

Curriculum

Week Commencing: 05.07.2021

Year 4 Timetable for Week 5- 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	EURO 2020 ACTIVITIES - Maths	Break	Newsround	EURO 2020 ACTIVITIES - English	Euro Activities	Lunch Time	Registration	Music	Thankyou Day
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	ERIC

Maths Home Learning

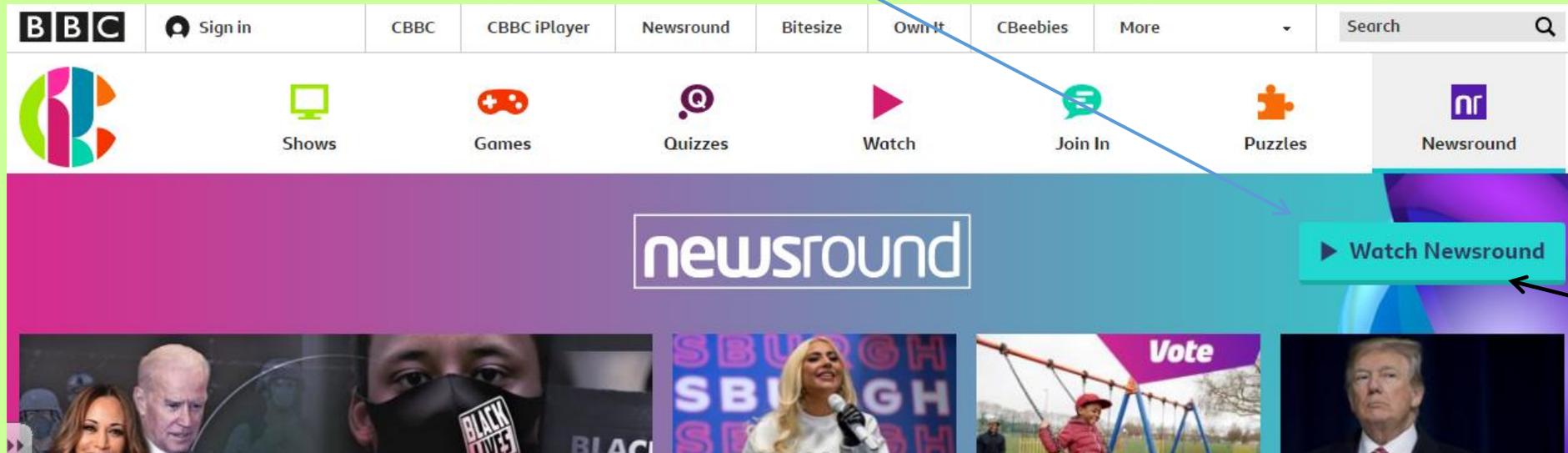
English Home Learning

Curriculum Home Learning

Monday 5th July 2021 Newsround

Use the link below to watch today's Newsround:

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



Click on
Watch
Newsround

Monday: Euro Activities 11.20am- 12.15pm

Can you use your class team to research:

- Different players
- Euro cup history
- Who have the played?
- What group they are in.

Compare these to the other 2 classes.



