

Curriculum

Week Commencing: 21.06.2021

Year 4 Timetable for Week 3- 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	Lunch Time	Registration	Music	Curriculum
Tuesday		Maths		Newsround	English	RE			Handwriting	PE
Wednesday		Maths		Newsround	English	Xtables			Science	
Thursday		Maths		Newsround	English	Curriculum			Curriculum	
Friday		Maths		Newsround	Guided Reading	Guided Reading			PSHE	

Maths Home Learning

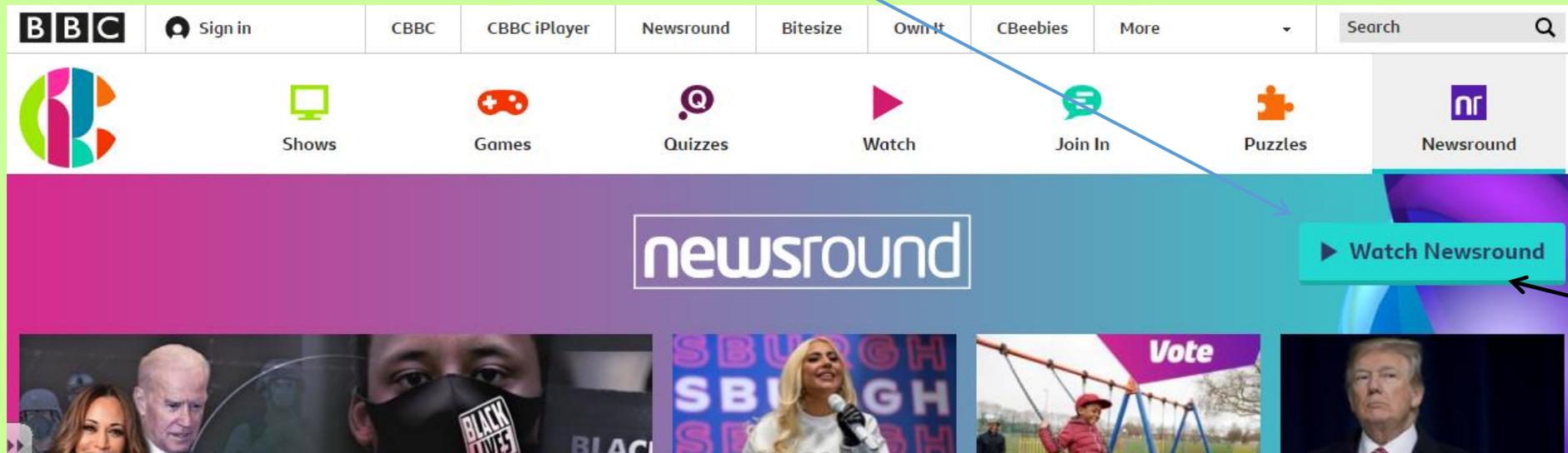
English Home Learning

Curriculum Home Learning

Monday 21st June 2021 Newsround

Use the link below to watch today's Newsround:

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



Click on
Watch
Newsround

Monday: Spellings 11.20am- 12.15pm

Week 3
Spellings



Week 3 - Spelling Test

Longer List - BP and Hulks

Spelling Test Week 3

1. I found some gold _____.
2. We can _____ with a ruler.
3. It has been a _____ teaching you all.
4. There was a lion _____ at the zoo.
5. There is a _____ centre near my house.
6. Too much _____ to the sun can be bad for you.
7. There was a large _____ in the ice.
8. My mums _____ was the best.

Shorter List - Storms

Spelling Test Week 3

1. I was _____ hurt.
2. I was _____ at painting.
3. We _____ played together.
4. The picture was _____.
5. He died _____ in Italy.
6. _____ walk across the beam.
7. My dog was _____ in water.
8. She was a bold and _____ climber.

Spelling Test Answers - Week 3



How many did you get right?

Spellings Test - Answers

Shorter list

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

Longer list

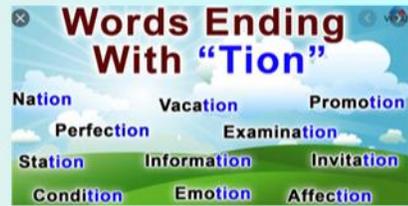
1. treasure
2. measure
3. pleasure
4. enclosure
5. leisure
6. exposure
7. fissure
8. compusure

Spelling Rules and New Spellings

Spelling rule:

Shorter list

Words ending in 'tion'!



Longer List

Words ending in a 'chur' sound spelt as 'ture'.

e.g. lecture

Learn these spellings for next weeks spelling test!

Put each word into a sentence!

New Spellings - Week 4

Shorter list

1. station
2. fiction
3. motion
4. section
5. option
6. potion
7. addition
8. subtraction

Longer list

1. creature
2. nature
3. picture
4. furniture
5. moisture
6. structure
7. future
8. capture
9. culture
10. gesture

Monday: Music: 1- 2pm

<https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zp99cj6>

Melody and pitch make songs memorable

Melody is the **tune**. It's the part of the music that you often find yourself singing along with.

Pitch is how **high or low a note sounds**. A melody is made up of high and low pitched notes played one after the other. Catchy melodies often repeat the same series of notes over and over.



Melody is the tune. Pitch is how high or low the sound is.

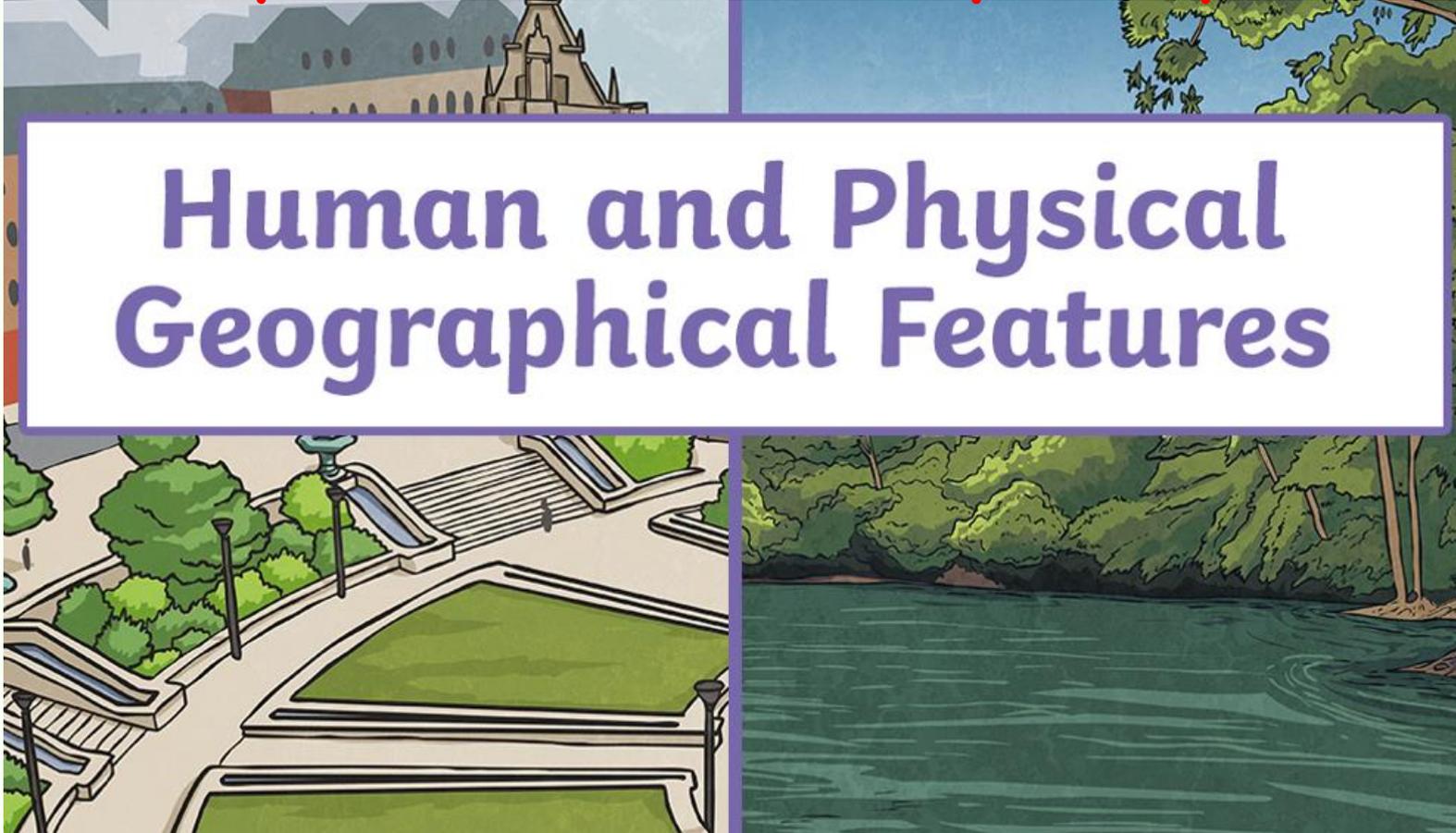


Can you make a low and high pitched sound using something at home?

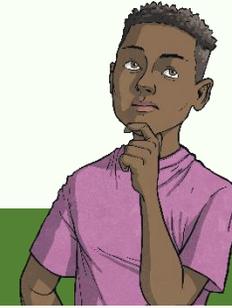
Listen to the video and complete the task of listening to the sound and deciding whether it is low or high pitched.

Monday: Curriculum: 2pm-3pm

Human and Physical Geographical Features



Geography



What do you think of when you hear the word geography?

Geography is the study of the earth's surface, its atmosphere and its features. These are some of the topics we learn about in geography.



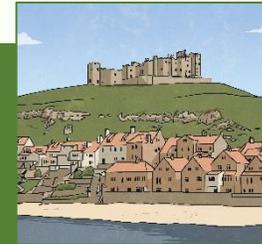
weather



rainforests



rivers



towns and cities



farming



population



volcanoes

Human and Physical Geography

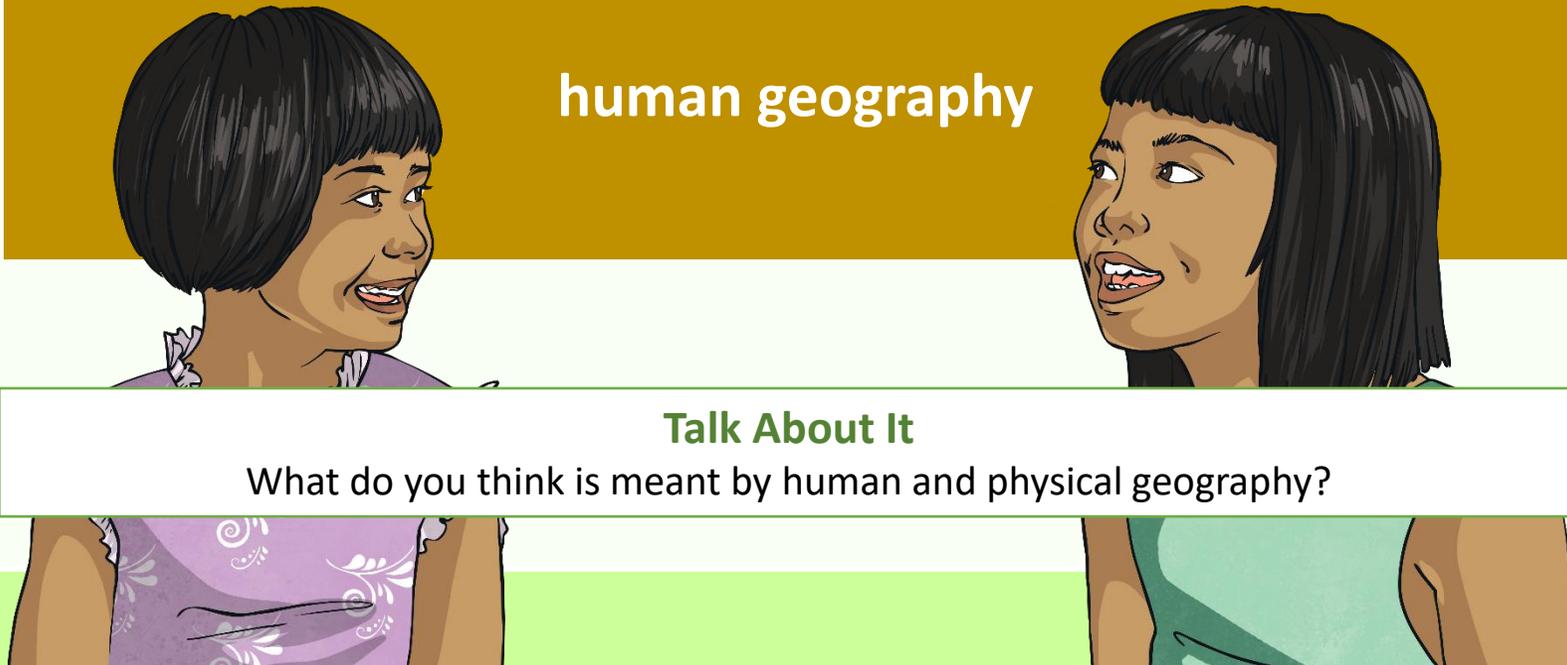
Geography is usually divided into two main branches:

physical geography

human geography

Talk About It

What do you think is meant by human and physical geography?



Geography



Are these examples of human or physical geography?

Can you explain why?



