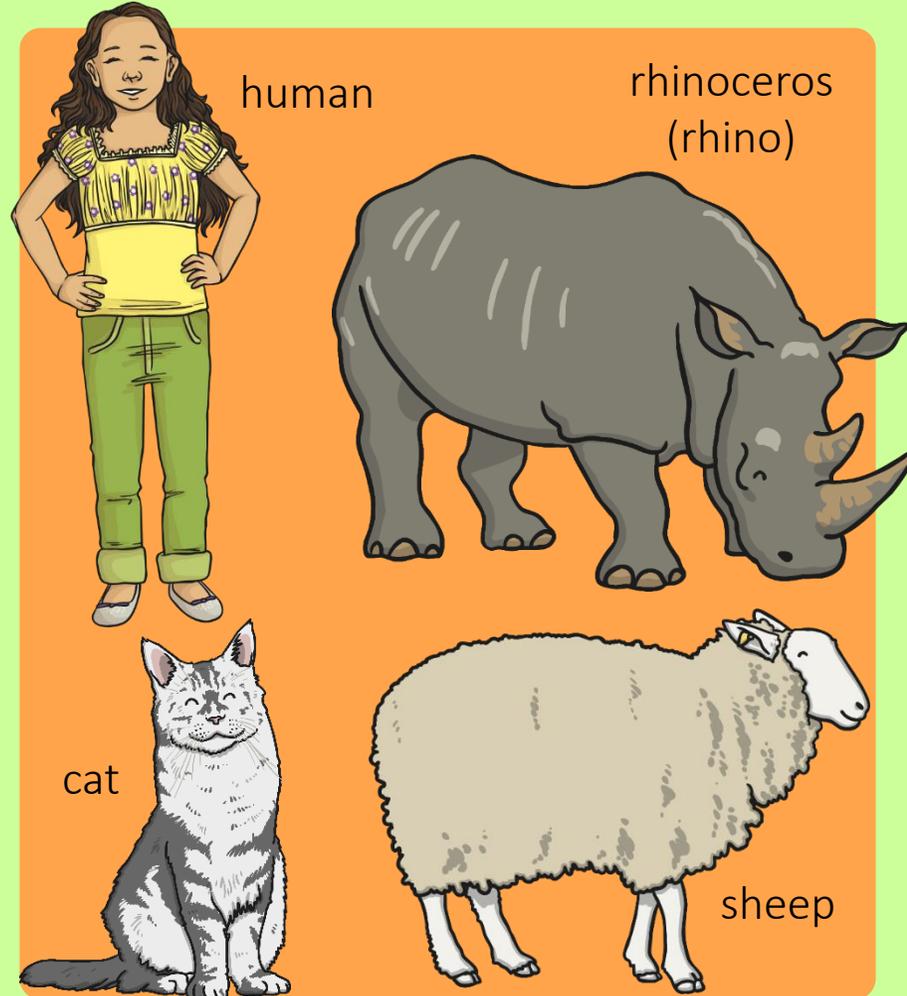
Mammals

Mammals have warm blood, and have hair or fur on their bodies.

Mammal babies are born alive.

The mothers feed their babies milk.

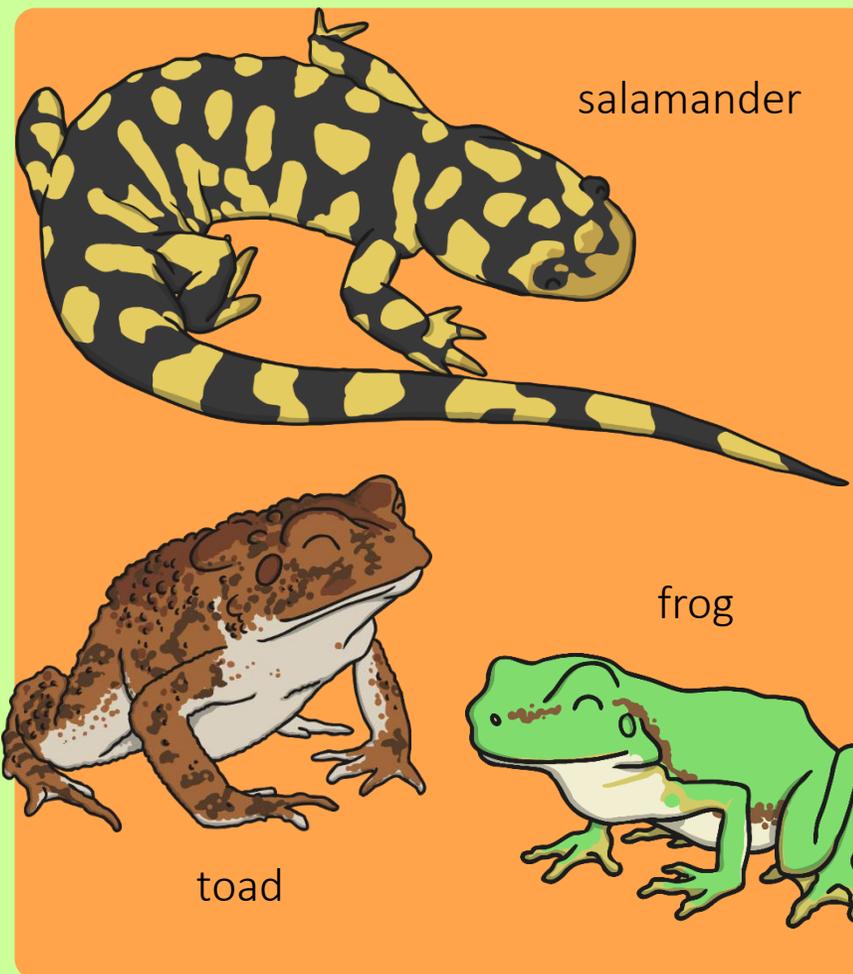
What do animals of this kind have in common?
Can you think of any differences between them?



Amphibians

Amphibians live on land
and in water.
They are cold-blooded.
They have gills when they
are young.
They have smooth skin.
They lay their eggs in water.

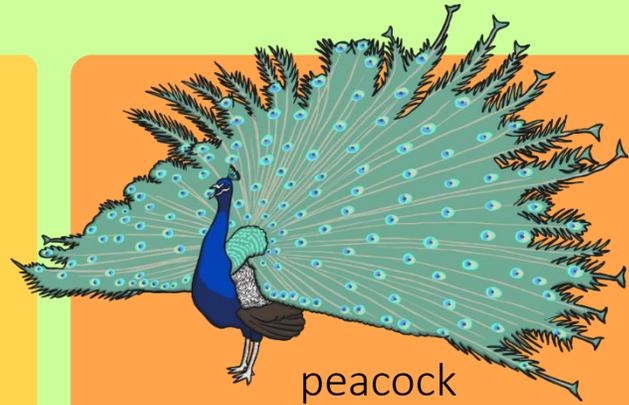
What do animals of this
kind have in common?
Can you think of any
differences between them?



Birds

Birds have a beak, wings,
feathers and 2 legs.
They lay eggs on land.
They have warm blood.

What do animals of this
kind have in common?
Can you think of any
differences between them?



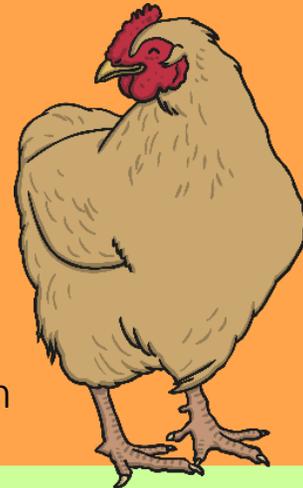
peacock



penguin



owl



chicken

Fish

Fish live in water.