4A

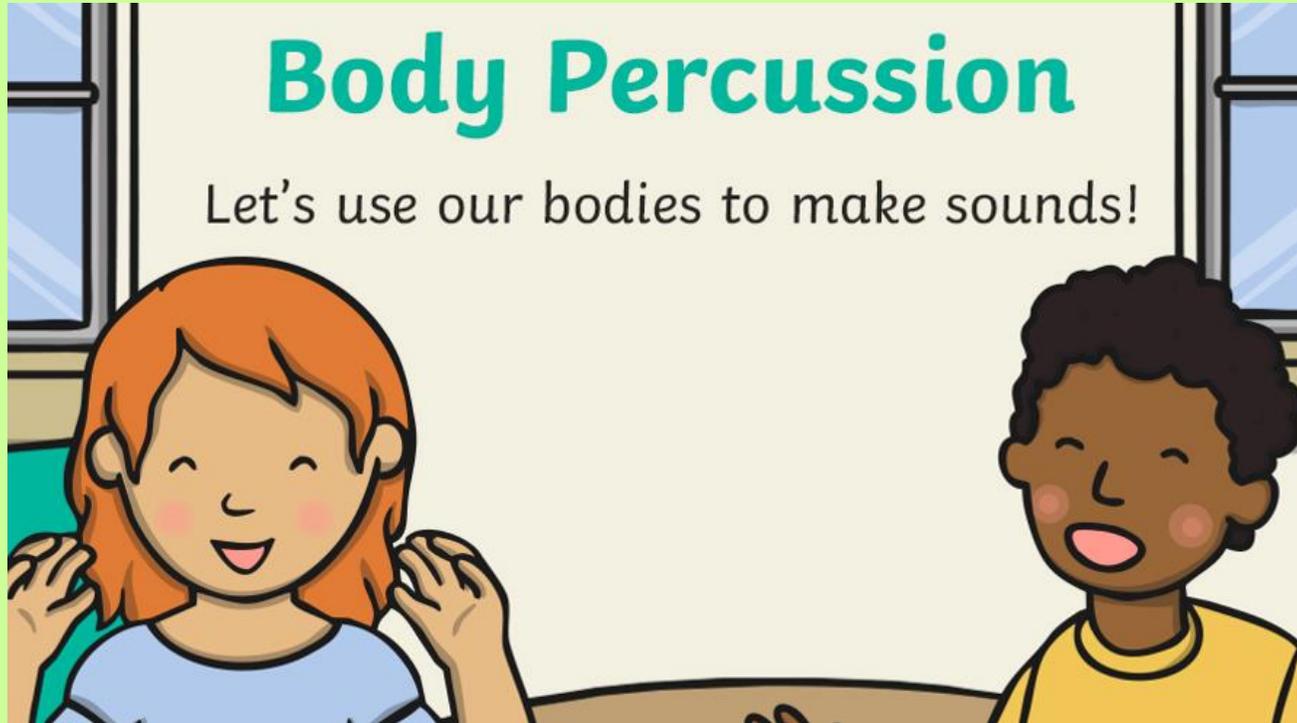


4B

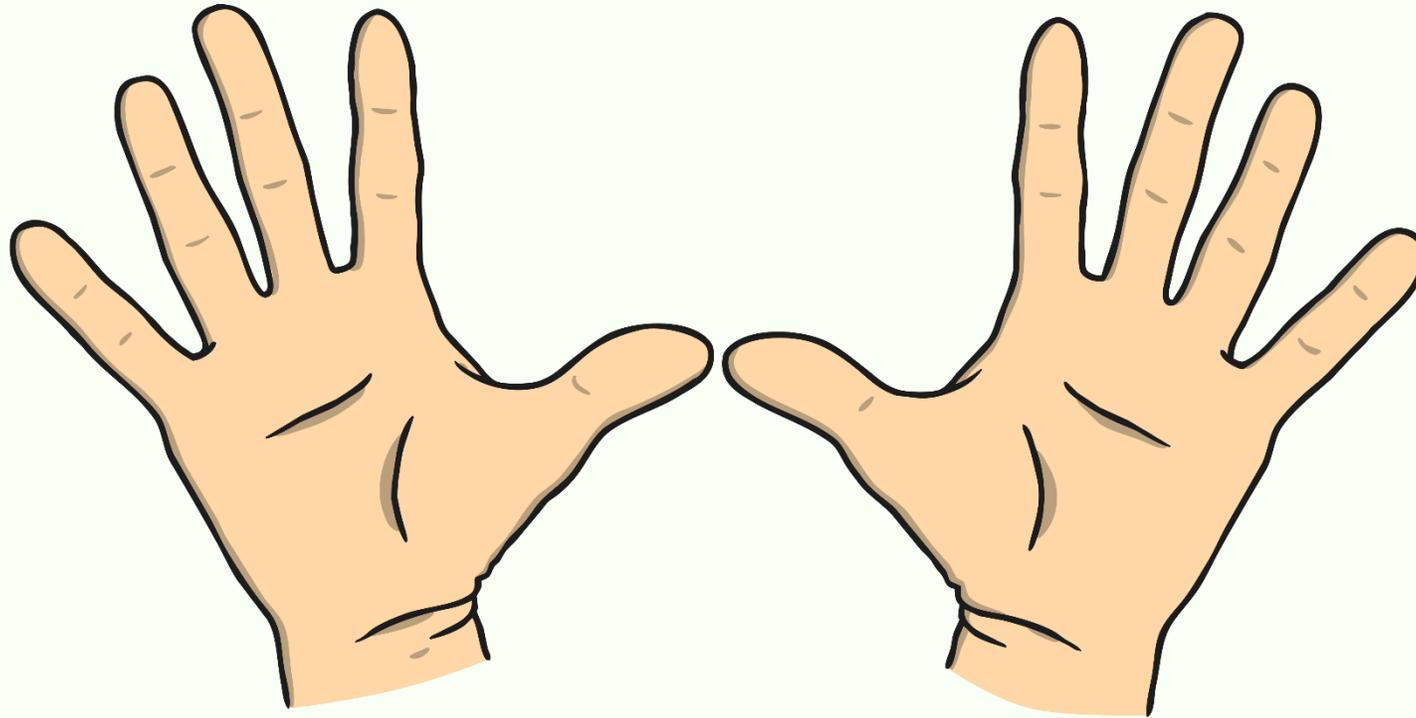


4C

Monday: Music: 1- 2pm

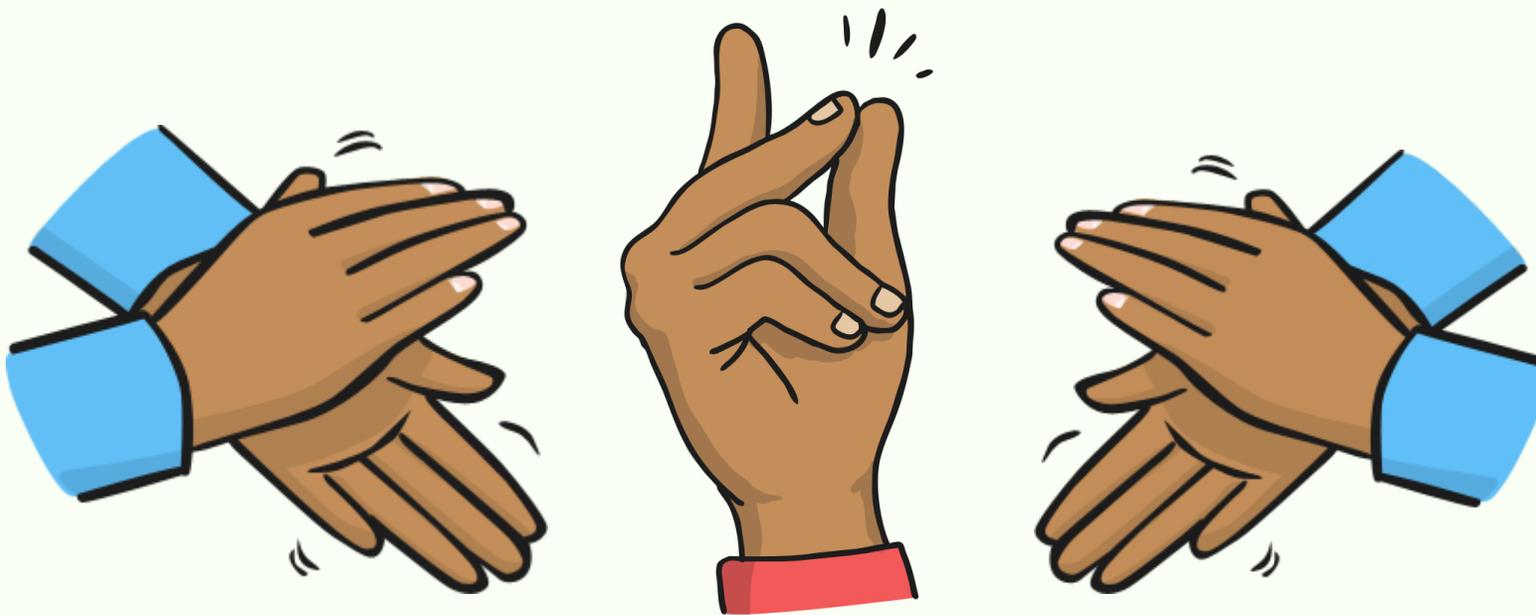


What noises can you make with your fingers or hands?