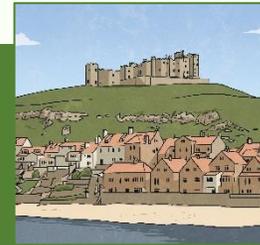
weather



rainforests



rivers



towns and cities



farming



population



volcanoes

Human and Physical Geography

Human Geography

Human geography relates to human activity or something that is humanly-constructed.

It studies the interaction between human activity and the planet.

Human geography might answer questions like:

- What is the largest city in Africa?
- Why is the UK population growing?
- Why do we experience global warming?



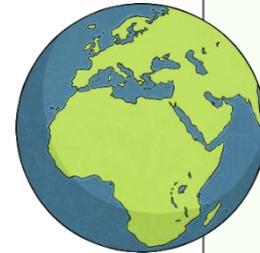
Physical Geography

Physical geography relates to geography that is naturally occurring.

It studies the natural environment and landscapes of our planet.

Physical geography might answer questions like:

- What happens when a volcano erupts?
- Why does a river flood?
- How are mountains formed?



Human and Physical Geography

Let's take a closer look at some aspects of human and physical geography that you may learn about.



Human Geography

Human geography relates to human activity or something that is humanly-constructed.



Human Geography

Settlements

Settlements are places where people live and work.

They can vary in size and have different populations, from tiny hamlets to large, sprawling cities.

Studying settlements can also include looking at features, such as homes, schools, shops, parks and libraries.



Human Geography

Land Use

Land use is when humans use an area of land for a specific purpose to meet their wants and needs.

The land may be used as it naturally exists or changed to fulfil a particular role.

There are five main types of land use.



residential



agricultural



recreational



transport



commercial

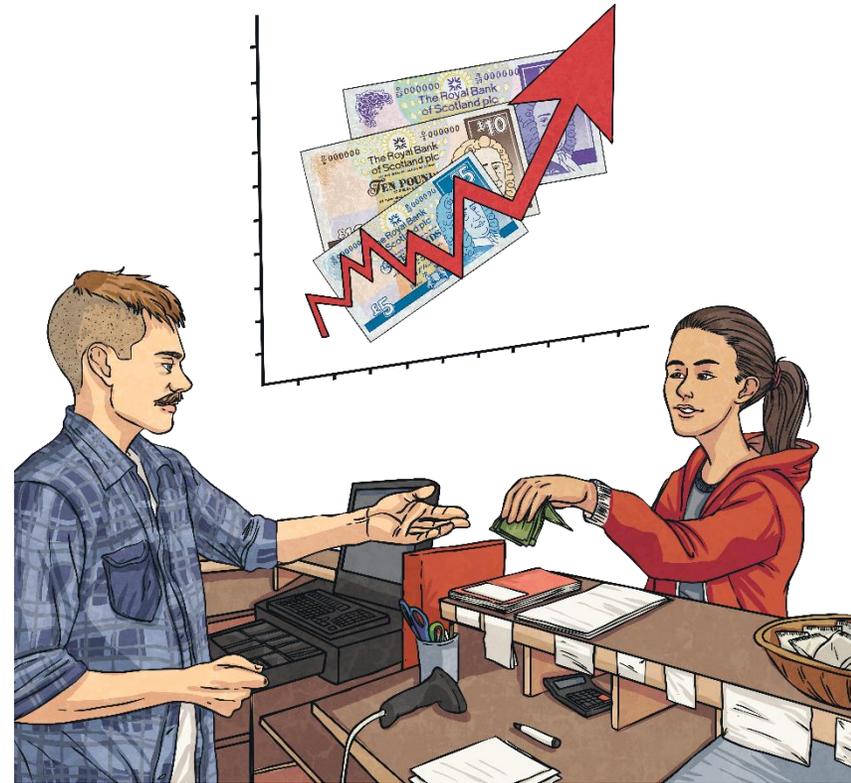
Human Geography

Economic Activity

Economy relates to how good a place is at producing and making goods and how much money it has (its wealth).

When we study economic activity, we look at the amount a country sells and makes, as well as their trade links with other areas.

This can affect the country's wealth and other factors, such as employment and housing.



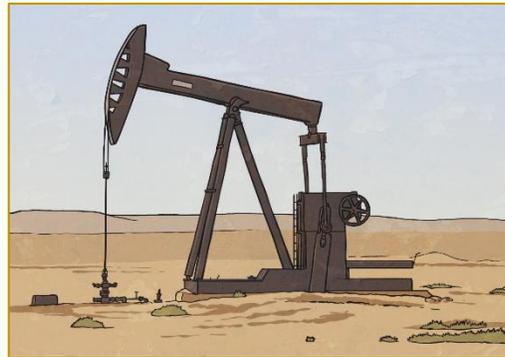
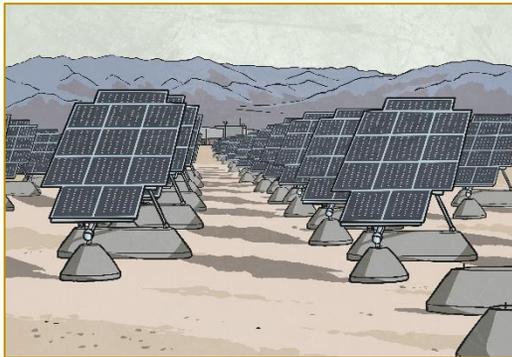
Human Geography

Energy Resources

When we study energy resources, we look at what opportunities an area of land offers to generate electricity.

Some areas of land might contain fossil fuels, such as coal, oil or gas.

Other areas have an ideal climate or landscape for harvesting renewable energy sources, such as solar, wind, hydroelectric or geothermal power.



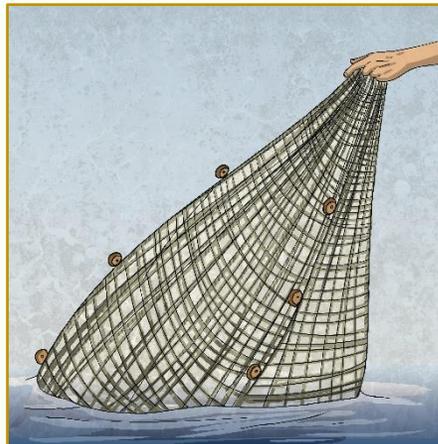
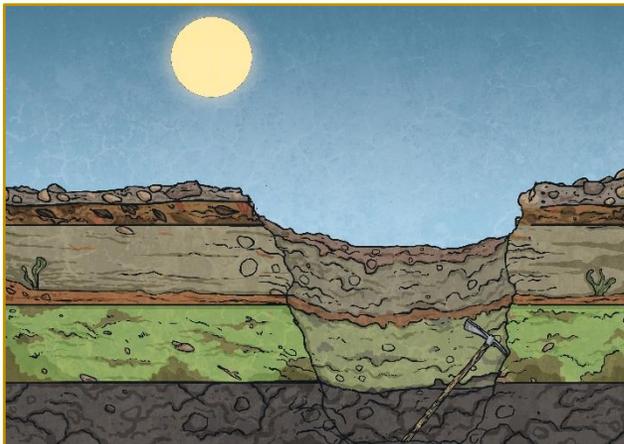
Human Geography

Resource Distribution

Humans rely on natural resources, such as food, water, energy and minerals for survival.

Different areas of earth have different amounts of each of these resources.

When we learn about resource distribution, we explore the ways in which humans make use of different resources and how the location of natural resources affects the way we live our lives.



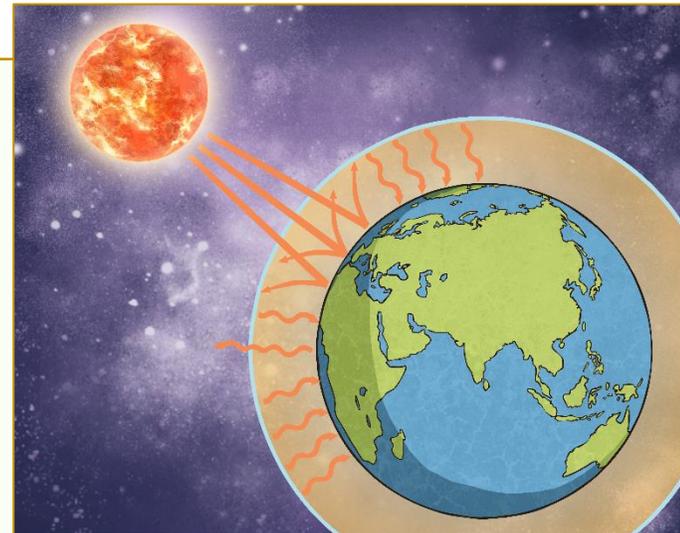
Human Geography

Climate Change

Climate change is sometimes called global warming. It is the process of our planet heating up.

We study the human causes of climate change and the effect it has on the planet.

Learning about climate change also involves exploring possible solutions to the problem.



Human Geography

Population

Population means the number of people who live in a specific area.

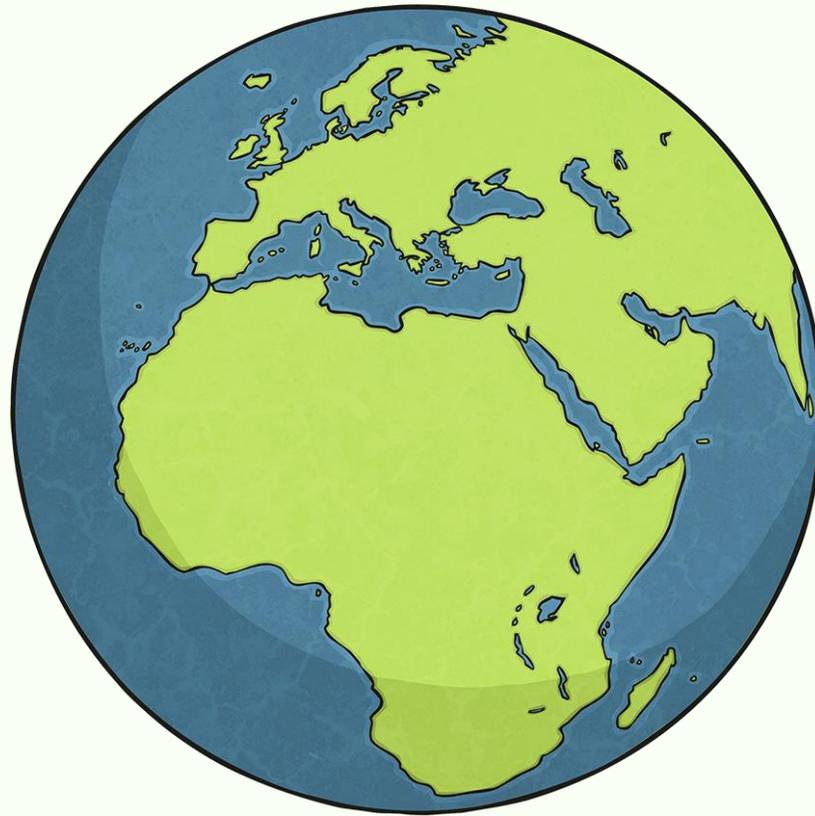
Populations change over time and the population of Earth is growing rapidly.

In geography, we explore possible reasons for changes in a place's population, for example births, deaths or migration.



Physical Geography

Physical geography relates to geography that is naturally occurring.



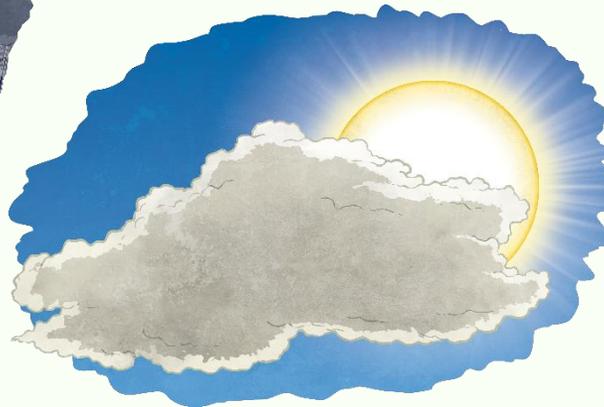
Physical Geography

Weather

Weather refers to the state of the atmosphere in a particular place.

When we study weather, we are thinking about elements, such as the temperature, how wet or dry it is, the wind levels or whether there are any storms.

An area's average weather, over approximately 30 years, is described as its climate.