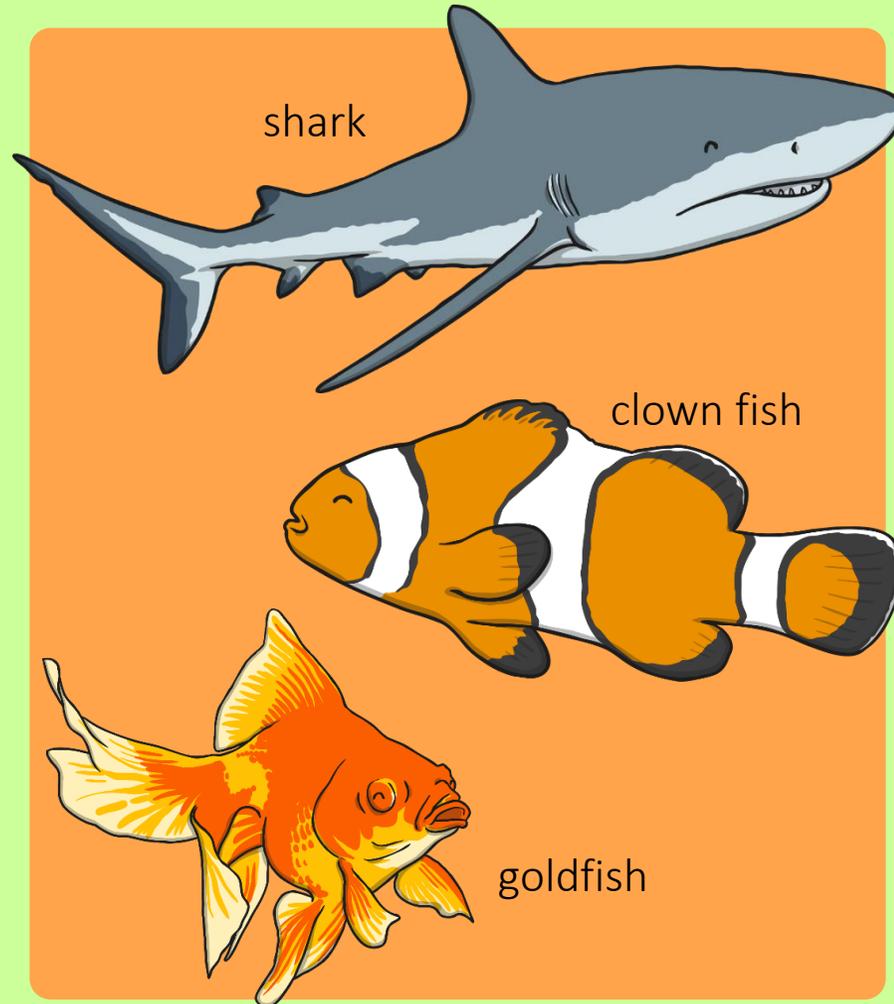
They have fins instead of legs and gills instead of lungs.

They lay their eggs in water.

They have cold blood and scaly skin.

What do animals of this kind have in common?

Can you think of any differences between them?



Reptiles

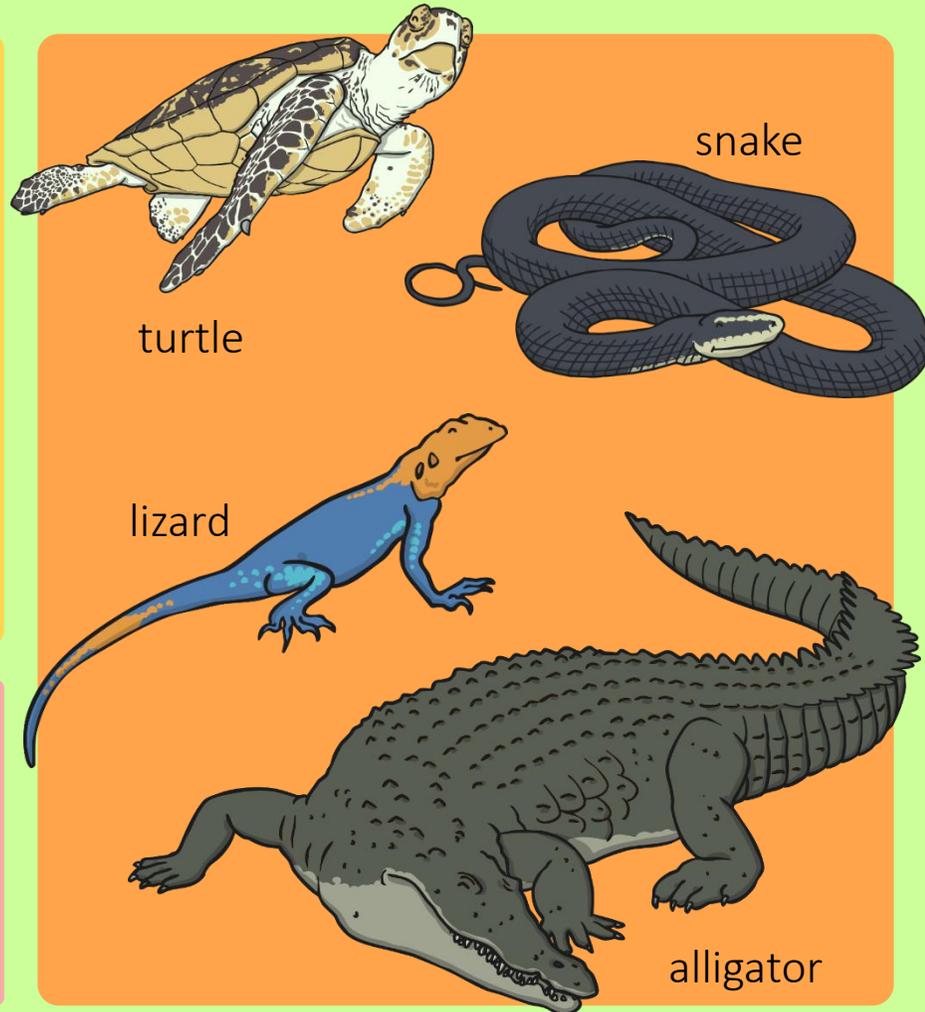
Some reptiles live on land,
and some in water. They
have lungs that breathe air.

They have scales and are
cold-blooded.

They lay their eggs on land.

What do animals of this
kind have in common?

Can you think of any
differences between them?



turtle

snake

lizard

alligator

You will work in groups of 4 scientists to classify pictures of VERTEBRATES.

Your chief scientist has given you some information sheets and pictures, as well as some classification questions.

Mammals

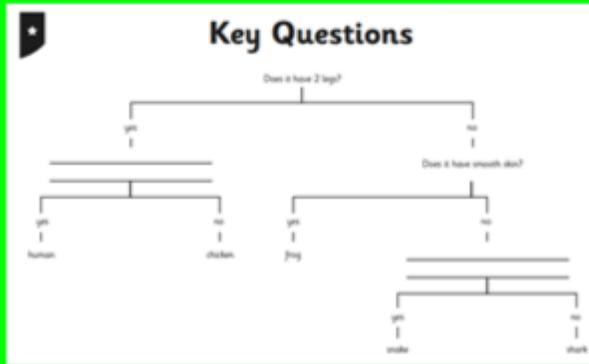
Mammals have warm blood, and have hair or fur on their bodies.
Mammal babies are born alive.
The mothers feed their babies milk.

human rhinoceros (rhino)
cat sheep

What do animals of this kind have in common?
Can you think of any differences between them?