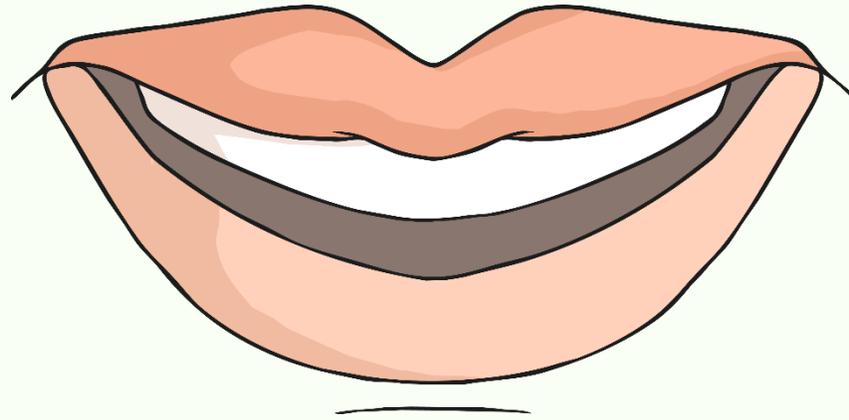


Can you...?

Clap! Snap! Click! Tap



What noises can you make
with your mouth?



Can you...?

Pop! Shhhhhhh! Hum



What sounds can you make
with your feet?

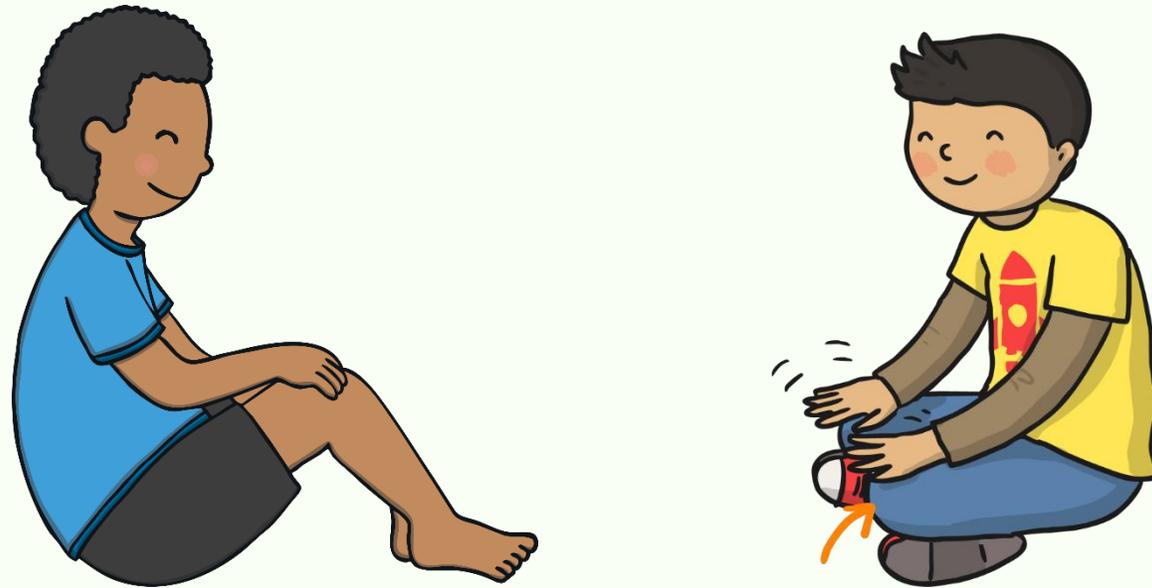


Can you...?

Stomp! Stamp! Tap!



Can you think of any other sounds you can make with different parts of your body?



Use the link below to practice:

<https://www.youtube.com/watch?v=DZnM-J93QYA>



Monday: Curriculum: 2pm-3pm



Get involved in the UK's biggest ever Thank You Party!

After a hard 18 months, we've all got someone to say thank you to. Whether it's the frontline staff, the delivery driver, conductors for navigating zoom rehearsals (!) bus drivers, or friends and neighbours– we want to get together to say thanks to them all.



What is Thank You Day?



First things first...
Can you guess what Thank You Day might be about? Take a minute to think, using the images to help you!





What is Thank You Day?

LET'S SAY THANK YOU
TOGETHER #THANKYOUUDAY

Thank You Day is happening on Sunday 4th July! This will be a chance for everyone to get involved in celebrating their communities.

It has been set up by people around the UK to encourage everyone to continue the community spirit we showed at the beginning of the Coronavirus pandemic.

SUNDAY
4TH JULY

Find out more...

<https://youtu.be/8ijczOY0eKM>

Click to find out the full story behind Thank You Day. Is it something you would like to get involved in?

0:00-
1:18



Monday: Curriculum: 2pm-3pm

Use Thank You Day as an opportunity to thank all the people you love!

How will you do this?