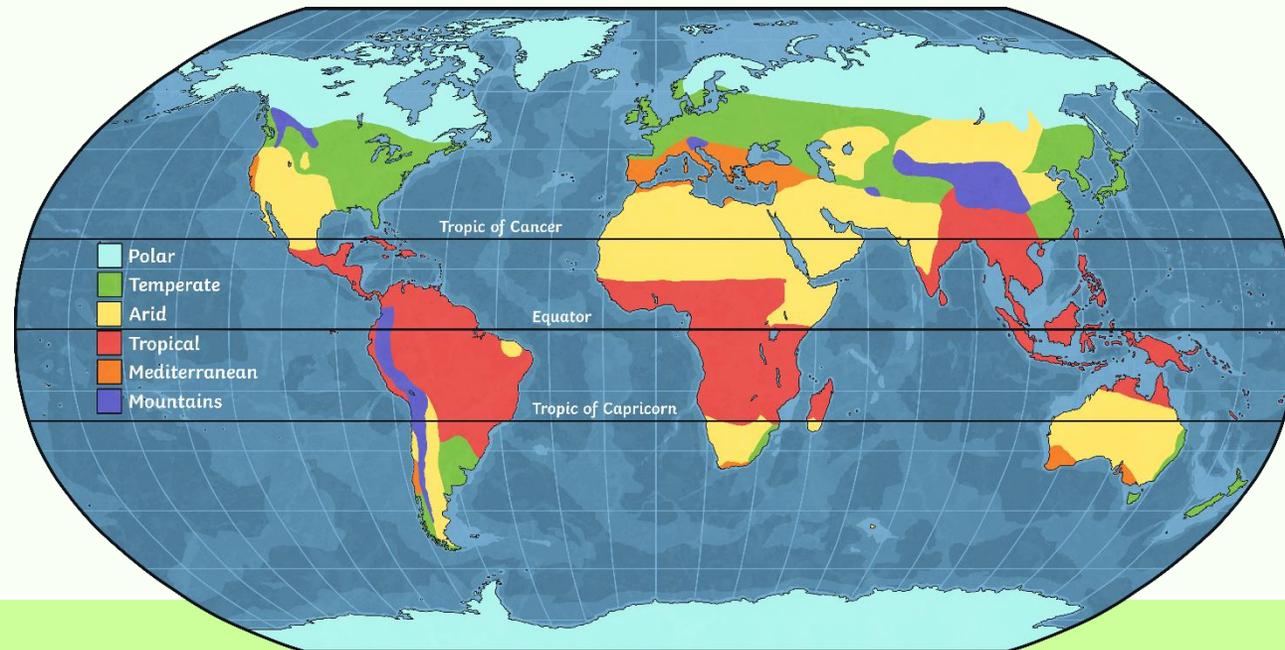
Physical Geography

Climate Zones

Climate zones are parts of the world where there are similar weather patterns.

Studying climate zones involves learning about the patterns of weather experienced in different parts of our planet and exploring the reasons behind them.

What else do the map show us?



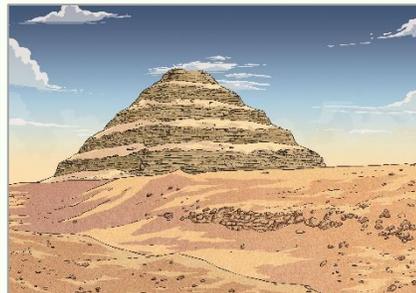
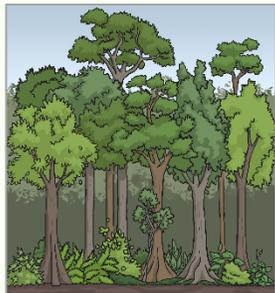
Physical Geography

Biomes

Biomes are parts of our planet with similar climates, landscapes, animals and plants.

When we study biomes, we explore elements, such as temperature, rainfall and soil, to help us understand which plants and animals might live there.

Some different types of biomes include rainforests, deserts, woodland and grasslands.



Physical Geography

Mountains

Mountains are areas of land that are usually over 600 metres high. They are often higher and steeper than hills.

When we learn about mountains, we explore how they are formed and where they are located on our planet.

Studying mountains can link to learning about tectonic plates, volcanoes and the layers of the earth.



Physical Geography

Rivers

Rivers are large, natural streams of water. They flow downhill, along a channel, from their source to a sea, lake or another river.

Studying rivers involves learning about how they are formed and the different ways they might flow through changing landscapes.

You might also explore how rivers can erode land over time.



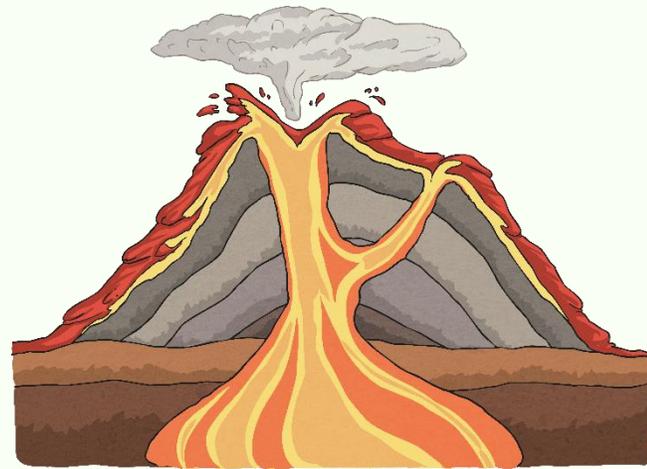
Physical Geography

Volcanoes

A volcano is a mountain or hill with an opening where lava, gases and rock fragments can escape from.

Studying volcanoes involves exploring how they are formed, where they are located and the different types of volcanic eruptions.

Learning about volcanoes is often linked to other areas of geography, including the layers of the earth, tectonic plates, mountains and earthquakes.



Physical Geography

The Water Cycle

The water cycle describes the constant recycling of all water on Earth.

Water moves in a continuous cycle between the land, oceans and atmosphere.

When we study the water cycle, we learn about the sequence of evaporation, condensation, transpiration, precipitation (rain or snow) and collection.



Physical Geography

Earthquakes

Earthquakes occur when the plates of the earth's upper layer (the crust) move and release stored energy. The sudden and intense shaking often results in much damage.

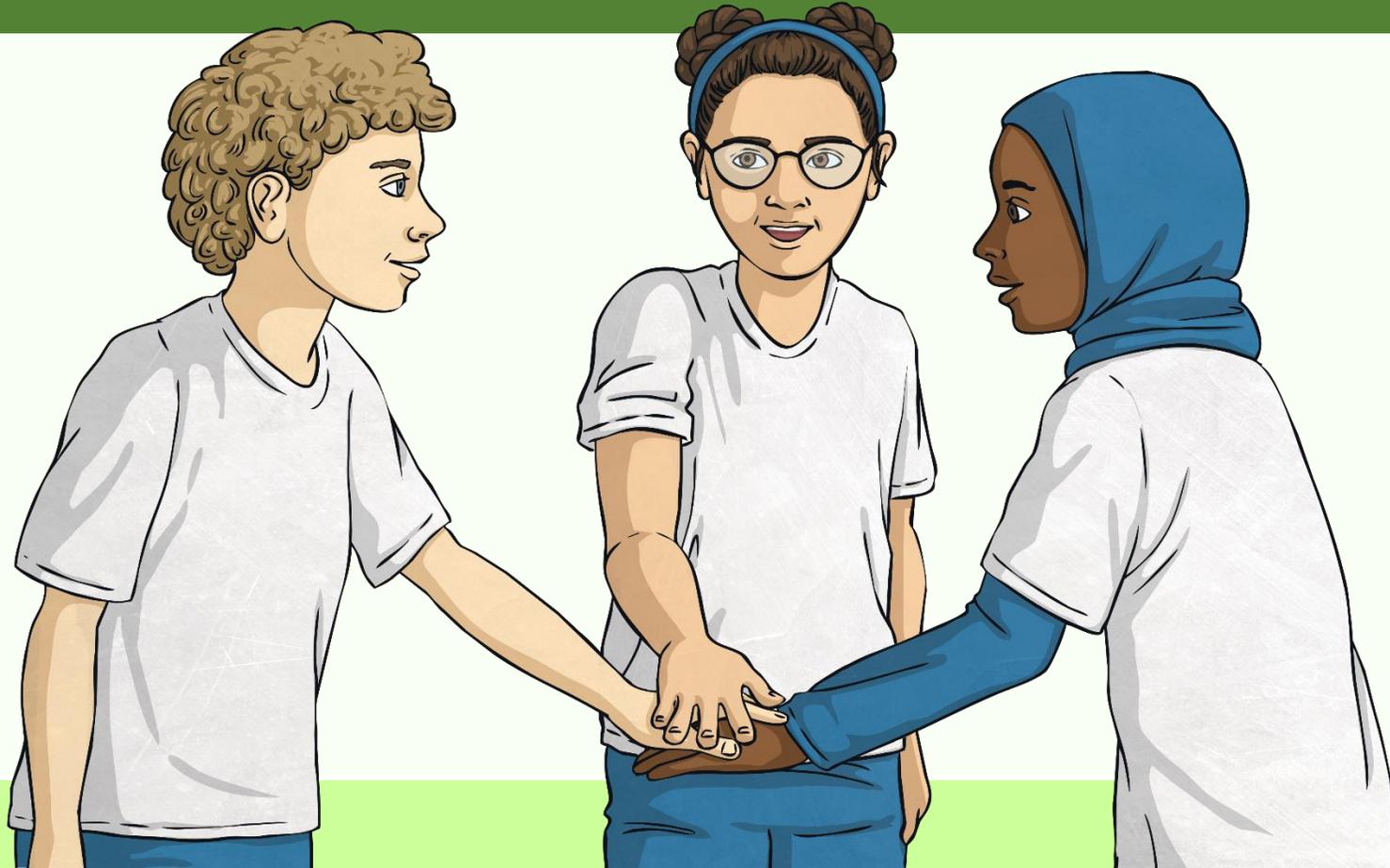
We learn about what causes earthquakes, where they occur, how they are measured and the destruction they can cause.

Earthquakes are linked to our learning about the earth's layers, tectonic plates and volcanoes.



Think About It

Take a look at the photos on the next few slides and decide if they show human or physical geography. Be careful - some images may show examples of both!



Quiz Challenge

Look at the photo.

- Is this an example of human or physical geography?



Quiz Challenge

Look at the photo.

- Is this an example of human or physical geography?



Quiz Challenge

Look at the photo.

- Is this an example of human or physical geography?



Quiz Challenge

Look at the photo.

- Is this an example of human or physical geography?



Quiz Challenge

Look at the photo.

- Is this an example of human or physical geography?



Quiz Challenge

Look at the photo.

- Is this an example of human or physical geography?



Quiz Challenge

Look at the photo.

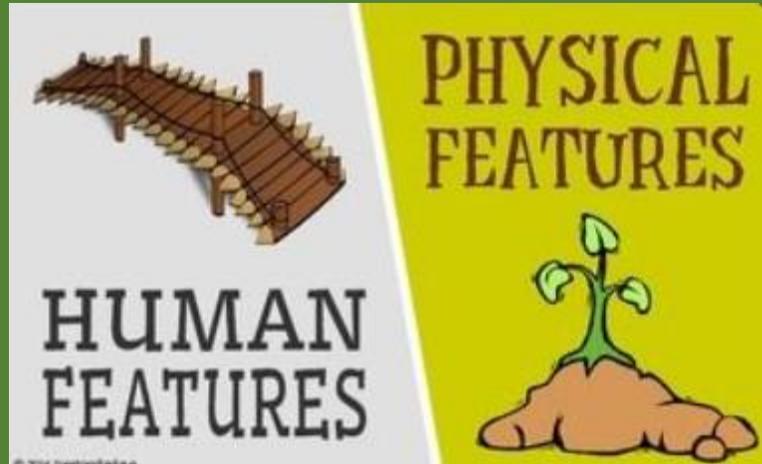
- Is this an example of human or physical geography?



In your groups..

Look at the photo.

- Sort the cards into physical and human geography.



- We will use these when we read a map looking for physical and human features next lesson. We will do this using our four figure grid references.
- Who can remember what grid references are and how we read them?

Sagrada Familia



Location:
Barcelona, Spain

Giant's Causeway



Location:
County Antrim,
Northern Ireland

Eiffel Tower



Location:
Paris, France

Cliff of Moher



Location:
County Clare,
Republic of Ireland

The Kolsai Lakes



Location:
Zhetisu, Kazakhstan

Colosseum



Location:
Rome, Italy

Vatnajökull Ice Caves



Location:
Breiðamerkurjökull
Glacier, Iceland

Acropolis



Location:
Athens, Greece

Brandenburg Gate



Location:
Berlin, Germany

Geirangerfjord



Location:
Sunnmøre region of Møre
og Romsdal county,
Norway

Belem Tower



Location:
Lisbon, Portugal

Mont Blanc



Location:
The Alps, Border between
France and Italy

Lake Como



Location:
Lombardy, Italy

Alnmouth Beach



Location:
Alnmouth, England

Buckingham Palace



Location:
London, England

Buda Castle



Location:
Budapest, Hungary

Pembrokeshire Coastline



Location:
Pembrokeshire, Wales

St Basile's Cathedral



Location:
Moscow, Russia

Glenfinnan Viaduct



Location:
Iverness-shire, Scotland

Ben Nevis



Location:
Iverness-shire (near Fort William), Scotland

The Big Pit National Coal Museum



Location:
Blaenavon, Torfaen, Wales

Ukko-Koli



Location:
Lieska, Finland

Fairy Chimneys



Location:
Cappadocia, Turkey

Dunluce Castle



Location:
County Antrim, Northern Ireland

Knossos



Location:
Crete, Greece

Mount Teide



Location:
Tenerife, Spain

The Kelpies



Location:
Falkirk, Scotland

Azure Window



Location:
Gozo, Malta

Caves of Han



Location:
Han-sur-Lesse, Belgium

The Old Bridge (Stari Most)