mammals

amphibians



mammals

amphibians

reptiles

fish

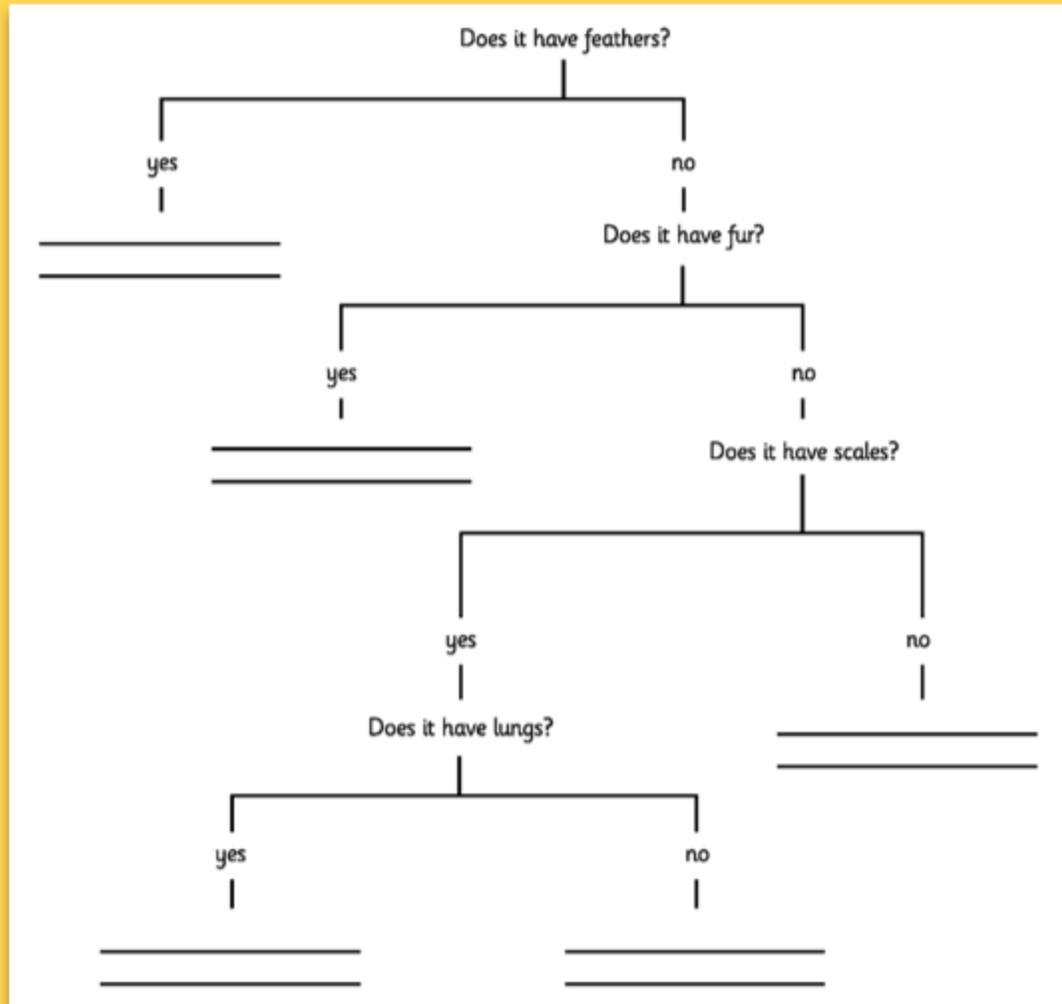
birds

Sort these into the 5 groups

Use the following pages to help you!



Classification Keys

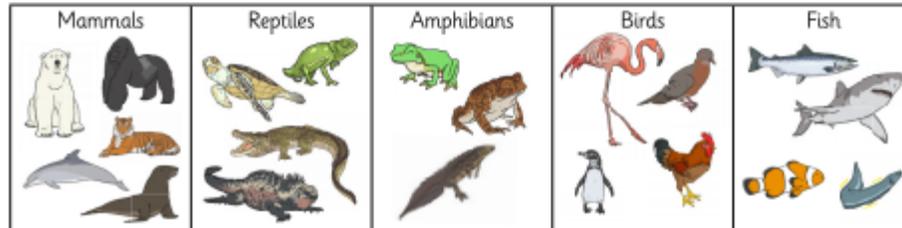
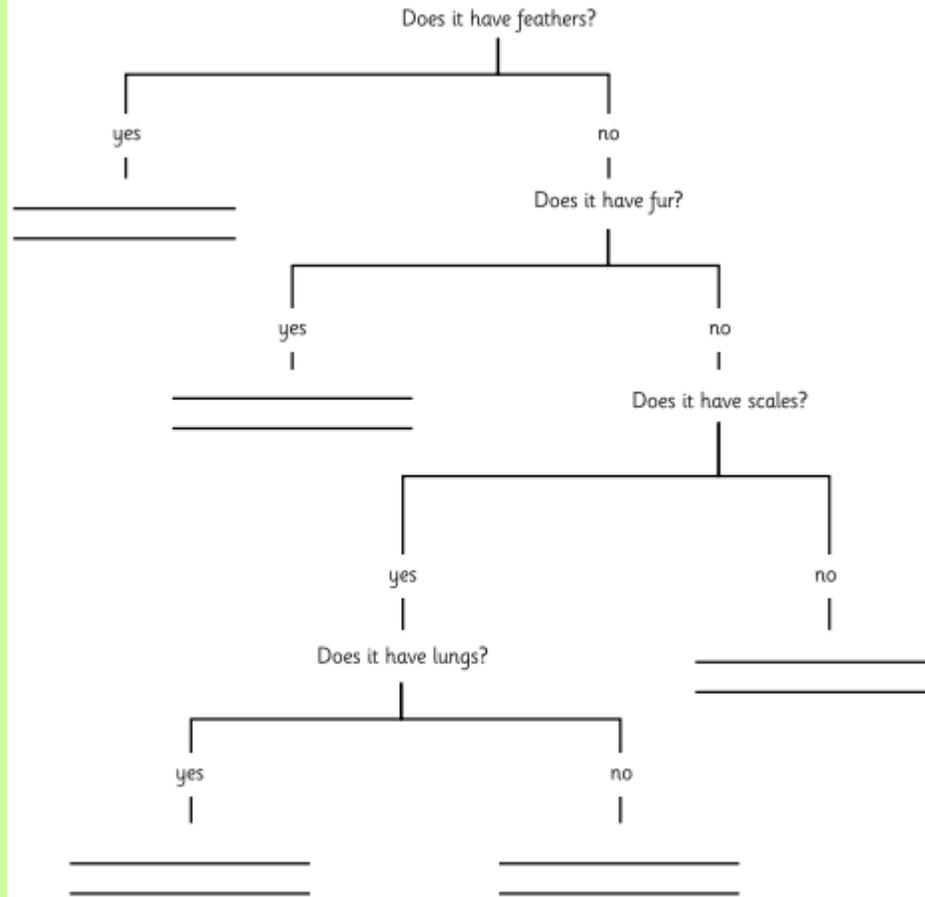


The activity you have just done uses a kind of classification key.

Classification keys are a way of identifying living things through a series of questions based on their similarities and differences.

For example: 'Does it lay eggs?'

Vertebrates

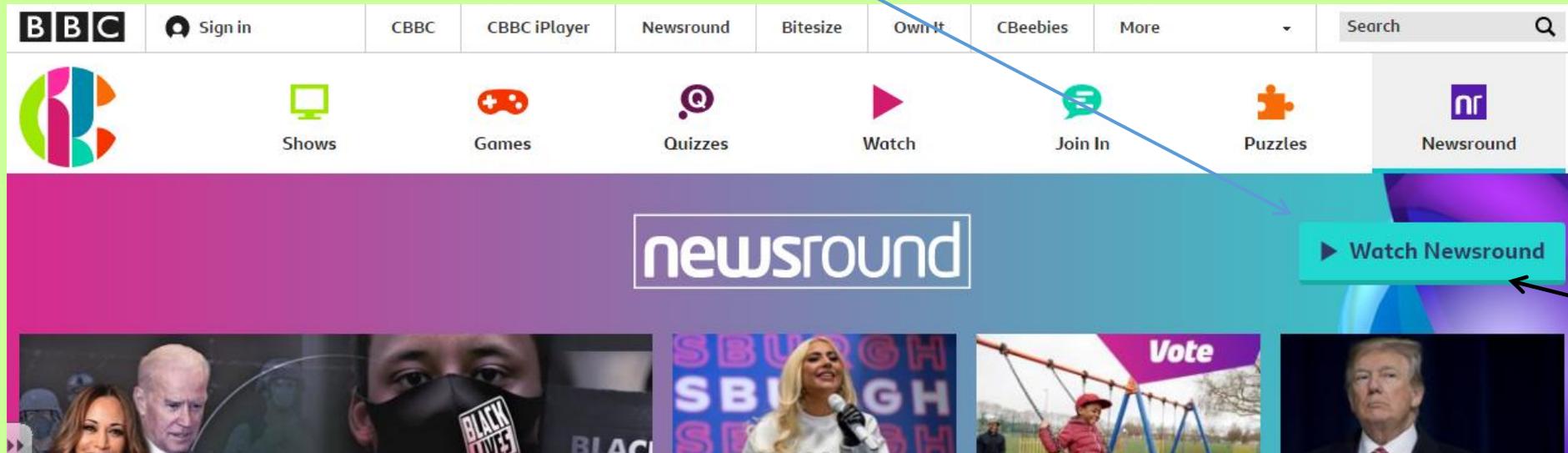


Thursday 17th June 2021 (10.05am)

Newsround

Use the link below to watch today's Newsround:

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



Click on
Watch
Newsround

Thursday: Curriculum: 11.20-12.15pm

This week is REFUGEE week! Today we will learn all about Refugees.

A New Home: Refugees



Who Is Manar?