- Prepare a speech
- Make them a card
- Plan a picnic with them

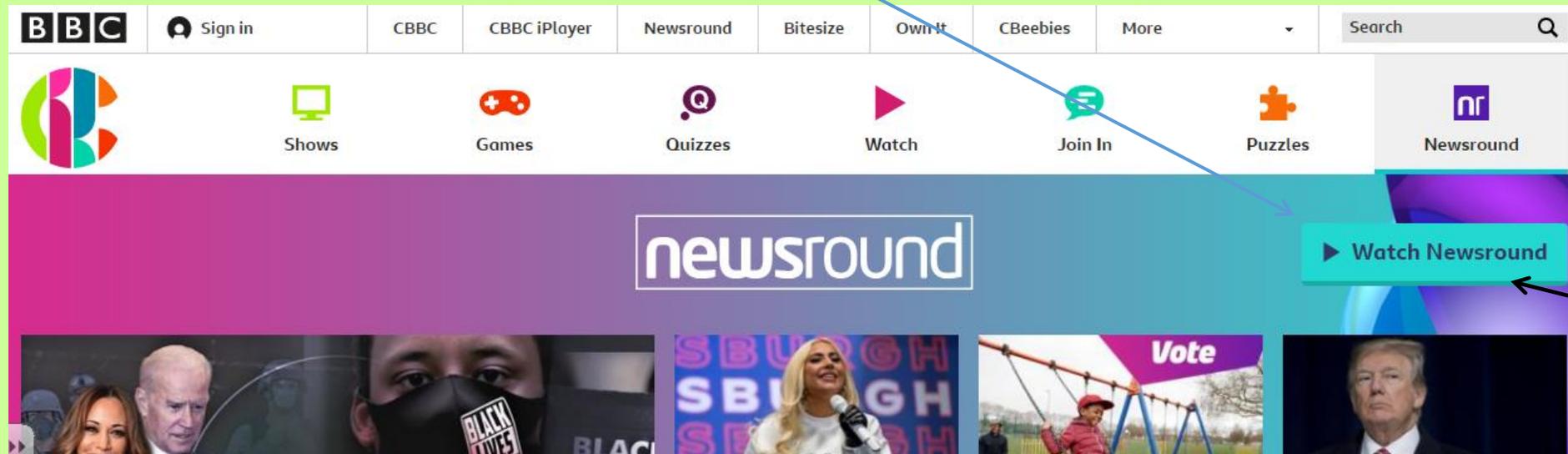
The choice is yours!



Tuesday 6th July 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 a Mandir is

Success Criteria-

On Fire- I understand and can explain the features of a Mandir

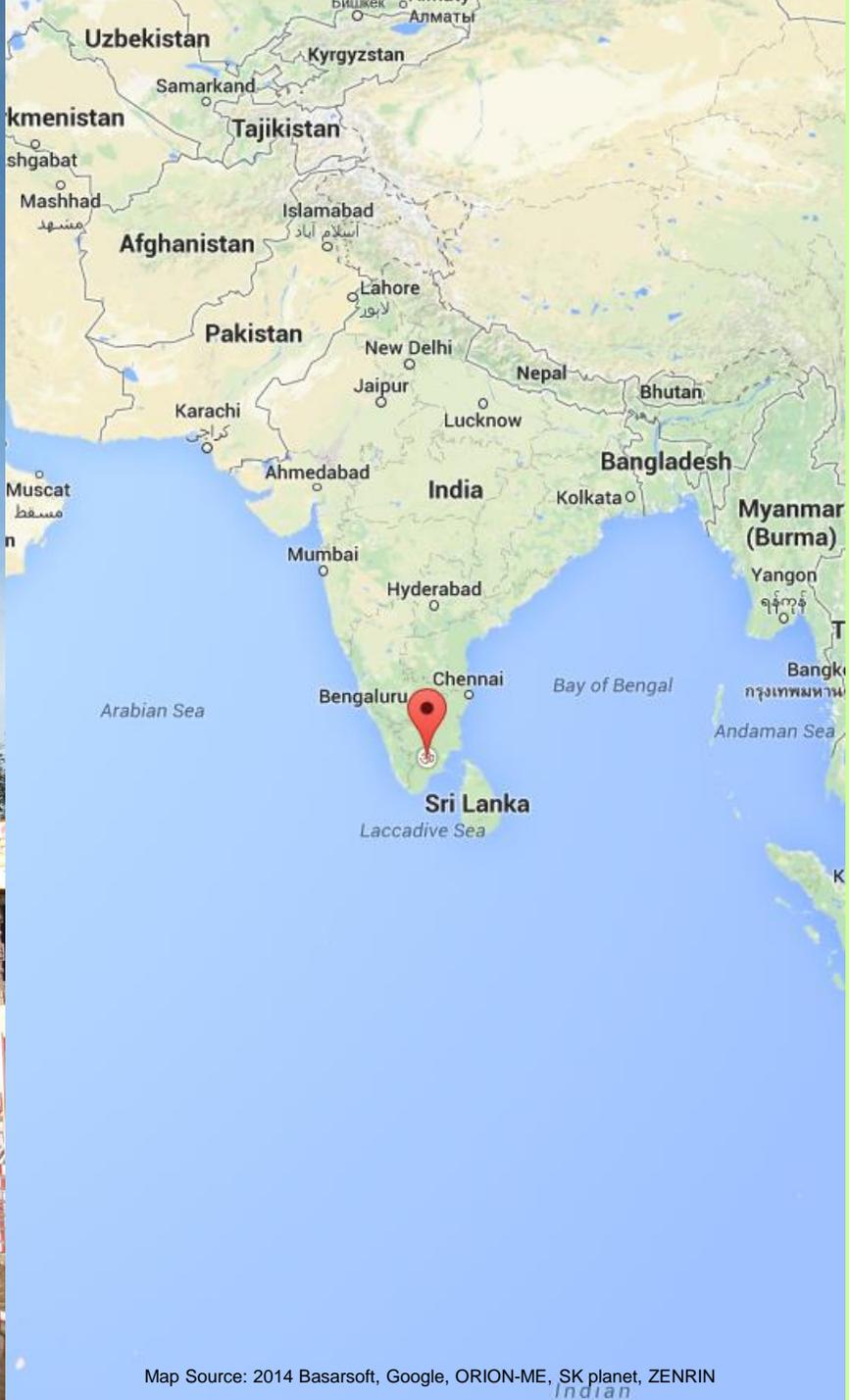
Hotter- I can identify the features of a Mandir using correct terminology