Location:
Mostar, Bosnia and Herzegovina

Plitvice Lakes National Park



Location:
Lika-Senj county, Croatia

Sarandë



Location:
Sarandë, Albania

Trinity College



Location:
Dublin, Republic of Ireland

Mons Klint Coastline



Location:
Mons Klint, Denmark

Lake Hallstatt



Location:
Salzkammergut, Austria

Windmills



Location:
Kinderdijk, Netherlands

Warsaw Skyline



Location:
Warsaw, Poland

Curonian Spit



Location:
Klaipėda County, Lithuania

Tatra Mountains



Location:
The border between Slovakia and Poland

Hans Christian Anderson Statue

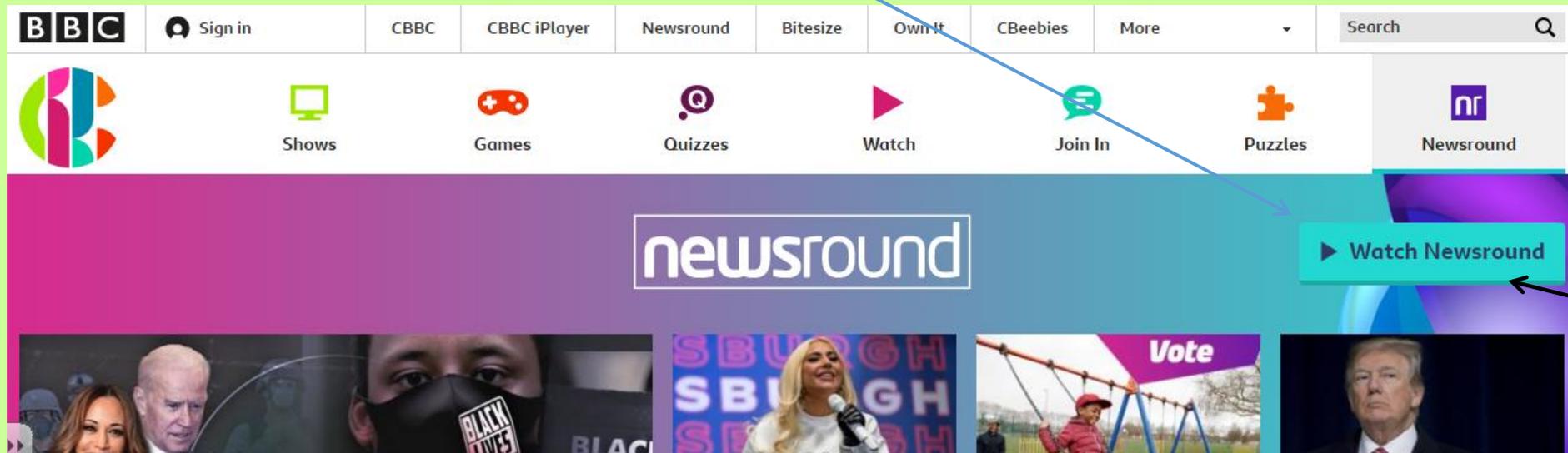


Location:
Copenhagen, Denmark

Tuesday 22nd 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

Sikhism- Seva



Learning Intention

Discuss the responsibility of stewardship (Seva) and what this means.

Success Criteria

On Fire- I understand what the 3 parts of Seva are.

Hotter- I can recall a story of Seva

Hot- I know what a Langar is.

What are the six main world religions?



All of these religions have the following things in common. They all promote and encourage:

- Love
- Peace
- Forgiveness
- Right and Wrong



Some religions, such as **Sikhism** also have a strong emphasis on **Humility**, **Contentment** and **Equality**.

There are 3 golden rules of the Sikh religion.

Nam Japna- Remembering God

Kirat Karni- Honest living and hard work

Vand Chakna- Sharing with the less fortunate

All Sikhs try to include these rules in their lives.



Sikhs practice these values or rules by taking part in services that help and benefit people.

One example is **Seva (Voluntary service)**. Sikhs practice this duty by helping people in need by serving in the **langar (free kitchen)** where all can be fed.

Bitesize- Langar and Seva

<https://www.bbc.co.uk/bitesize/clips/z36tvcw>



What did Guru Nanak teach his followers?

How can people do Seva?

Can Seva only be found in Sikhism? Can you think of any other religions or people who do this?

What did Guru Nanak teach his followers?

He taught his followers to be kind and help people by serving them regardless of who they are.

How can people do Seva?

Sikhs can serve food in the Langar, clean shows, help them with their job and other general help.

Can Seva only be found in Sikhism? Can you think of any other religions or people who do this?

Other religions such as Islam and Christianity teach their believers to do good and to serve people.

https://www.youtube.com/watch?v=zi6i_fNEgZU

Seva has 3 parts:

TAN: Physical Service
Using the body

MAN: Mental Service
Using the mind

DHAN: Material Service
Giving up something



There are many stories in the Sikh tradition that show the importance of Seva. One example is the story of Bhai Kanhaiya Singh.



Story of Bhai Kanhaiya Singh

One day in a village in the Punjab a boy named Kanhaiya was born to a wealthy family. He learnt new things about life and God from many different holy men. He loved the spiritual path, and so in his life he chose a different path from the wealth of his family. He became a deeply spiritual young man grew up to be known as Bhai Kanhaiya.

Bhai Kanhaiya stayed on his spiritual journey and his search ended when he met a Guru. Bhai Kanhaiya was so inspired by the Guru that he began to serve him and became a very devoted Sikh. Being around the Guru and learning from him gave Bhai Kanhaiya such a beautiful complete experience and he was content.

The Guru's presence was so soothing to his mind it brought him great joy. It strengthened his heart so much that it became big and beautiful all the time.

Bhai Kanhaiya decided to become a Sikh and embraced the mission of the Guru. The student and the master became the same, and together they increased God's presence on earth.

With his open heart and love for all, Bhai Kanhaiya Ji began devoting all his life and time to serving langar. He served any one and every one.

Bhai Kanhaiya worked hard to bring God's work to the Earth. He even opened a spiritual center so he could keep serving all people. He believed that God is in every single person, so he served that One God in all, Ik Ongkar.

Bhai Kanhaiya Ji continued working hard until Guru Gobind Singh became Guru. During a war in Punjab, the enemies attacked the people and cut off supplies. Soon it became very difficult to find water and food, and many men in battle were weakened and wounded. Bhai Kanhaiya saw all the wounded men on the battlefield and with his love he went straight into the battlefield and began giving water to everyone. Serving their parched throats from a leather water container he gave water equally to the wounded men from both armies, even the enemy!

This wasn't normal. Some people were proud and pleased and believed it was from God. This inspired them to do the same too.

But a few men didn't understand it. They complained, saying that they didn't have enough water for themselves and Bhai Kanhaiya was being inconsiderate.

So they went to Guru Gobind Singh to do something about it. When they told the Guru he simply said, "Bring Kanhaiya to my presence." When Guru Ji saw the purity and devotion of his beloved Sikh who had served him and his father so lovingly, he asked, "Is it true what I have heard? Are you giving water to the enemy?" Bhai Kanhaiya Ji replied, "O My Beloved Guru Ji, yes it is true. When I look into the faces of all these wounded men, all I see is you. I have to serve them because all I see is you and God in them."

Guru Gobind Singh was very happy hearing him and smiled as Bhai Kanhaiya understood the teachings correctly. He encouraged all Sikhs to learn from him. Guru Gobind Singh spoke highly of Bhai Kanhaiya.

"He has served all without caring about who they are or where they come from. He has attained an exalted spiritual state of Ease and Divine Grace. He shall carry on with his mission of service. Many more will follow his example in the years to come and keep the tradition of service to humanity alive."

Different people had different understandings of the teachings of the Gurus. And so when Guru Ji said this the people started to understand that Bhai Kanhaiya had acted and lived the truth that many of them had only learnt in words and meditation. He saw the Divinity in others at the most challenging time and during such a terrible battle.

Main Activity

Hot- Design a meal that could be served in a Langar. Label your plate and include why the meal should be vegetarian.

Hotter- Create a story board about Bhai Kanhaiya. Split into 6 sections and illustrate your story.

On Fire- Create a table in your book and give examples of Seva in the correct column.

Further Challenge- Think of a time when you shared something which belonged to you with someone else. What was it and who did they share it with? Why is it important to share?



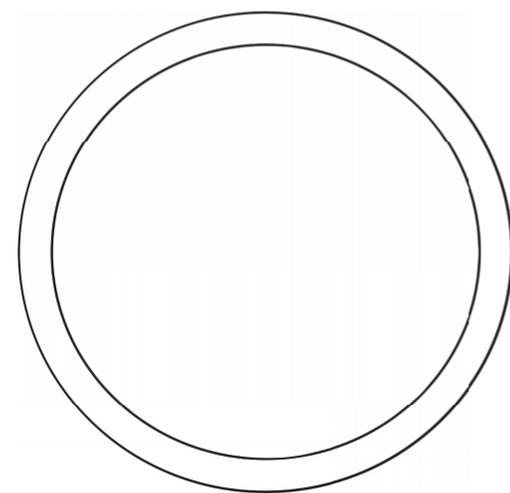
What does Seva mean?

<i>Tan</i> - Physical Service	<i>Man</i> - Mental Service	<i>Dhan</i> - Material Service

Using the Body	Teaching others
Giving up something	Using the Mind
Giving money to charity	Helping to look after the Gurdwara
Working in the Langar	Giving income to a cause
Studying the Guru Granth Sahib	Taking care of children

Think about other ways of service Sikhs may commit to and put them in the table.

Langar Meal



My meal is...

Tuesday: Handwriting: 1-2pm

Handwriting - ig

Learning Intention: To practise joining to and from the letter g.

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.

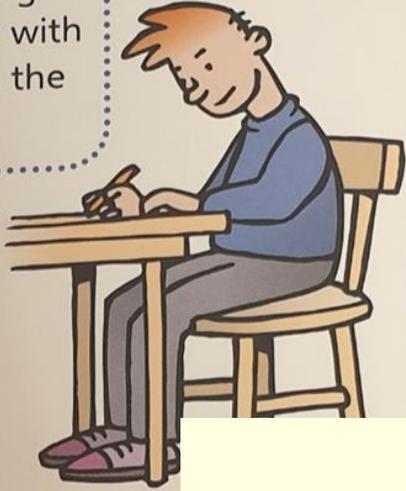
Hotter: I can join my handwriting consistently across showing clear ascenders and descenders.

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?



Task 1 - Practise the pattern

itug itug itug itug

Task 2 - Practise other letters

Copy these letters into your book.

lig lig lig lig lig

rig rig rig rig rig

tig tig tig tig tig

mig mig mig mig mig

Task 3 - Practice the sentence

ig



Sparklers are little bright lights.

Extension - Practice the poem in your books.

Fireworks

They rise like sudden fiery flowers

That burst upon the night,

Then fall to earth in burning showers

Of crimson, blue, and white.

P.E - Using our Body

Remember to WARM UP

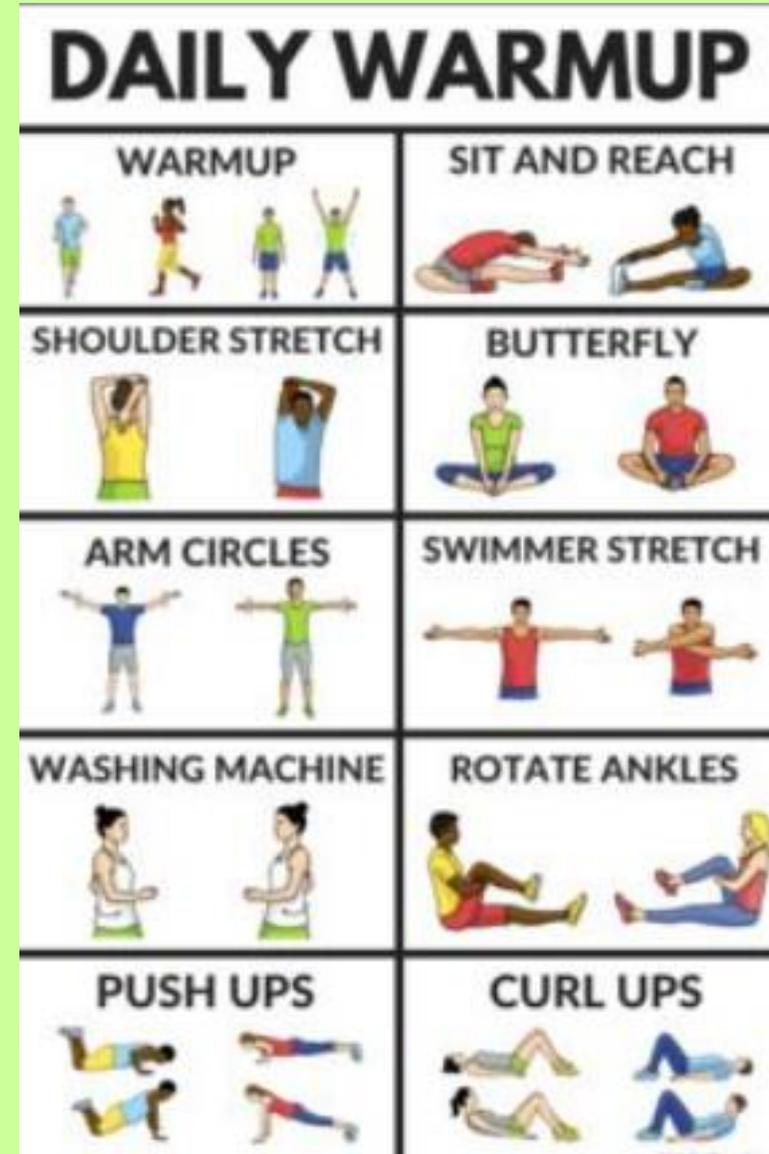
Why is it important to warm up?