What do you think a refugee is?

Why did these people become refugees?

Where did they come from and where did they go?

What Is a Refugee?



A **refugee** is a person who has been forced to leave their country.

An **asylum seeker** is someone who has left their country of origin and formally applied for protection in another country but whose application has not yet been decided.

Why Do People Become Refugees?

Watch the video clip about Juliane's journey from Zimbabwe.

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

[Watch video](#)



Why do you think Juliane and her mother left the home where she was born?



How do you think she felt as she began her life in Britain?



How would you feel if you were forced to leave your home?

Why Would Somebody Become a Refugee?

There are many different reasons why a person would become a refugee.



A person may leave their home because of a war.



A natural disaster such as a flood, earthquake or volcanic eruption may cause a person to flee.



A person may escape their home to avoid persecution.

What Happens to Refugees?

When a refugee escapes from their home and country, they travel to another country where they will feel safe. Often, people travel for days or weeks to arrive at the country. Sometimes people walk; other times they travel by car, plane, lorry or boat.

I wonder what a refugee would take with them.

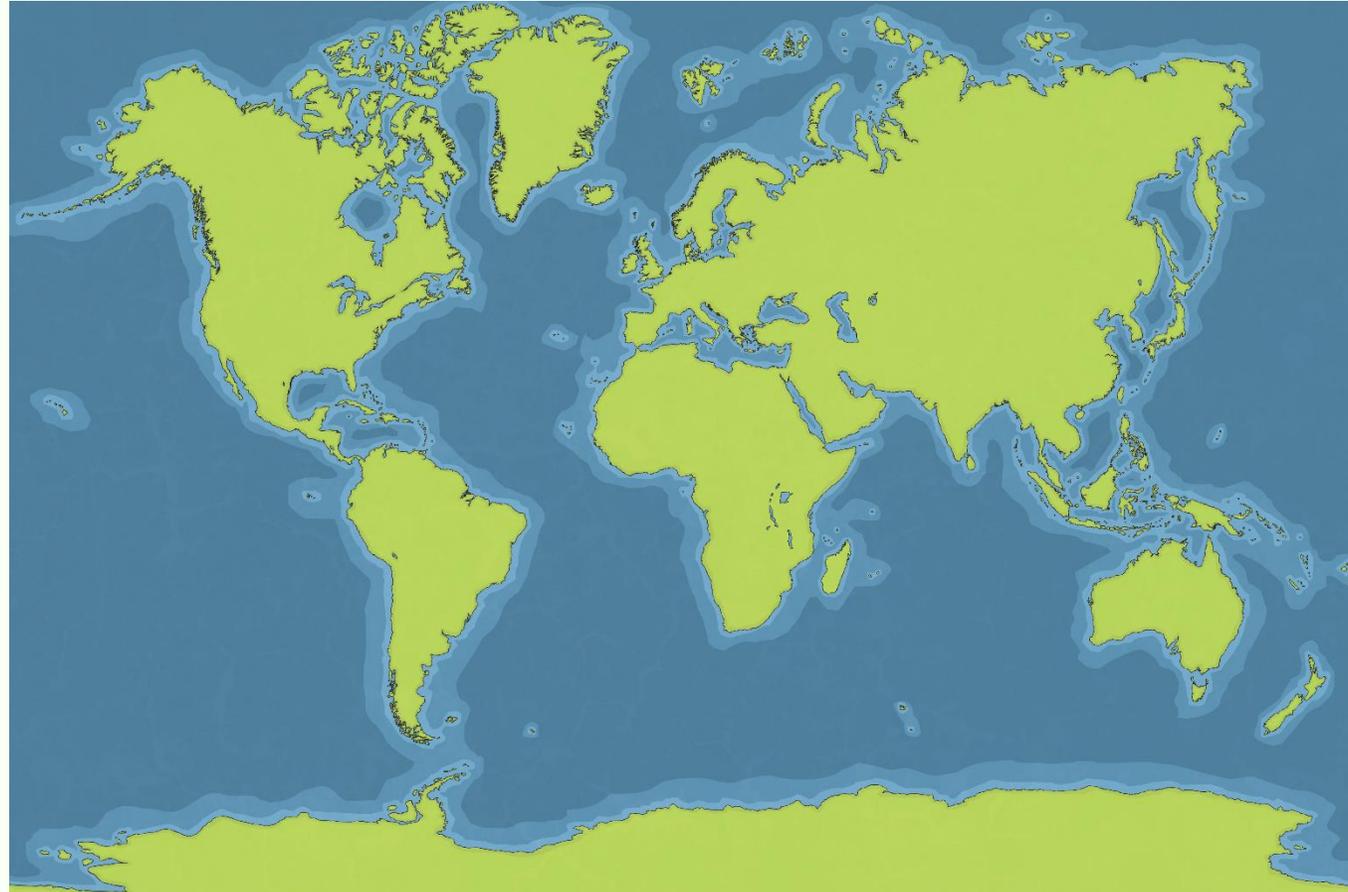


What Is a Refugee Camp Like?

When a refugee enters a new country, they may try to get into a refugee camp. Often, there are big queues. They have to stay in these camps until their application to stay in the country has been agreed. Once on a site, a refugee will be given a tent or some sort of shelter as well as a food allowance and access to water.



What Must it be Like to Leave Your Home?



Think About It...

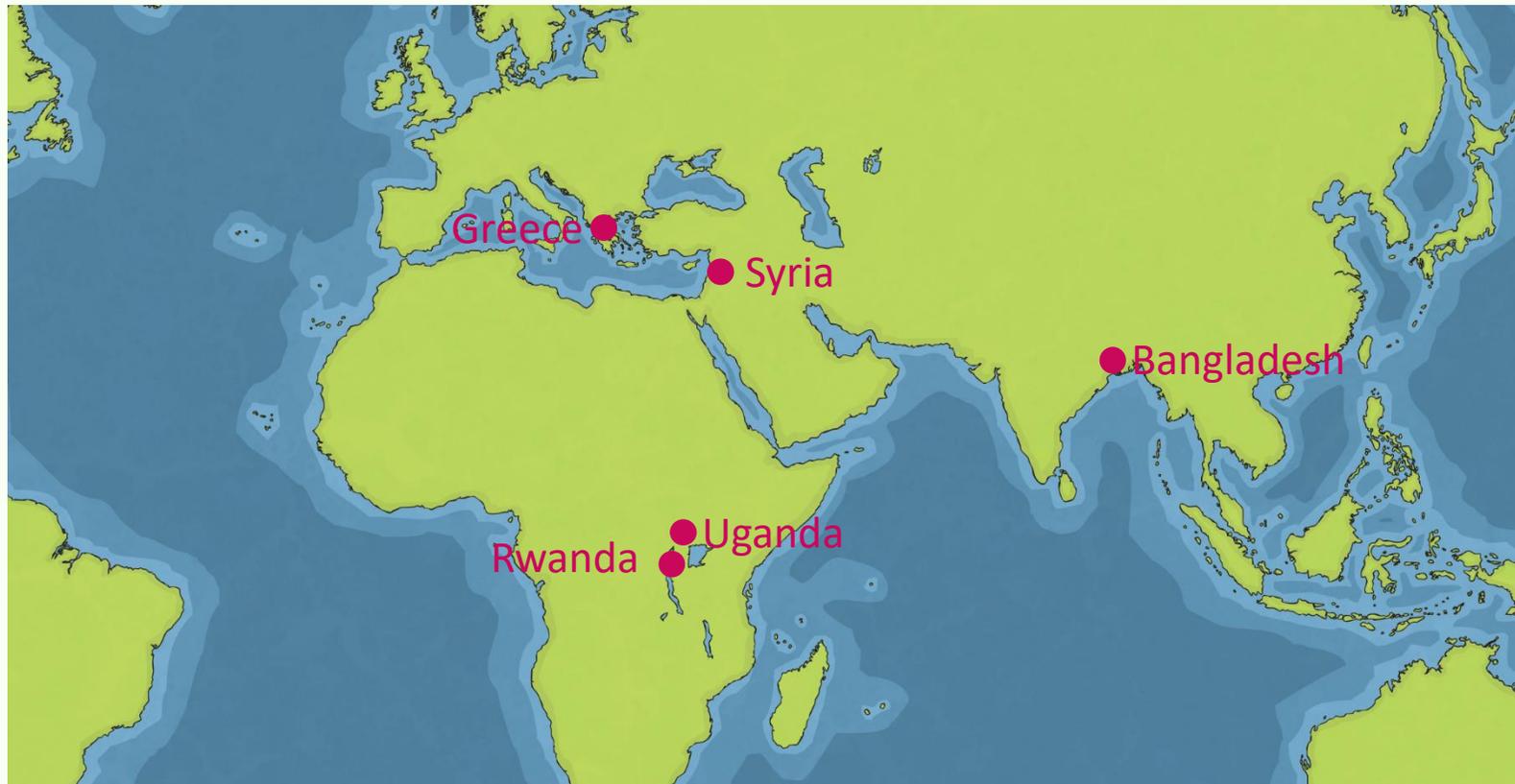
How do you think refugees feel
when they leave
their home?