Hot- I know what a Mandir is





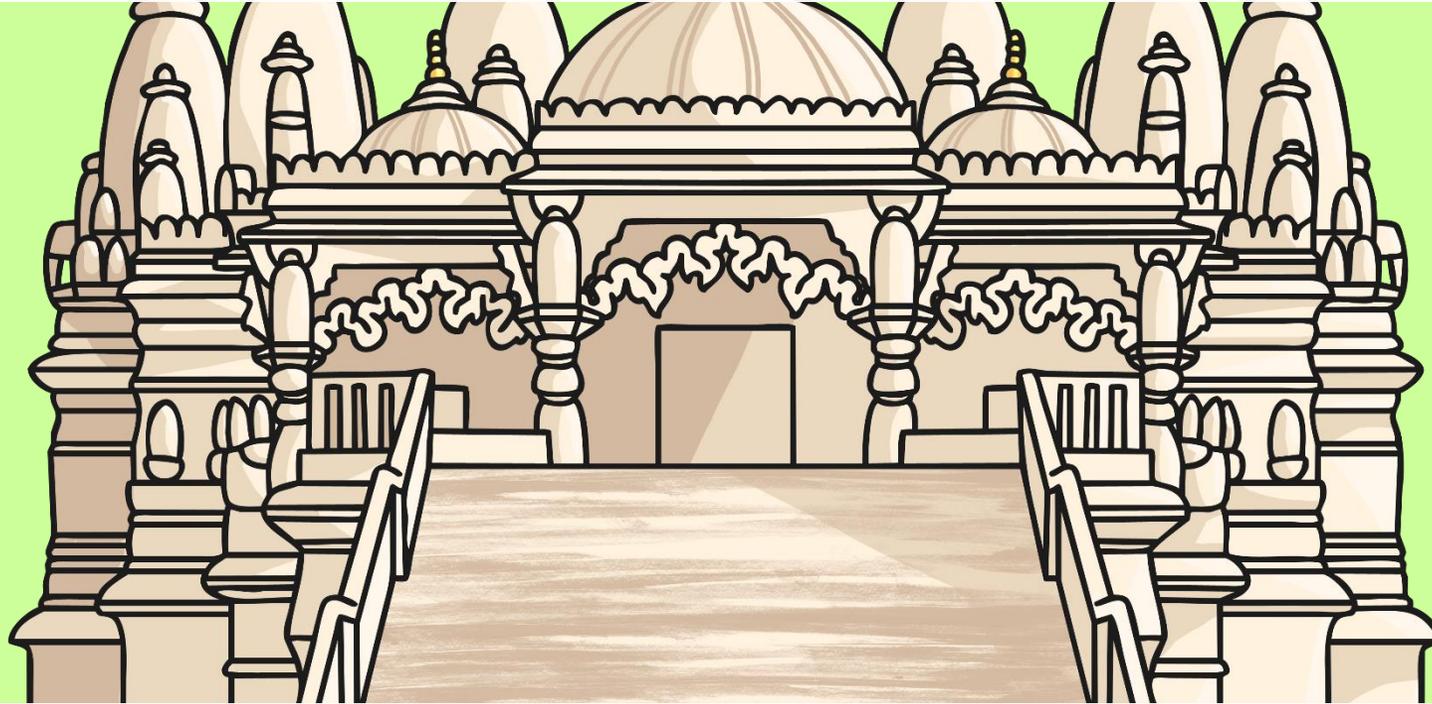
The Meenakshi Amman Temple is one of the most important Indian Hindu temples with 14 towers!



Photos courtesy of Ashok666 (@flickr.com) - granted under creative commons licence - attribution

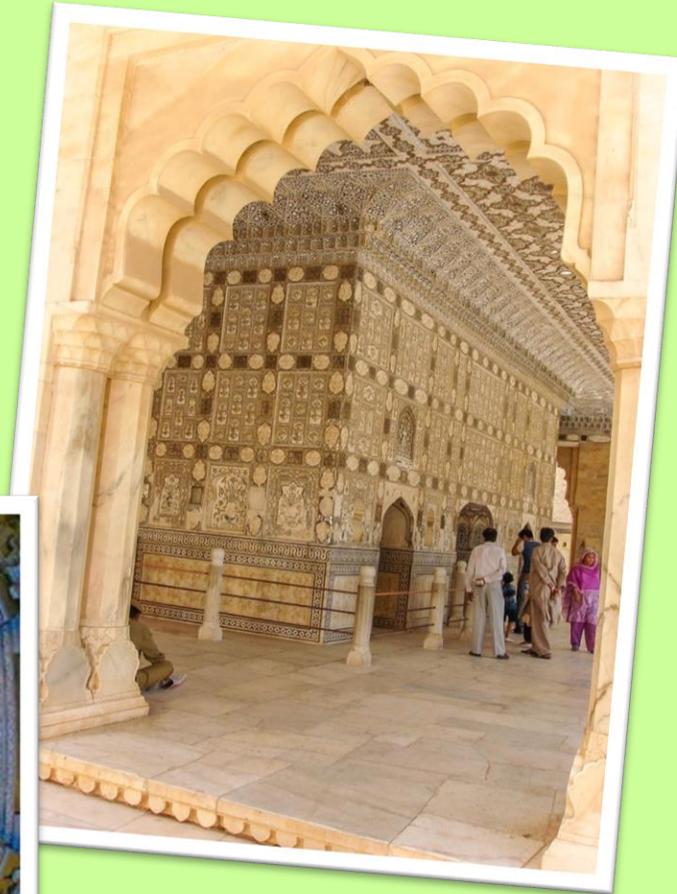
Map Source: 2014 Basarsoft, Google, ORION-ME, SK planet, ZENRIN

A Hindu temple is a busy and exciting place. As well as being used for worship, birth, wedding and death ceremonies, it is also a place where visitors can go and discuss and strengthen their faith, take part in meditation classes and yoga.



At a Hindu temple, different parts of the building have a special meaning, for example, the central shrine inside the mandir represents the heart of the Hindu worshipper, and if the temple has a tower this symbolises a connection with heaven.

Do they all look the same on the inside?





Shoe Rack

A place to store shoes before entering the mandir.

Murti

A murti is a statue of God, or a god or goddess.