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=L_A_HjHZxfI



Tuesday: PE: 2-3pm

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

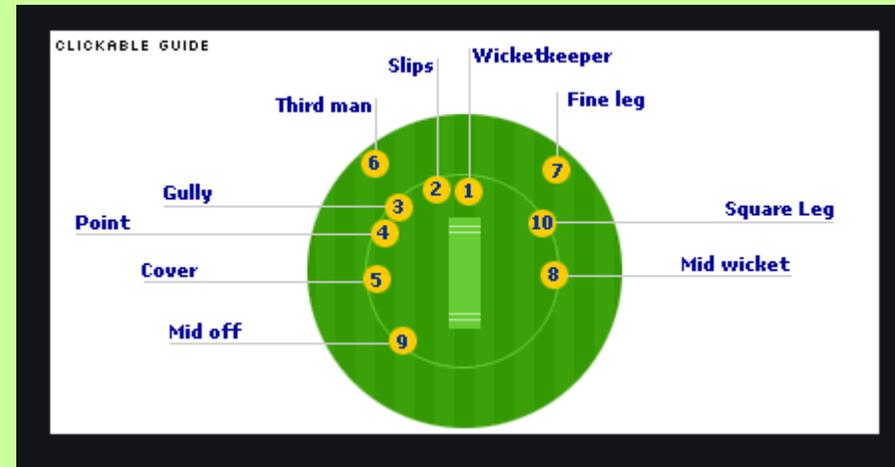
This is an important part of fielding.

I would like you to get a bat and ball. Get someone in your house to bowl and bat and you will practice how to field. This involves catching and throwing.

Watch the video below to help you.

<https://www.youtube.com/watch?v=zMOW2E6mQjs>

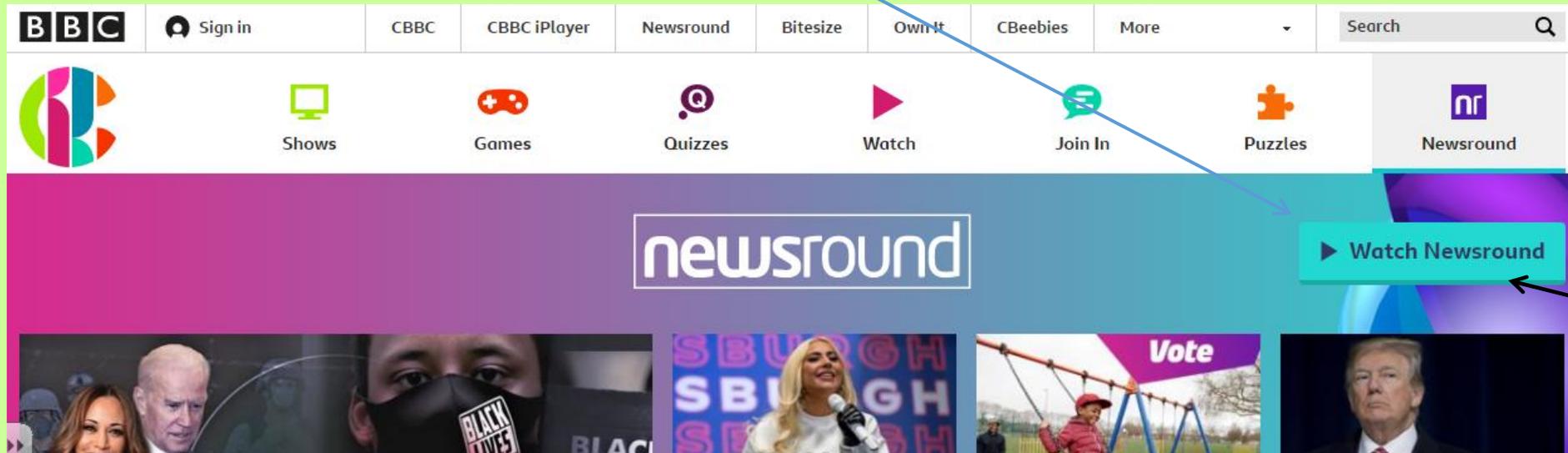
FC: What is a wicket keeper?



Wednesday 23rd June 2021 Newsround

Use the link below to watch today's Newsround:

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



Click on
Watch
Newsround

Wednesday: Xtables 11.20-12.15pm

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Use the link above to access hit the button and practice your times tables.

You can also use TTRS and Purple Mash.

Beat your score each time and record what your highest score was! Make sure you tell your teacher!



Wednesday: Science : 1-3pm

Living things and their habitats.



What is a VERTEBRATE?

What are the names of the 5 groups we use to classify vertebrates?



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

HELP!?



TRUE OR FALSE:

A lion is an amphibian.

A jelly fish is a vertebrate.

Organisms with feathers are birds.

Plants and animals can be classified in the same group.

Vertebrates and Invertebrates

Classifying Invertebrates



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

Vertebrates and Invertebrates

Classifying 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.



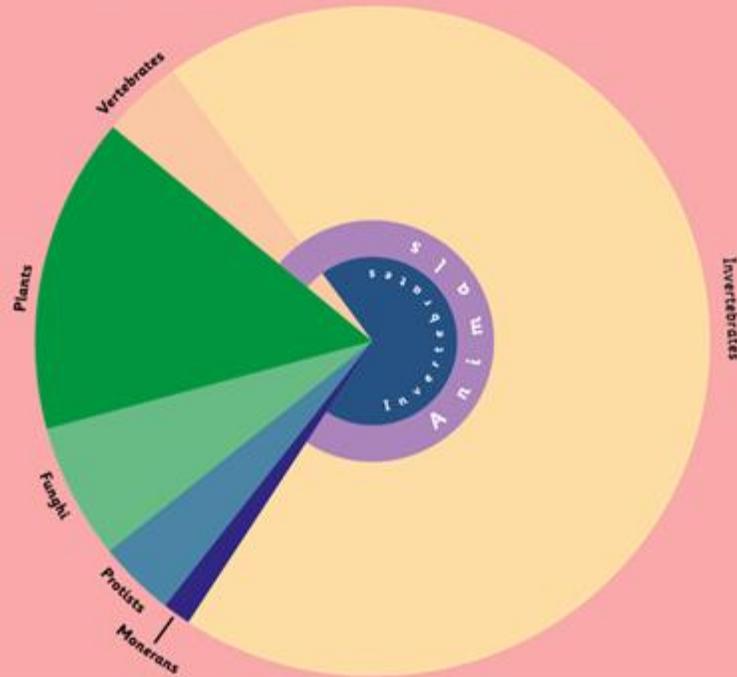
Much like organisms within the vertebrates family, *variation* among species is found within invertebrates.

CHECK THIS OUT!

Are there more vertebrates or invertebrates on earth? What do you think and why?

Classification

More than 80% of living things on the planet, and 98% of animals, are invertebrates.



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.



Like Vertebrates have groups within them: mammals, reptiles, fish, birds, and amphibians, so too do invertebrates.

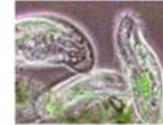
Which group might be most common in our local environment?

Where in school might we find them?

Here are the different classifications of invertebrates:

Invertebrates

Protozoa



The protozoa are one-celled animals and the smallest of all animals. Most of them can only be seen under a microscope.

Annelids



The annelids are also called "ringed worms" and they are segmented worms.

Mollusks



Mollusks comprise a group of soft-bodied animals that includes snails, clams, and sea slugs. The most common characteristic of most mollusks is their shell.

Echinoderms



Starfish belong to a group of animals called echinoderms. This means "spiny skinned."

Crustaceans



Crustaceans have a hard, external shell which protects their body. Crustaceans have a head and abdomen.

Arachnids



All arachnids have eight legs. The word arachnids means "spider" in Greek.

Insects



Insects have an exoskeleton, a three-part body, three pairs of jointed legs, compound eyes, and two antennae.

Invertebrates are animals without a backbone!

TASK 1

Your head scientist wants to compare different invertebrates.

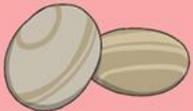
Go outside to try and find some specimens to discuss and classify!

HERE ARE PLACES YOU MIGHT FIND SOME!

Invertebrates in the Local Environment



Invertebrates often inhabit small homes called microhabitats. Here are some different microhabitats you might find.



Under stones and rocks

In short grass



Inside or under rotting wood



Under fallen leaves

In and on soil



In tall flowers and grasses

Can you think of any more?

USE THE CLASSIFICATION KEY TO HELP YOU

TASK 2

You will now look in detail at your specimen. Using the information sheets, create a detailed study of your organism.

Invertebrate Identification

Draw a labelled diagram of the invertebrate.

Name of invertebrate:

Habitat in which it was found:

Characteristics:

Classifying Invertebrates

Insects



There are over 800 000 different types of insects. They have an exoskeleton covering their body. The body consists of 3 parts: the head, thorax and abdomen. They must shed their exoskeleton in order to grow. They have a pair of antennae on their head.

If you didn't find one, use a fact file to create your study.

Classifying Invertebrates

Insects



There are over 800 000 different types of insects.

They have an exoskeleton covering their body.

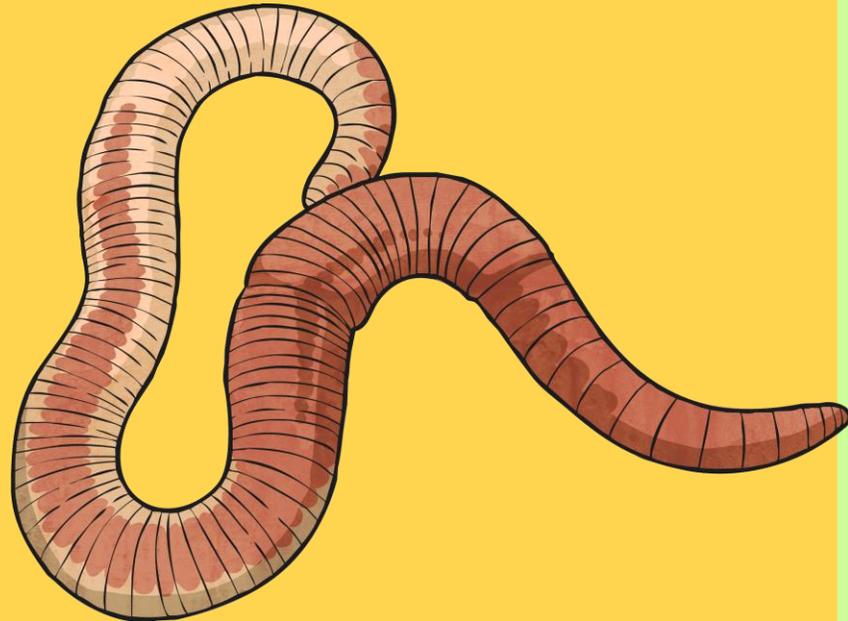
The body consists of 3 parts: the head, thorax and abdomen.

They must shed their exoskeleton in order to grow.

They have a pair of antennae on their head.

Classifying Invertebrates

Annelids



They have existed for over 120 million years.

There are over 9,000 species, including worms and leeches.

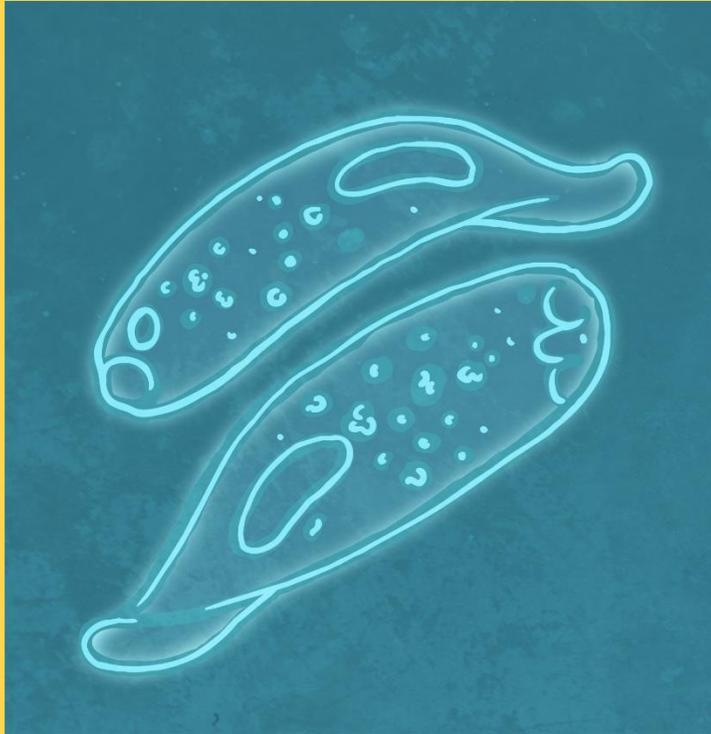
They have bodies divided into segments.

They don't have any limbs.

Some have long bristles; others have shorter bristles and seem smooth.

Classifying Invertebrates

Protozoa



They eat tiny algae and bacteria.

They can only be seen under a microscope.

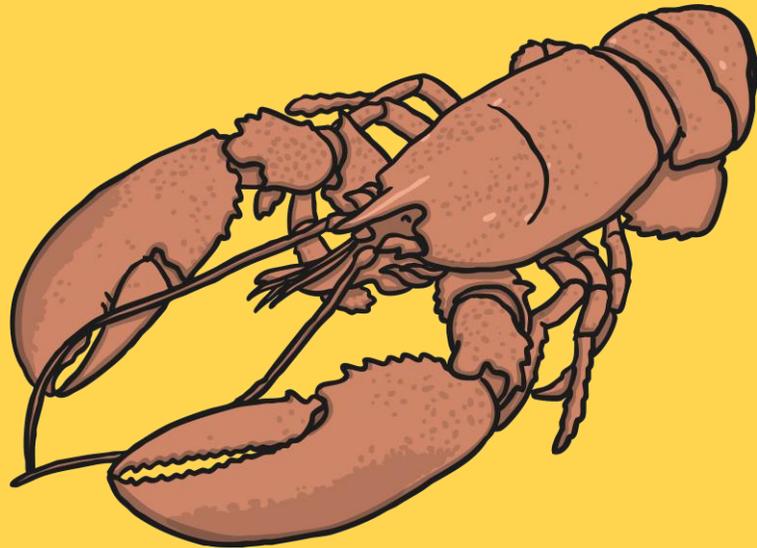
They are simple, single-celled animals.