How would it feel to leave
your home and family?



Current Refugees

Currently, there are more refugees due to war and persecution than ever before in world history. Over 65 million people are refugees, of which over half are children.



Current Refugees

Jordan: In 2015, hundreds of thousands of people arrived in Jordan as refugees.

Uganda: Over two million people from Sudan have fled to Uganda as refugees.

Rwanda: Thousands of people are in refugee camps. There is not enough food and water so people are facing health problems.

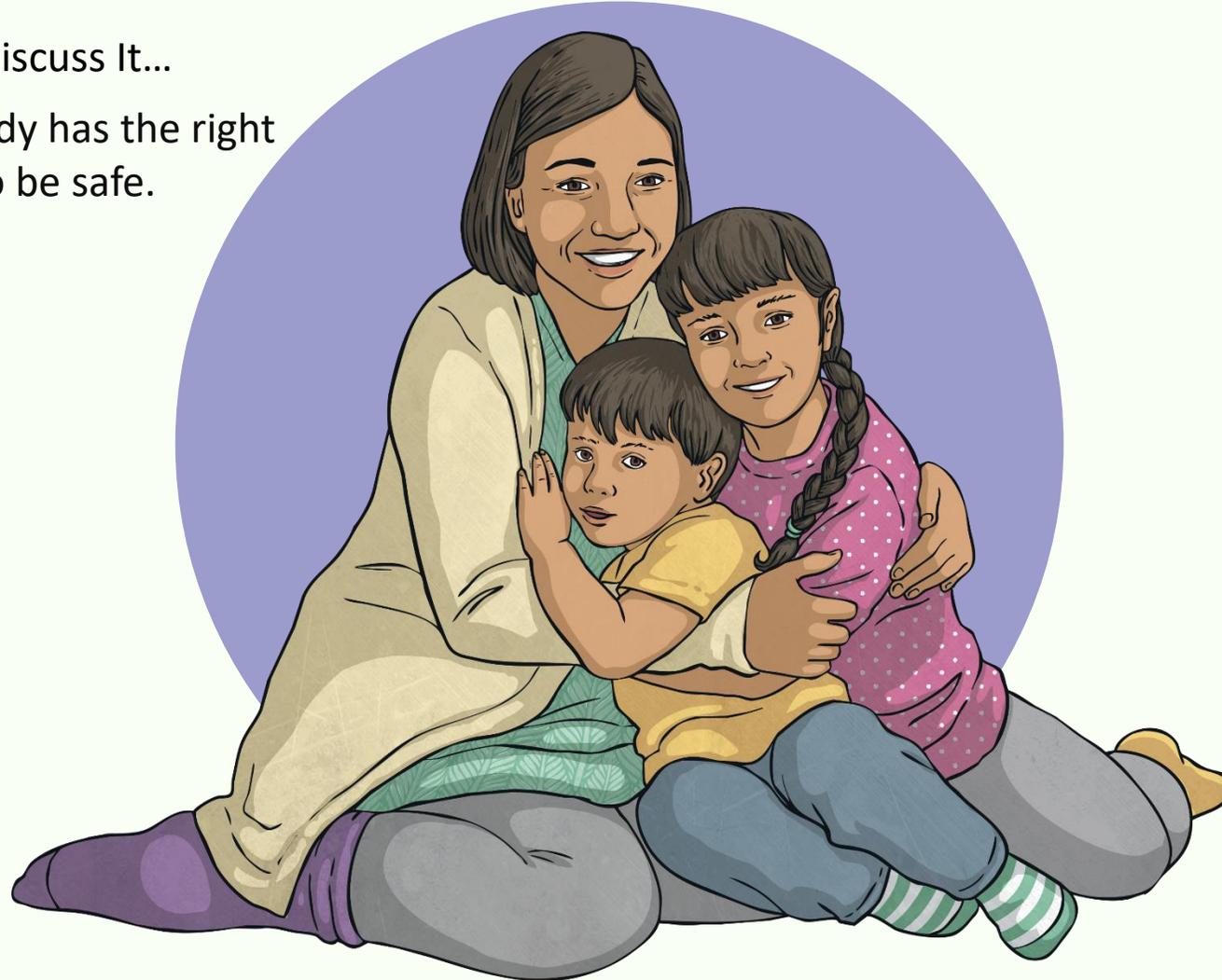
Greece: Charities are working in Greece to help refugees. Nearly half a million people have been helped.

Bangladesh: Thousands of people enter Bangladesh, escaping persecution in Myanmar.

What Do You Think?

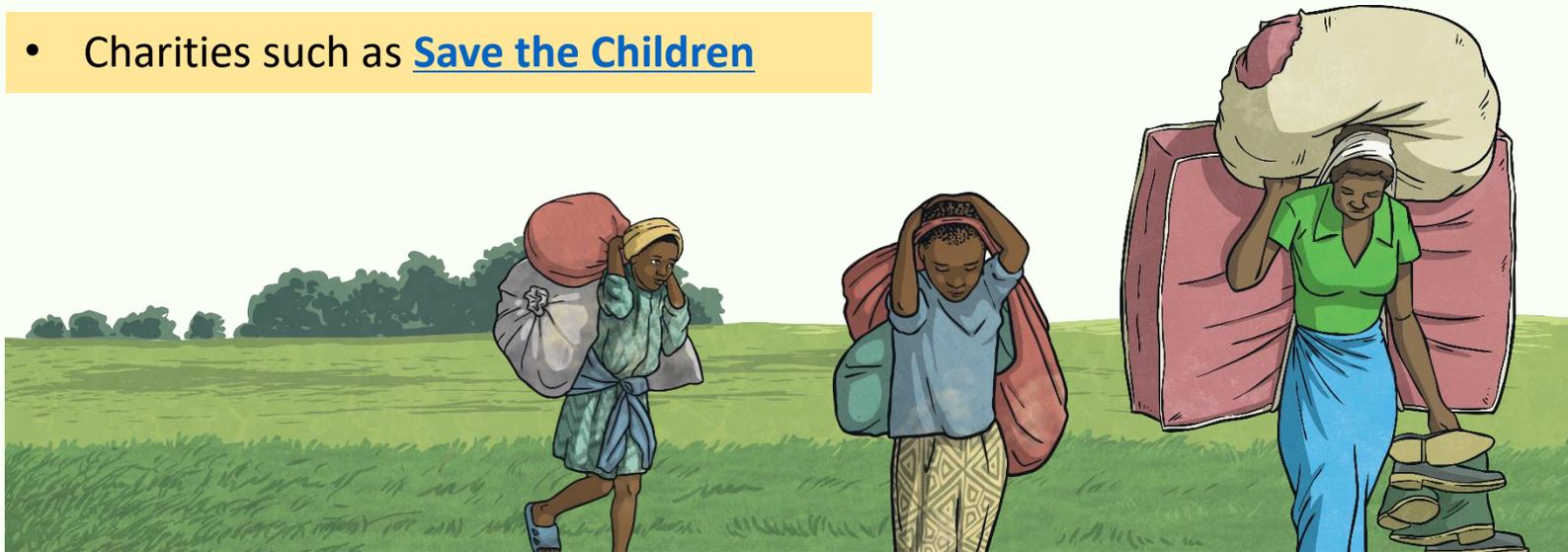
Discuss It...

Everybody has the right
to be safe.



Who Helps Refugees?