Important Features of a Hindu Mandir

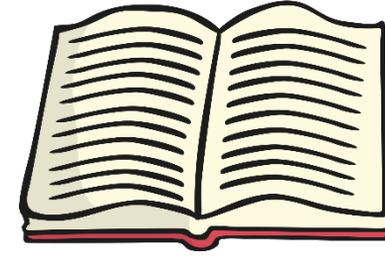


Main Shrine

This is the heart of the temple to represent the heart of the worshipper. It is usually at the front of the temple.

Aum

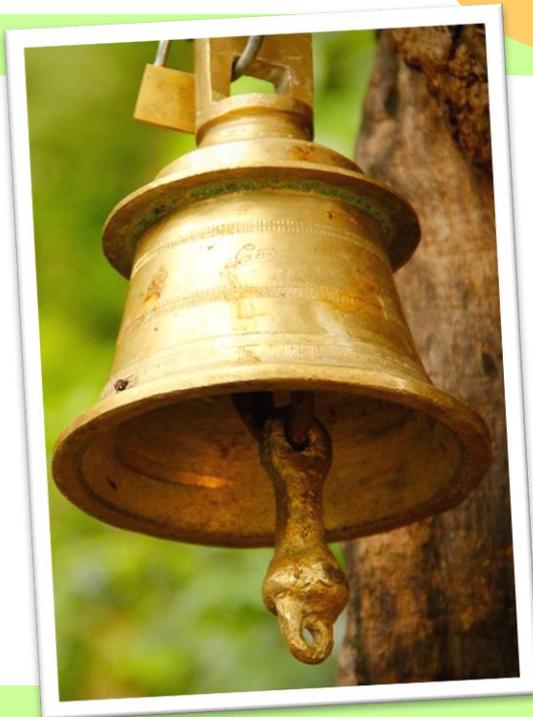
This is the Hindu symbol. You may see this if you are ever visiting a Hindu temple.



Vedas

These are the ancient Hindu texts. They are kept safe in a special case.

Important Features of a Hindu Mandir



Bell

Worshippers ring the bell before entering to let God know they have arrived.

Why do people go to a Hindu Mandir?



Worship, or 'puja', takes place here. Hindus can come at any time to be peaceful, pray and sing religious songs.

Each mandir is dedicated to a god and inside will be a shrine to that god. Offerings or 'prasad' such as flowers, fruit, water, milk, nuts or sweets are made. Incense is burned to make the temple feel special and during worship, Hindus chant the names of their favourite gods and goddesses.



Worshipping at the mandir is a special time to be together with other Hindus.

Mandirs are seen as a place where heaven meets the earth so many mandirs are tall buildings, like mountains reaching up into the sky.

Hindu Worship at Home



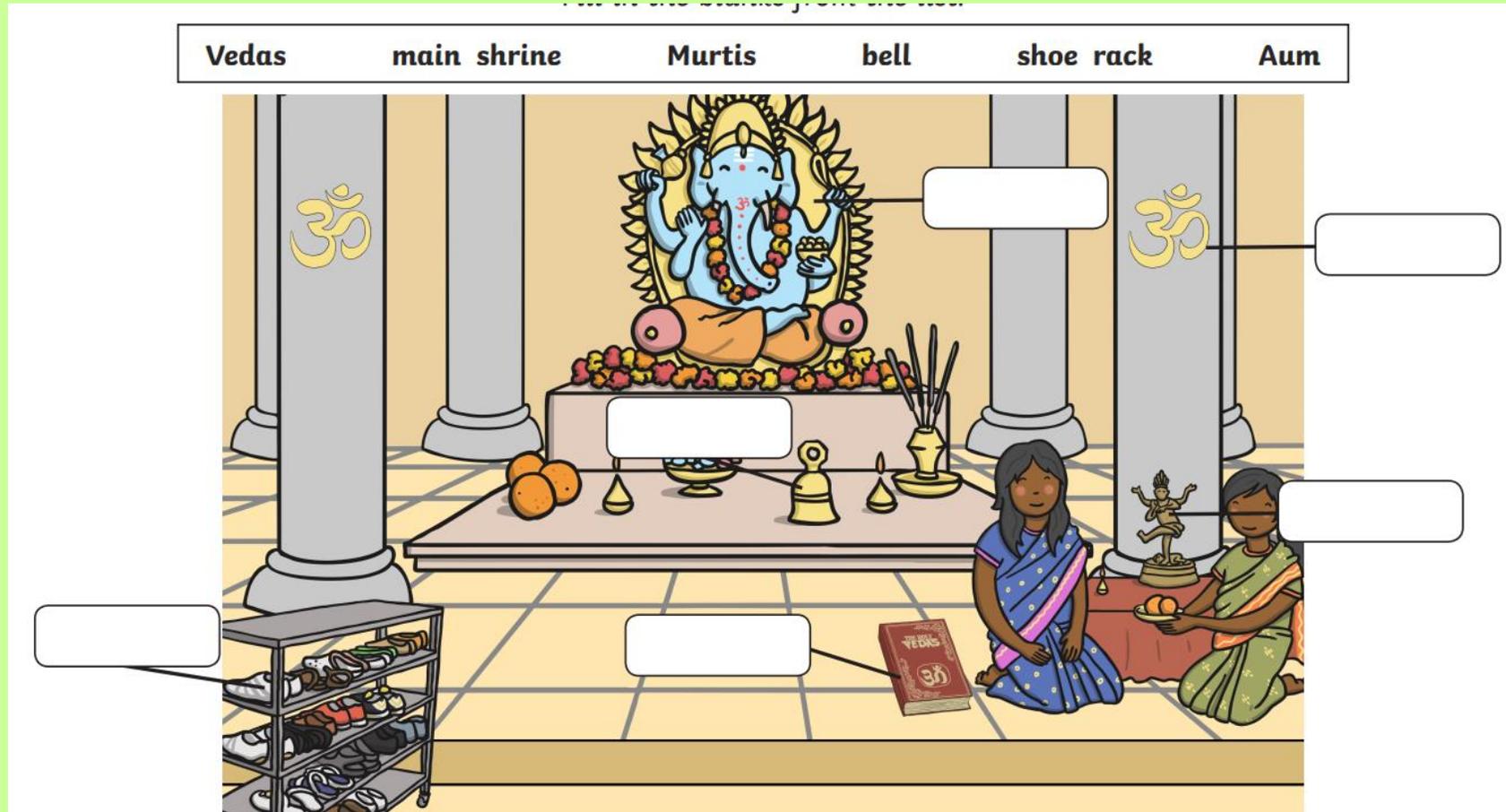
Hindus can worship at home and at the mandir. Making offerings to the gods is something that can be done at home too.