They are a source of food for fish and other animals.

They reproduce by splitting in half.

Classifying Invertebrates

Crustaceans



Most common crustaceans are the crab, lobster and barnacle. Woodlice are also crustaceans.

They have a hard, external shell which protects their body.

They live mostly in the ocean or other waters.

They have a head and abdomen.

Many have claws that help with crawling and eating.

Classifying Invertebrates

Molluscs



They were among the first inhabitants of the Earth.

They live on land or in water.

Most have a soft, skin-like organ covered with a hard outside shell.

Land molluscs move slowly on a flat sole called a foot.

Ocean molluscs attach themselves to rocks or other surfaces, and can't move.

Classifying Invertebrates

Arachnids



Most arachnids have 4 pairs of legs.

The first pair of legs may be used for holding their prey and feeding.

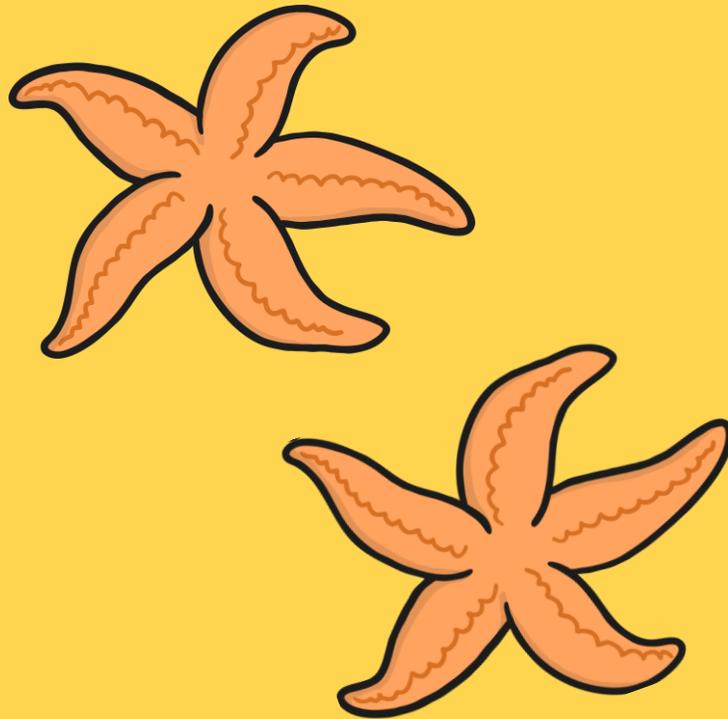
Common arachnids are spiders, scorpions, ticks and mites.

They have a hard exoskeleton and jointed legs for walking.

Arachnids do not have antennae.

Classifying Invertebrates

Echinoderms



They are marine animals that live in the ocean.

Common echinoderms include the sea star, sea urchin, sand dollar and sea cucumber.

They have arms or spines that radiate from the centre of their body.

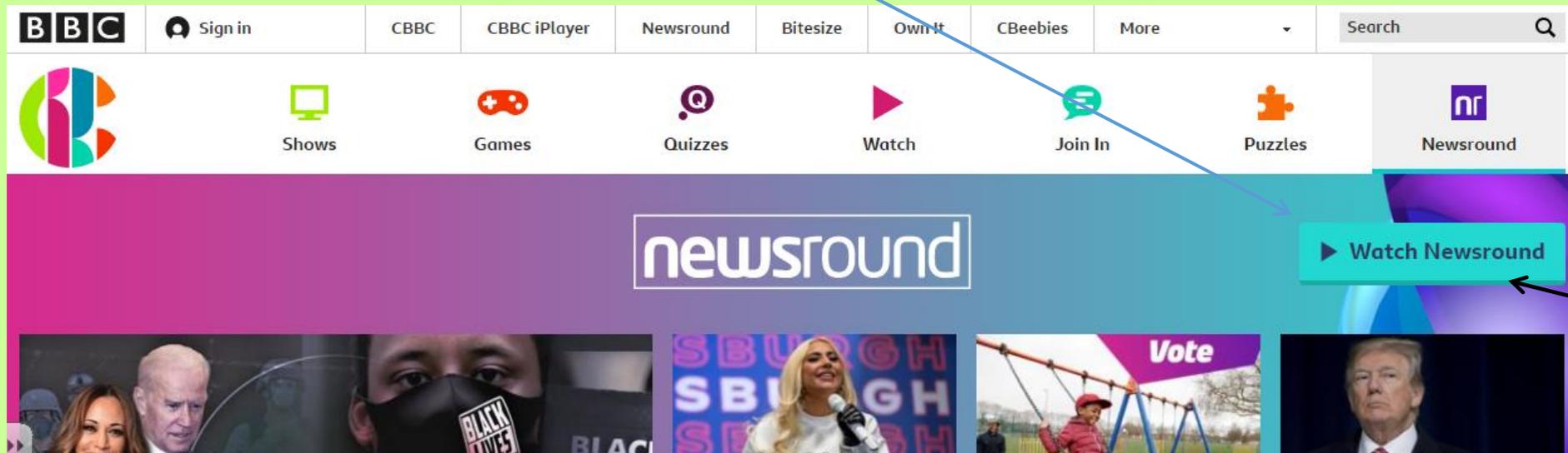
The central body contains their organs, and their mouth for feeding.

The mouth is underneath, to eat other sea life.

Thursday 24th June 2021 (10.05am) Newsround

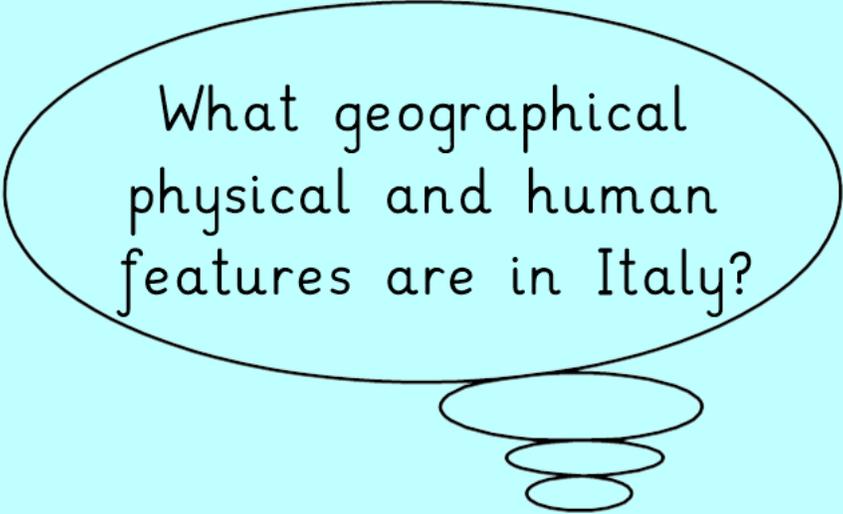
Use the link below to watch today's Newsround:

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



Click on
Watch
Newsround

Thursday: Curriculum: 11.20-3pm



What geographical
physical and human
features are in Italy?

Thursday 24th June 2021

Grid References - Physical
and Human Features

Learning Intention: To use 4 figure grid references to identify landmarks on a variety of different maps.

Success Criteria:

On Fire: I can use 4 figure grid references to identify geographical physical and human features in Italy and explain the importance of these features to Italy.

Hotter: I can use 4-figure grid references to identify geographical physical and human features in Italy.

Hot: I can read a map of Italy and use the key.

Quick Recap:

What is a human feature?



What is a physical feature?



What examples of human and physical features can we think of?

Quick Recap:

What is a human feature?

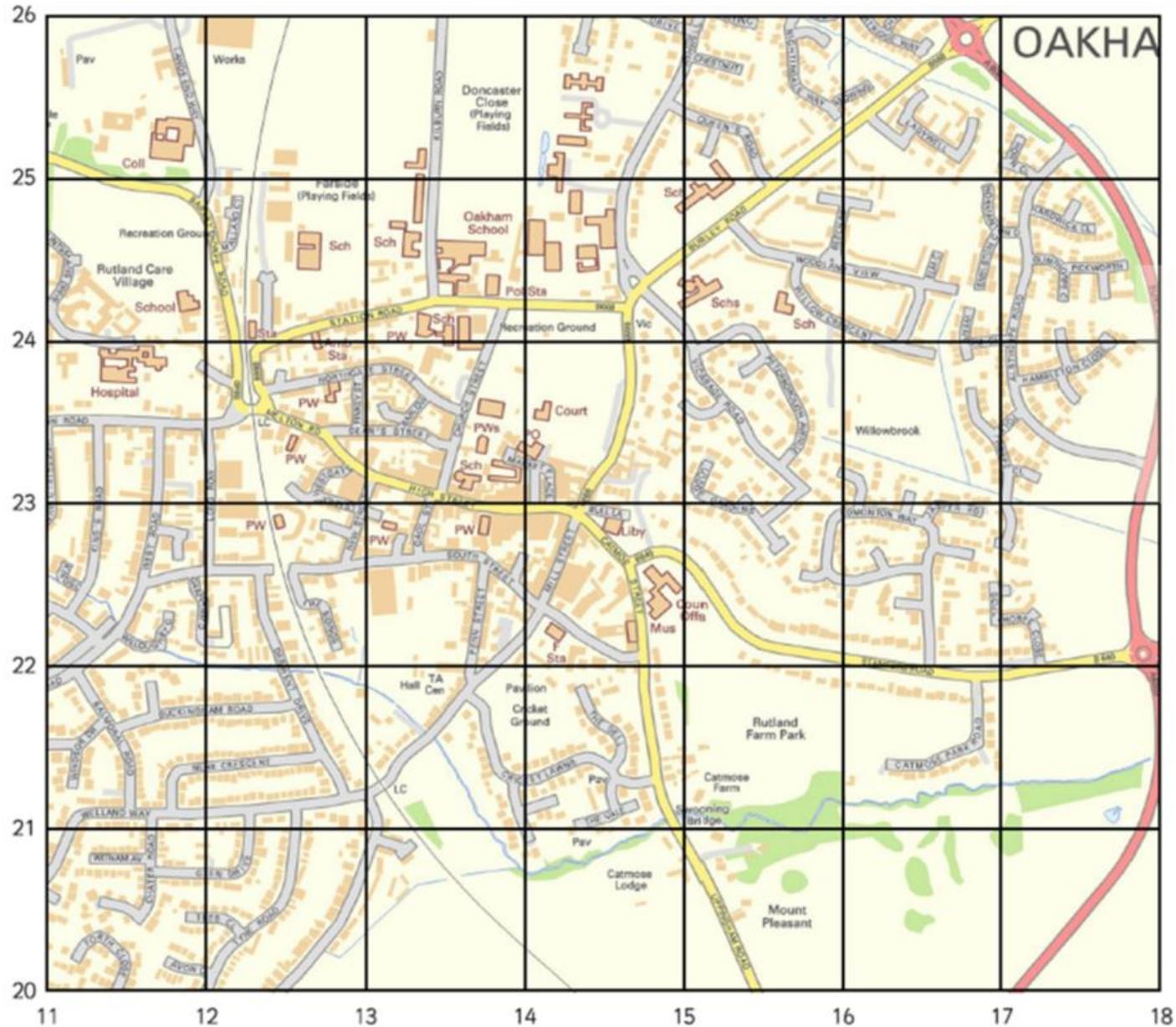
A human feature is something which exists in a place because humans have made it.

What is a physical feature?

In contrast to a human feature, physical features occur naturally within a landscape and have NOT been built/made by humans.

What examples of human and physical features can we think of?

Recap: Grid references



What are the 4-figure grid reference for:

Oakham School

Willowbrook

Hospital

Rutland Farm Park

Mount Pleasant

Doncaster Close (playing field)

Today we will be using 4 figure grid references to identify the location of physical and human features of Italy.