- Depending on where in the world refugees go to, they are helped by different organisations.
- [Refugee Council](#)
- [United Nations High Commissioner for Refugees](#)
- Charities such as [Save the Children](#)



Famous Refugees

Mo Farah

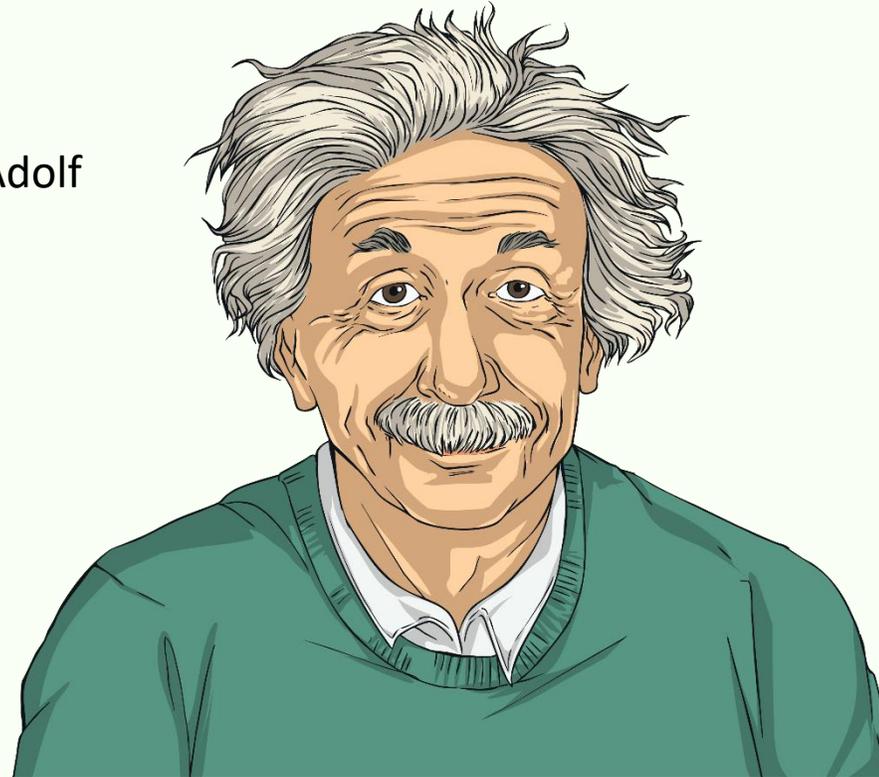
A long distance and middle distance runner. Mo Farah was born on 23rd March 1983 in Mogadishu in Somalia. He spent the early years of his childhood in Djibouti and moved to Britain when he was eight years old to join his father. He spoke very little English. At the London 2012 Olympics, he won a gold medal for the 10,000 metres and 5,000 metres and in March 2015, he broke the European record for the half marathon in Lisbon.



Famous Refugees

Albert Einstein

A famous scientist - he was born in Ulm, in the Kingdom of Württemberg in Germany on 14th March 1879. As an adult, he moved to America in 1933 when Adolf Hitler took over Germany.



Famous Refugees



Anne Frank

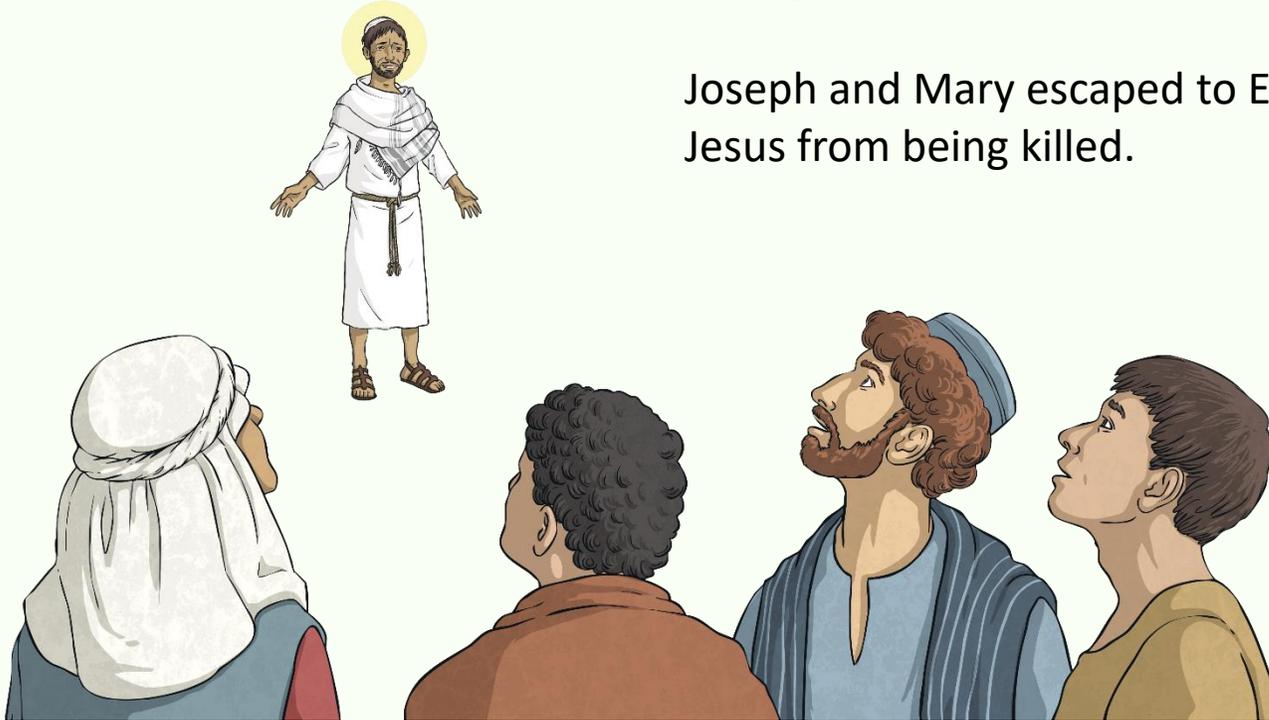
Anne Frank is famous for the diary that she kept from 12th June, 1942 until 4th August, 1944. A German-born Jewish girl - she was born on 12th June, 1929 in Frankfurt, Germany. Her family moved to Holland in 1933 when the Nazis came to power. On 6th July 1942, Anne and her family, along with four other families, went into hiding. She wrote a diary about her life in hiding, which can be read today.

Famous Refugees

Jesus

When he heard of the birth of Jesus, King Herod ordered for all of the children below the age of two in Bethlehem to be killed.

Joseph and Mary escaped to Egypt to prevent Jesus from being killed.



Should Developed Countries Welcome More Refugees?

Millions of people across the world are considered refugees - a person who, as a result of war, disaster or persecution, has been forced to leave their home and seek refuge elsewhere. Many of these people seek homes in nations where the quality of life or political stability is much improved to that of their home nation.

As a developed nation...

- should we accept thousands more into the country?
- should there be a limit on how many refugees can settle here?
- should we stop all refugees coming to our country?

Debate the topic in your group and decide what the country should do.



Most People Don't Get it...

“Most people have no idea what horrors refugees have experienced. They just do not understand the terrifying things they have seen in their home nation – war and conflict has torn their country apart. These experiences will have a lasting impact upon these people, people who have witnessed unspeakable cruelty. If fortunate people in wealthy nations knew what it was like, they would want thousands more refugees to come here.”



Do you think this person is correct?
Has this opinion helped to change your
mind in any way?



I Understand... but I Don't Agree

"I fully understand that refugees have experienced terrible situations but that does not mean we can open our borders and everyone settle in our country. There are limited school places available and we cannot afford to treat a large influx of people using the NHS. If we allowed thousands more refugees to come to this country, we would not be able to cope with them."

Help Our Homeless!

How far do you agree with this person?



Think about it...

First :

prepare a statement in support of accepting more refugees.