In a Hindu home there may be a shrine where offerings can be made and prayers are spoken. The shrine could be as big as a room, a small corner or a statue.

Showing Respect

- Before entering the mandir you must have a wash, make sure you are wearing clean clothes and remove your shoes.
- You must make offerings to the gods.
- Bow to show respect to the gods.

Main Task- HOT



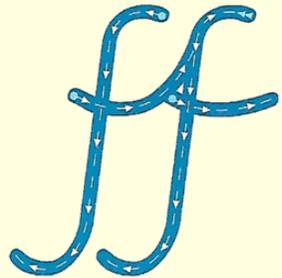
Main Task- HOTTER and ON FIRE

	Mandir	Home Shrine	Both
Aarti			
Worship with other Hindus			
Murti			
Priest (pandit)			
Change clothes on the murtis			
Offerings			
Attend during special festivals			
Pray individually			
Vedas			
Worship with family			
Take shoes off			
Ring bell			

Compare these to the other religions we have looked at!

Tuesday: Handwriting: 1-2pm

Handwriting - ff



Remember that the letter *f* is as tall as an ascender, and has a tail as long as a descender.



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

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.

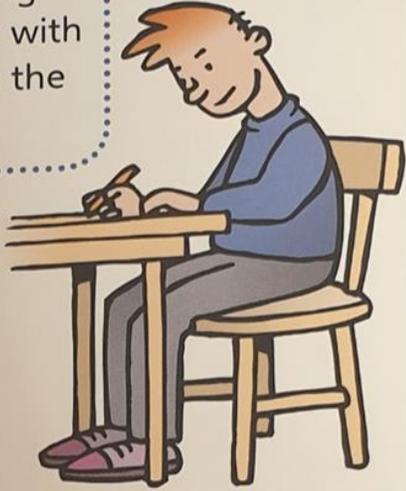
Hotter: I can join my handwriting consistently across showing clear ascenders and descenders.

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

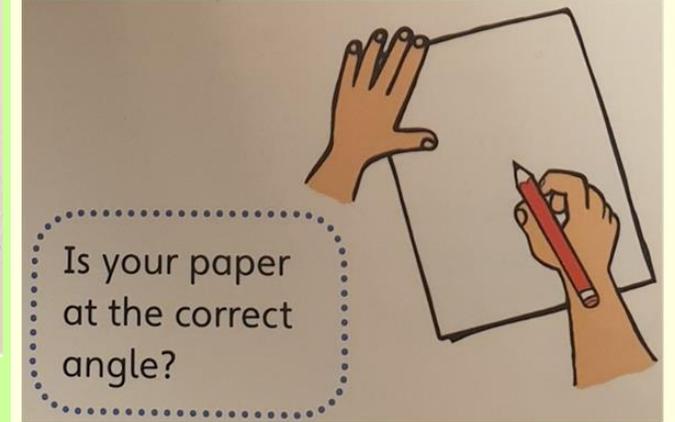
2. Pen Hold:



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



Task 2: Practise other letters

B Copy these letters into your book.

ff ff ff ff ff

lfs lfs lfs lfs lfs

lfe lfe lfe lfe lfe

ife ife ife ife ife

Task 3: Practise the sentence



The wolf howled on the cliff top.

Task 4 - Practice these words

wolf wolves

loaf loaves

wife wives

half halves

knife knives

shelf shelves

Remember, when we add an s to a word ending in *f*, we sometimes change the *f* to a *v* and add an *e*.



P.E - Using our Body

Remember to WARM UP

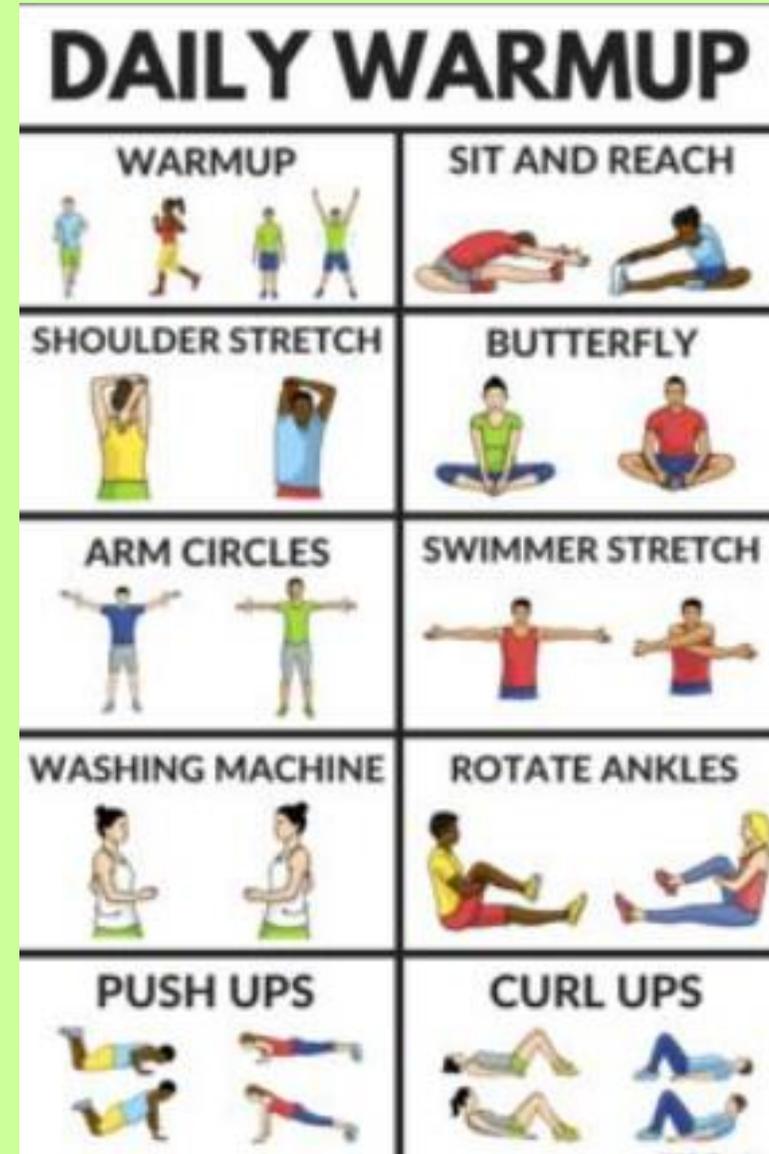
Why is it important to warm up?