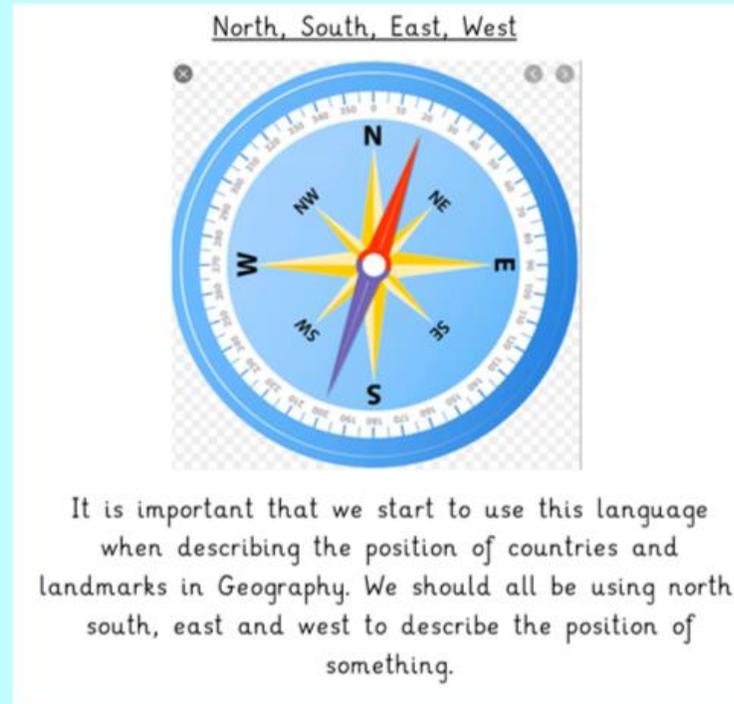
Using the map on your table find the following physical features:

Mountains

Volcanoes

Rivers

Lakes

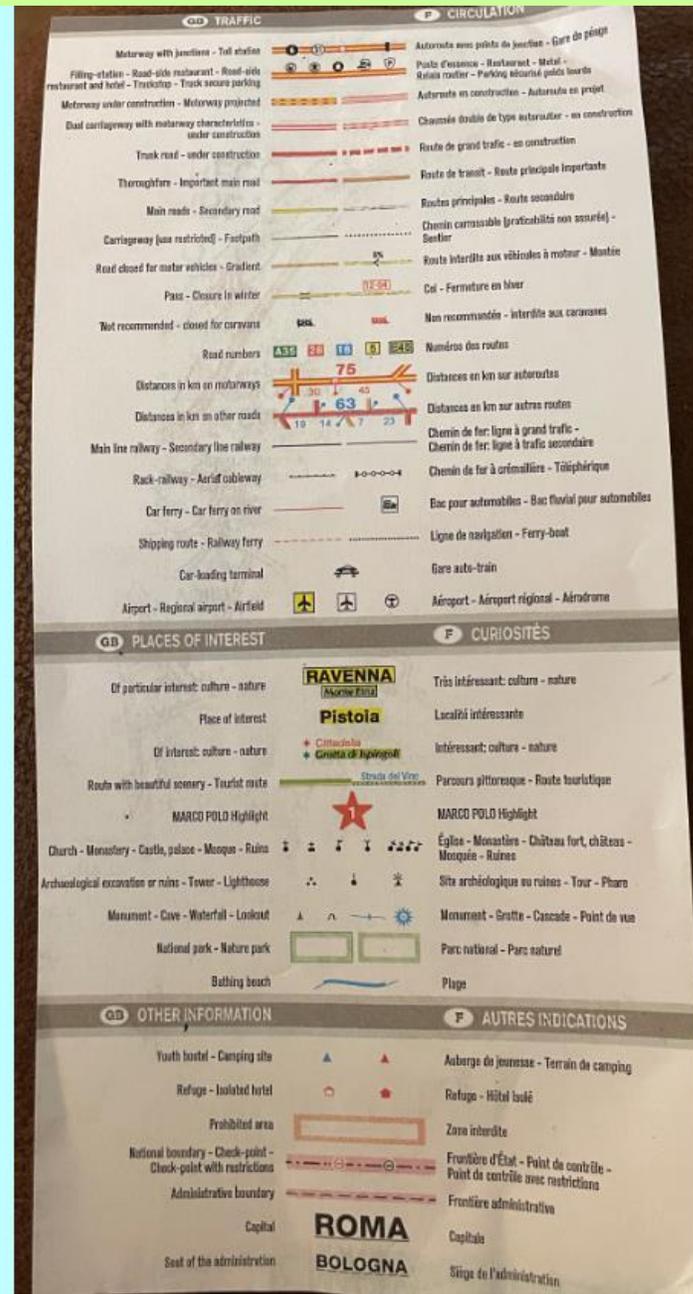


Write down their names and where they are located using the compass points.



Now we will look at human features in Italy. We will do this by looking at a range of maps and using the key.

Look at the key you have been given and tell me 5 different things it shows.



In groups you will look at different maps and locate various human features using grid references.



Use your key to tell me what you can find in the following grids:

38, 19

40, 20

39, 20

What do you notice about the grids? Are the bigger?

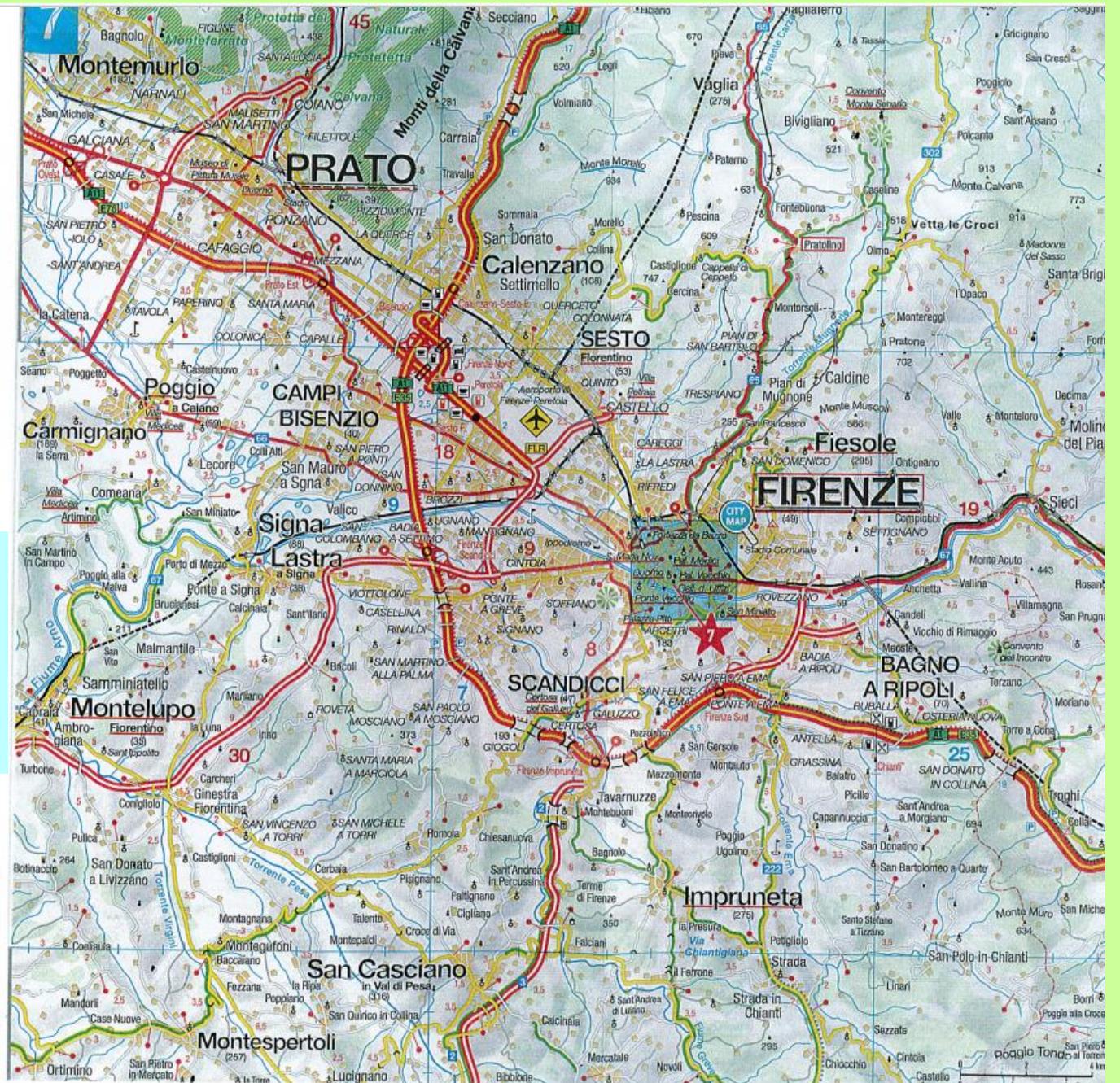
Look at each map, label it with grid references the same as the first example.

Use your key to tell me what you can find in the following grids:

38, 19

40, 20

39, 20



Look at each map, label it with grid references the same as the first example.

Use your key to tell me what you can find in the following grids:

38, 19

40, 20

39, 20



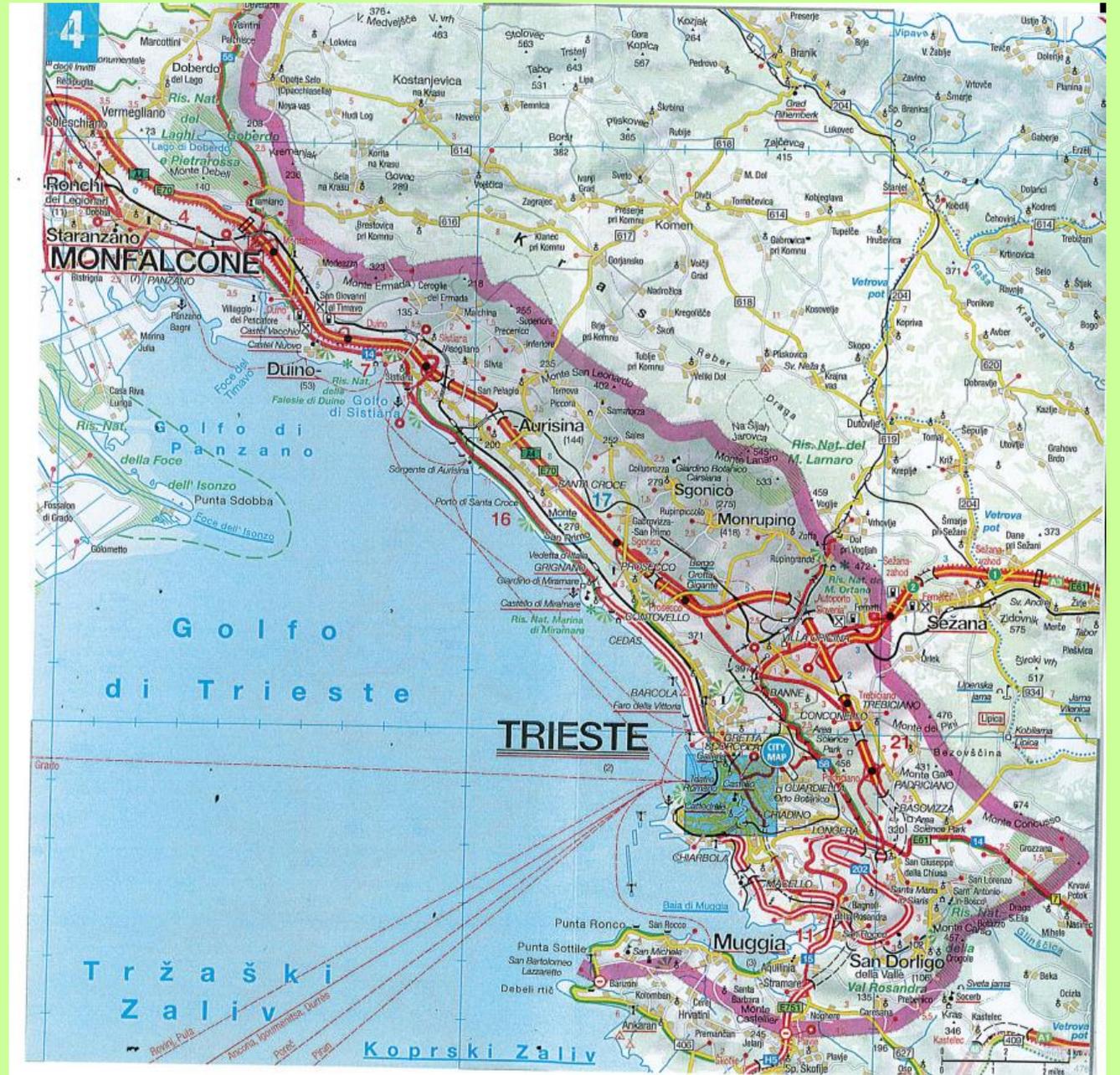
Look at each map, label it with grid references the same as the first example.

Use your key to tell me what you can find in the following grids:

38, 19

40, 20

39, 20



Look at each map, label it with grid references the same as the first example.