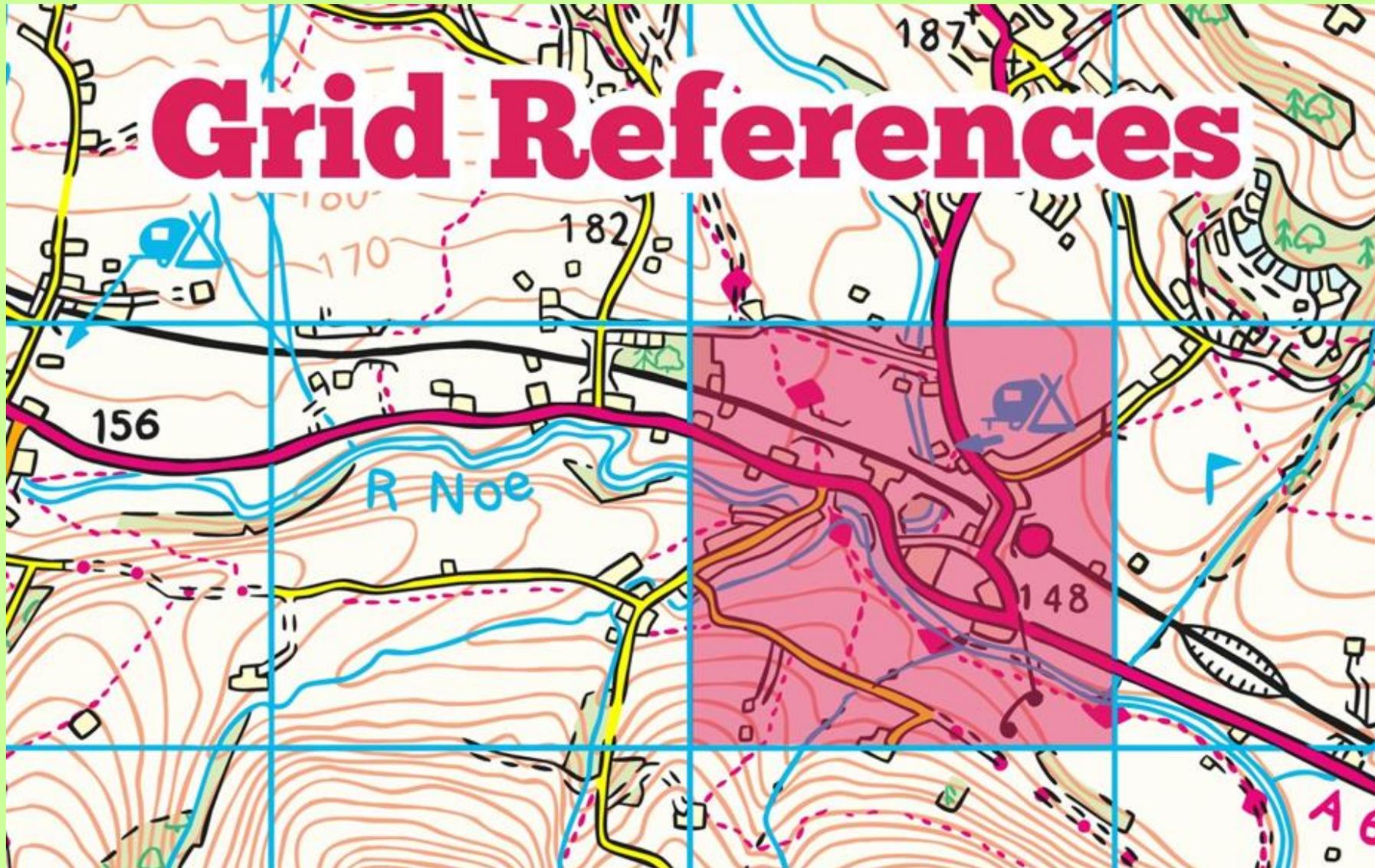
Second :

prepare a statement against accepting any more refugees.

Tell us your opinion!



Thursday: Curriculum: 1pm-3pm



Aim

- I can use four figure grid references to locate places on a map.

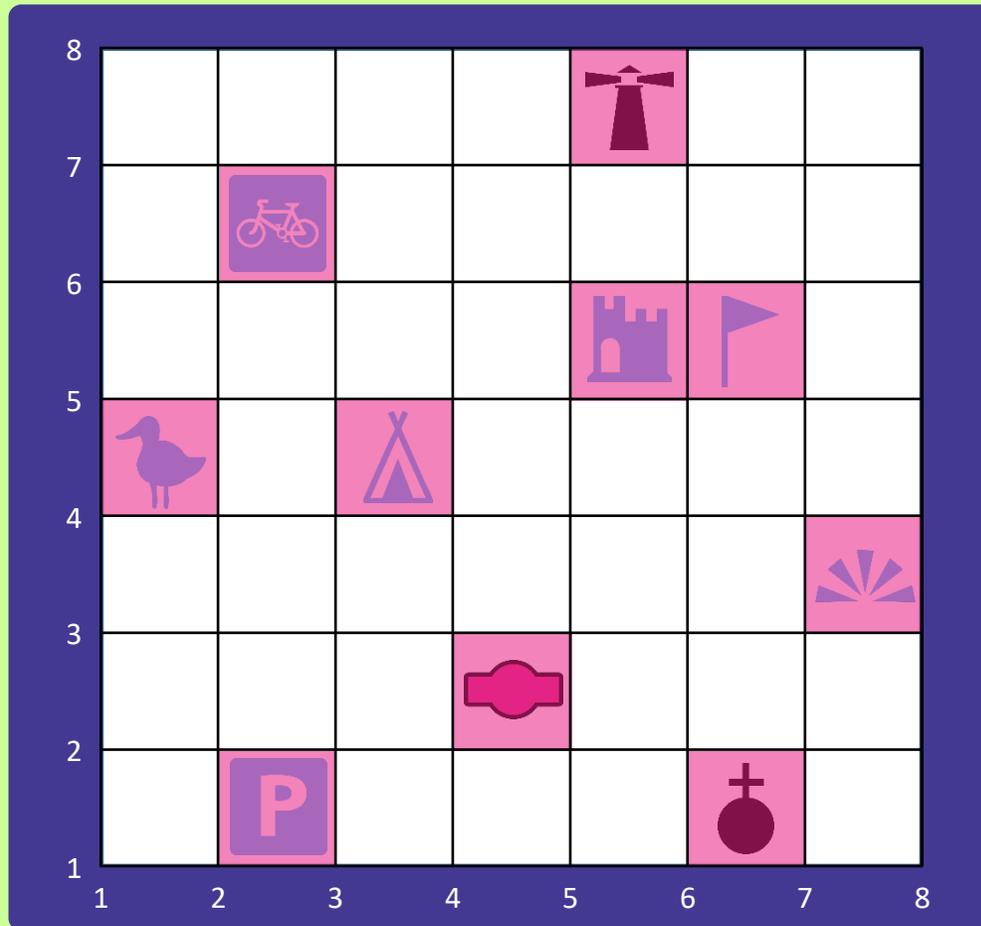
Success Criteria

- I can tell you how to give co-ordinates by going across first and then up.
- I can find a location from four figure co-ordinates.

Where Is The...?



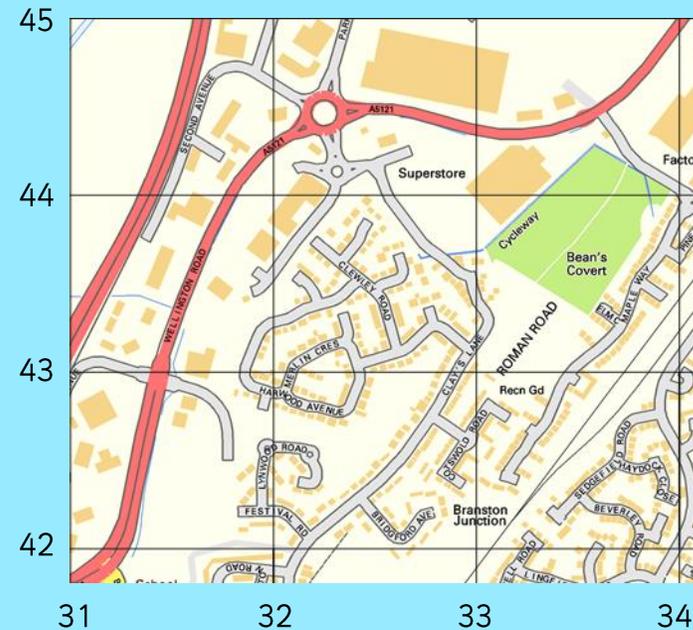
Lighthouse	(5,7)
Golf course	(6,5)
Parking	(2,1)
Viewpoint	(7,3)
Cycle path	(2,6)
Castle	(5,5)
Campsite	(3,4)
Bus station	(4,2)
Church	(6,1)
Nature reserve	(1,4)



Grids on Maps

Your map is criss-crossed with lots of horizontal and vertical lines. This creates lots of squares, known as a grid. Using the grid and squares helps to narrow the area to search – making it easier to locate features on the map!