Use your key to tell me what you can find in the following grids:

38, 19

40, 20

39, 20



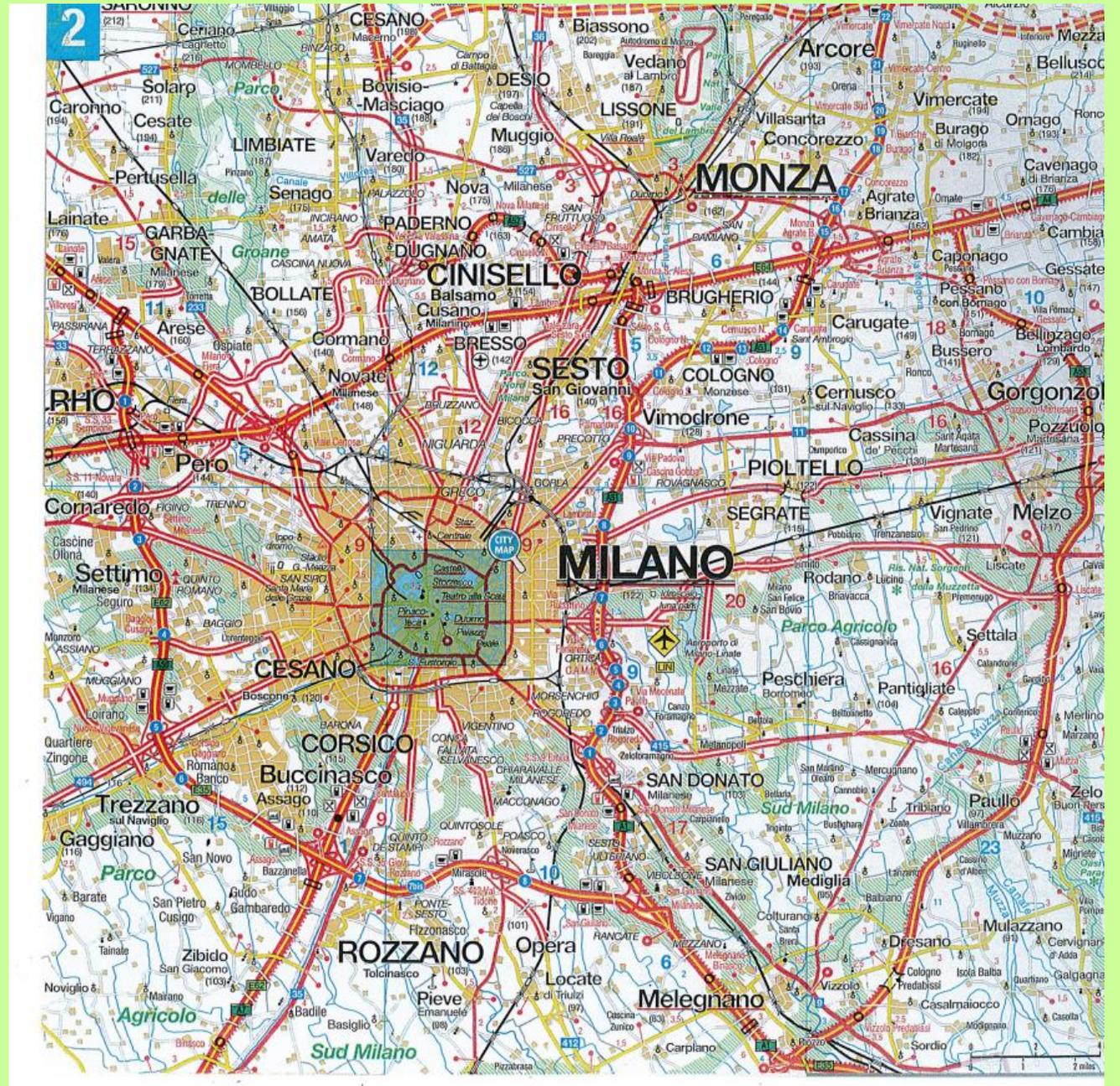
Look at each map, label it with grid references the same as the first example.

Use your key to tell me what you can find in the following grids:

38, 19

40, 20

39, 20



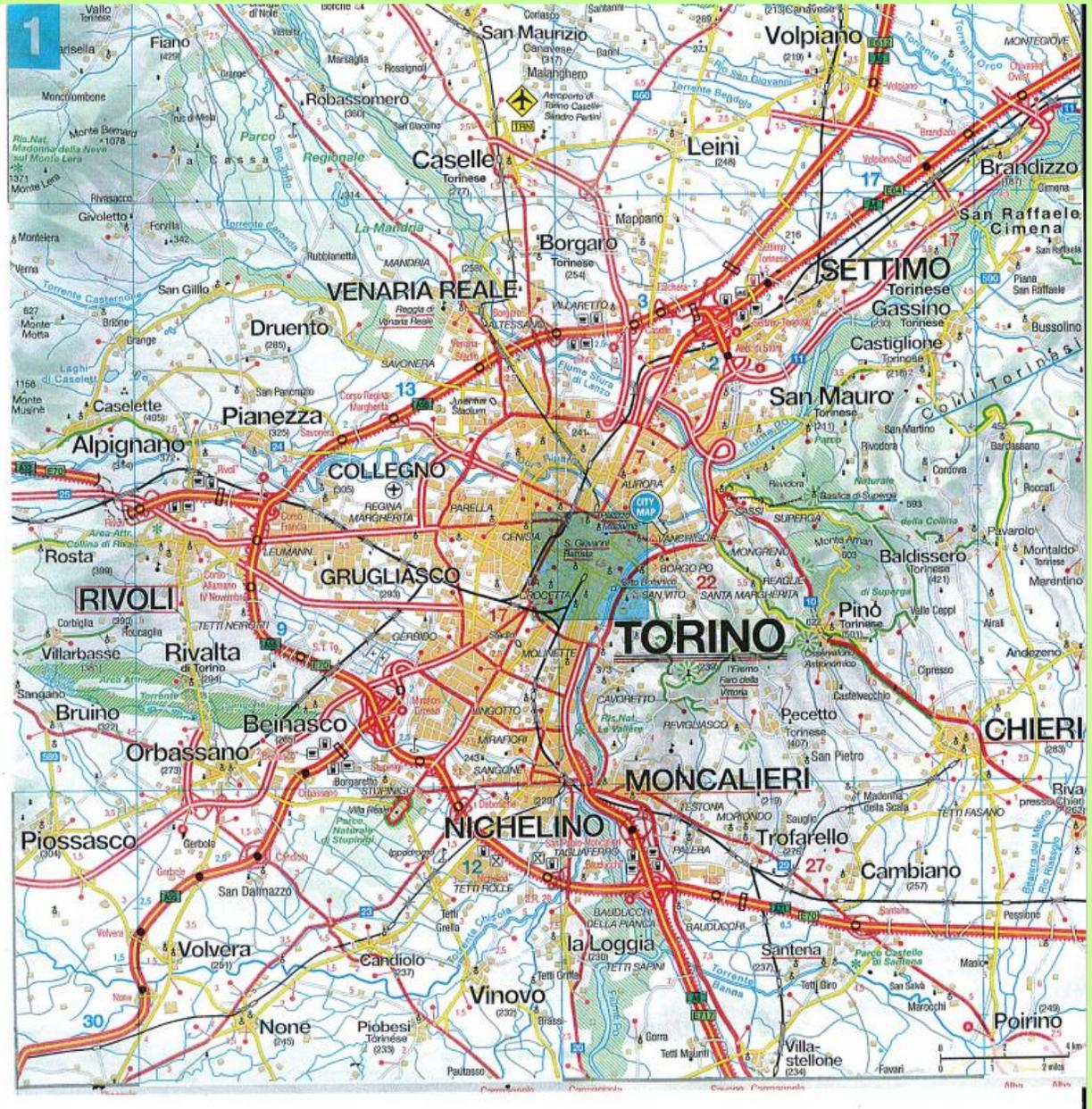
Look at each map, label it with grid references the same as the first example.

Use your key to tell me what you can find in the following grids:

38, 19

40, 20

39, 20



Why are all these features important to Italy? What do they provide people living there with?

If there is a beautiful lake somewhere what are people likely to do?

What else will this provide to the area?



How do all the things we have looked at so far affect the lives of people and animals in Italy?

- Climate
- Temperature
- Rainfall
- Human and Physical Features

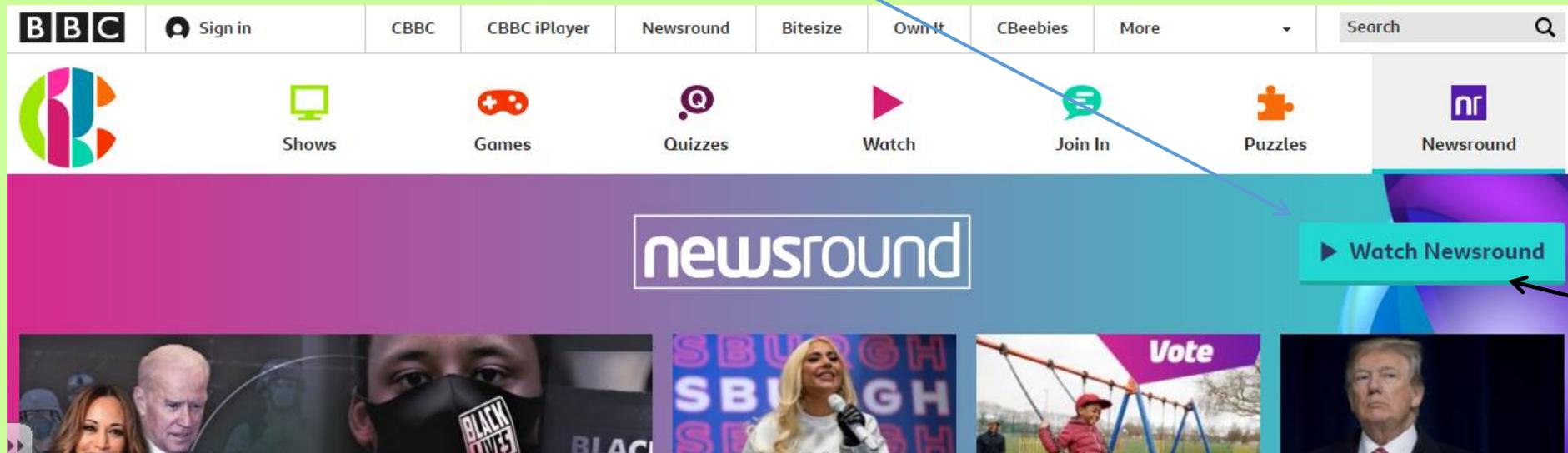
What tourist attractions are in Italy?
(Research as a class)



Friday 25th 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

Representation of different places

Learning Intention:

To think about how different groups are represented.

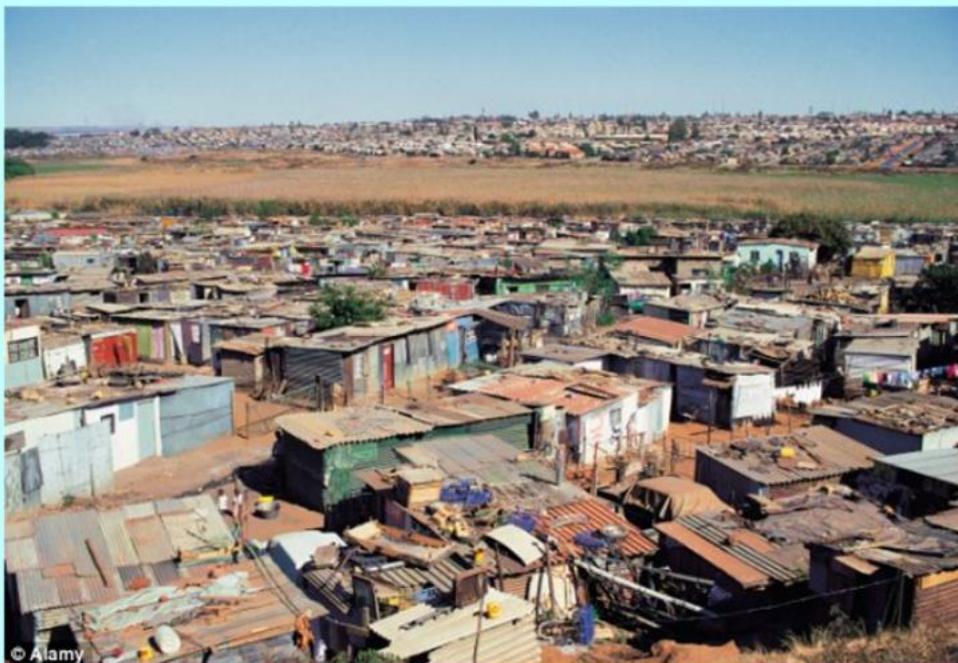
Success Criteria:

On Fire: I can discuss my views on different countries and think about how media might change our opinion.

Hotter: I can discuss my opinion and think about how my city could be represented positively.

Hot: I understand that people and places can be represented in different ways.

Where do you think this might be?



What do you think this country is like?

Where do you think this might be?



What do you think this country is like?

Why did you have that opinion?

What evidence do you have?

Is that reliable?

Nairobi



South Africa



Do we still think the same as we did before?

How do we find out about different countries and different people?

What information is reliable and what information can sometimes be unreliable?

When it comes to looking at how people and places are represented we have to be careful.

Sometimes the information/pictures/media can be **unreliable** or **biased**.

This is why we have to do proper research or have first hand information before we make a judgement.

Sometimes people have bad opinions about places because they don't know enough about them, this can sometimes happen to Bradford.

Today you are going to think about how you would represent Bradford. You are going to write an advert for tourists, persuading them to come here.

What aspects of Bradford would persuade tourists to come here?



National media museum



Award winning curries and food



Parks



Shopping centre

The Alhambra theatre



What persuasive features have been included on this advert?

Investigate Incredible

Italy

Where the sun always shines!

What are you waiting for?
Book your dream holiday today!

Enjoy the taste of authentic home-cooked Italian food.

Are you brave enough to climb Mount Vesuvius?

Relax by strolling along our beautiful golden beaches.

Explore the culture and heritage of our fascinating country.

The advertisement is a collage of images representing different aspects of Italy: a coastal town built on a cliffside, a pizza, a beach, Mount Vesuvius, the Leaning Tower of Pisa, and a golden dome. Each image is accompanied by a text box with persuasive language. The main title 'Italy' is large and colorful, with 'Investigate Incredible' above it and 'Where the sun always shines!' below it. A call to action at the top right asks 'What are you waiting for? Book your dream holiday today!'. Other text boxes include 'Enjoy the taste of authentic home-cooked Italian food.', 'Are you brave enough to climb Mount Vesuvius?', 'Relax by strolling along our beautiful golden beaches.', and 'Explore the culture and heritage of our fascinating country.' A small logo for 'Teaching Resources' is visible in the bottom right corner.

Alliteration

Rhetorical question

Why would you want to go anywhere else?

Pictures

Catchy slogans/phrases

A holiday on your doorstep

Evidence/facts

Powerful description

authentic, traditional food

Who can share their advert?

Is it persuasive?

Why is it important that we don't always base our opinions on the media?

Use these pictures in your advert!



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!