Did you know? That on an Ordnance Survey map, each square represents the same size area: 1 square km (1km²).



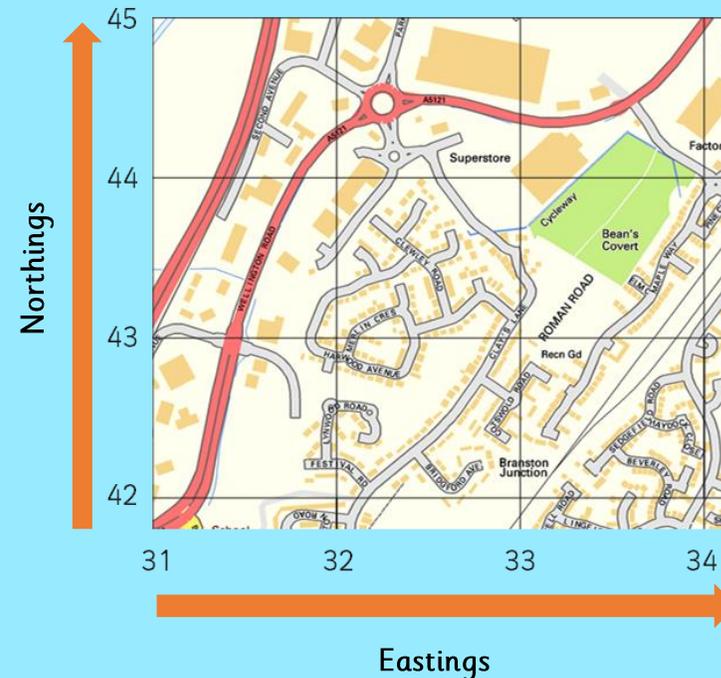
Eastings and Northings

Have you ever looked at co-ordinates in Maths?
This is very similar!

All the grid lines are numbered to help find specific areas on the map.

Eastings are numbers that run from left to right.

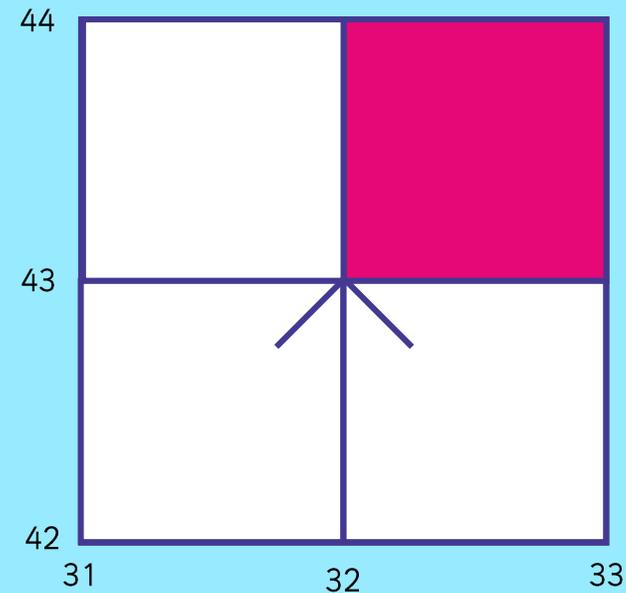
Northings run from south to north.



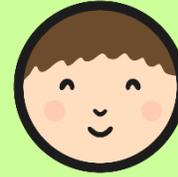
Four-Figure Grid References

Using the 2 digits of the easting and the 2 digits of the northing creates a four-figure grid reference. This is the reference for the bottom left corner of a square on the map. This makes it easier to search the map for features.

Remember! Always start with the eastings first (try using the phrase 'along the corridor and up the stairs' to get the right order).



(32,43)



Cracking a Code

Now it's your turn!

Use your map and the co-ordinates to find the places.

Then, use the circled letters to find a hidden location.

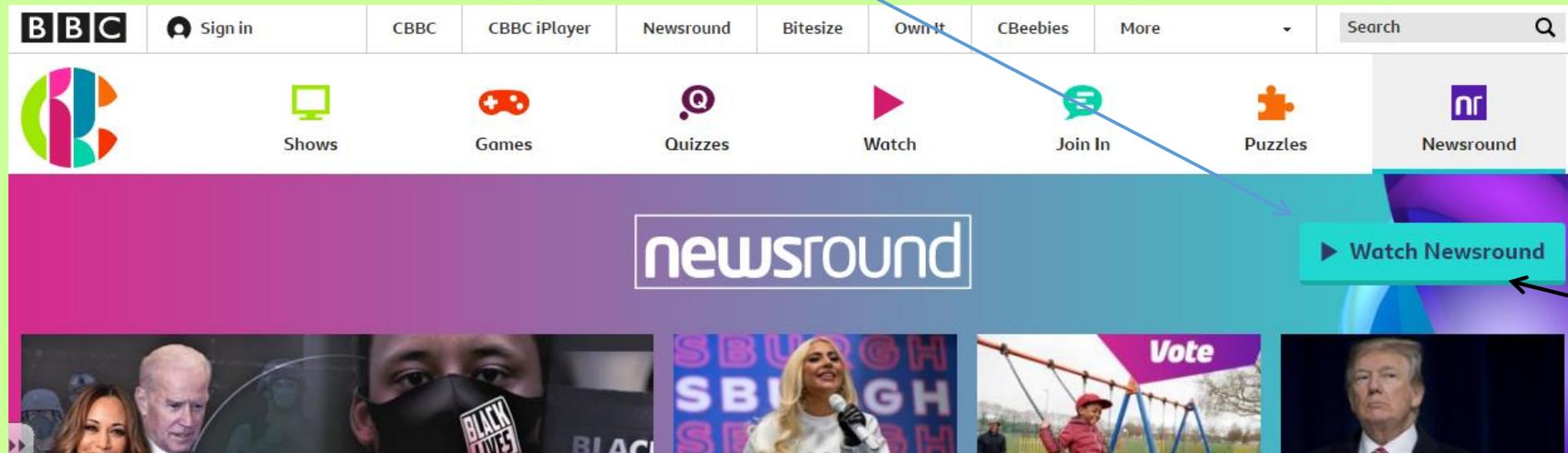
Can you write down its co-ordinates?

The image shows three overlapping worksheets titled "Cracking a Code". Each worksheet features a map on the left and a grid of coordinates on the right. The worksheets are arranged in a stack, with the top one being the most prominent. The top worksheet has a grid with coordinates (121, 205), (132, 224), (175, 277), and (124, 215). The middle worksheet has a grid with coordinates (12, 25), (13, 34), and (17, 23). The bottom worksheet has a grid with coordinates (14, 24), (17, 27), (11, 24), (17, 24), (14, 27), (15, 24), (12, 23), and (16, 20). Each worksheet also includes a section for writing down the names of places found at the given coordinates and a section for writing down the coordinates of a hidden location found by combining circled letters from the grid.

Friday 18th June 2021 (10.05am) Newsround

Use the link below to watch today's Newsround:

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



Click on
Watch
Newsround

Friday: PSHE: 1pm-3pm

Learning Intention:

To think about the lives of people living in other places, and people with different values & customs.

Success Criteria:

On Fire: I can find similarities and differences between my culture and identity and another person's culture and identity.

Hotter: I can identify parts of my life that relate to culture and identity.

Hot: I can discuss what identity, culture and diversity mean.

Can you remember what these words mean?

diversity

culture

identity

Identity

Your family

Name

Our individual identity is unique.

It is affected by where and how we live, the country of origin of our parents and grandparents, and what we do with our lives.

where you live

your hobbies

likes/dislikes

Diversity

male/female

religion

Diversity is things that make us different. This could be different beliefs, different languages, different home countries, different religions.

In our school we have lots of diversity which we celebrate.

colour of our skin

beliefs

languages

Culture

customs and ceremonies

traditions

Culture is a learned way of living shared by a group of people.

sport

tv/media

the food we eat

how we communicate

the clothes we wear

Last week you researched a country's culture that is different to ours.

You looked at the traditions and customs that the country has. This could include certain types of clothes that they wear, traditions at holidays and festivals.

Which country did you research?



TASK

You are now going to create a double-page spread in your curriculum books showing everything you have researched about the culture in your country. You will each get a picture to put in the middle of the book. You will then put your information around the outside. Try to include how this culture is similar or different to your culture.



At the end of the lesson you will share what you have learnt about that culture by presenting to your family.

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!