What happens to our heart?

What else should we do to our muscles?

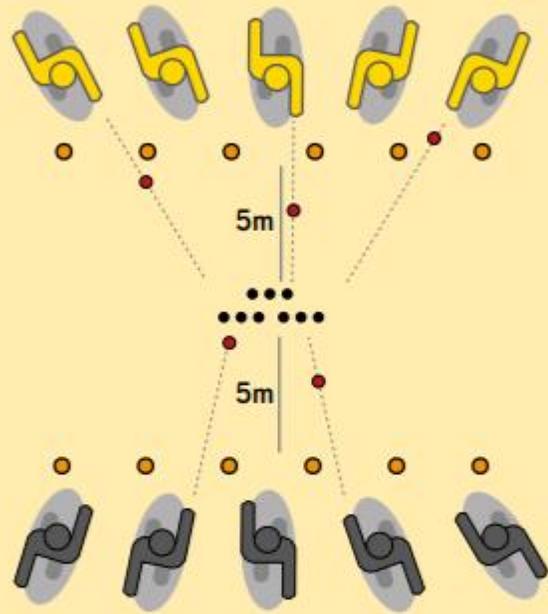
Watch this video and complete the warm up to prepare you for today's PE lesson!

<https://www.youtube.com/watch?v=IqBzAFwFg7c>



6. HIT THE STUMPS

A game to improve catching and throwing skills
- can be used as a warm up or main activity



Safety!

- Use soft balls
- Restrict access to area around stumps to avoid danger of being hit
- Ensure there is a minimum of 5 meters between each teams and the stumps

 0	 3+	 5-15 mins	 up to 30
 >5	 12	 Batting team	 Fielding team
 Wickets		 Cone	

Tuesday: PE: 2-3pm

6. HIT THE STUMPS

A game to improve catching and throwing skills
- can be used as a warm up or main activity

Organisation:

Divide the group into two equal teams and set up the area as in the diagram. Depending on how many sets of plastic stumps you have you may wish to place one on top of the other. It makes it more fun if a successful hit makes stumps come crashing down from a height!

The Game

- The aim of the game is to knock the stumps over by throwing balls (overarm) at the target.
- Teams will be throwing from opposite sides so it's whoever knocks the stumps over into the other team's area first that wins.
- Throws can be as quick and often as the supply of balls allow.
- Children find a new ball to thrown once they've thrown theirs.

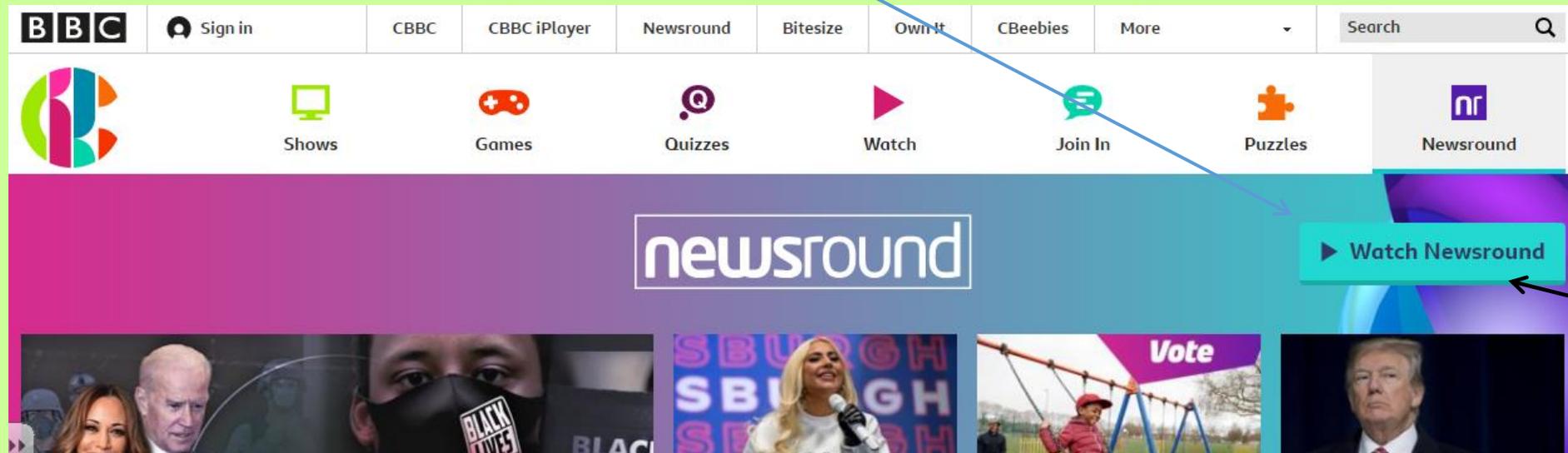
Adaption / Variation

- Increase/decrease the number of stumps to hit
- Increase/decrease distance of throw (ensure safety)
- Increase/decrease target area
- Increase/decrease size of teams
- Use a football or fitball as a target - first over the line wins

Wednesday 7th July 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.



1. Describe flowering and non-flowering plants
2. Give me an example of a flowering and a non-flowering plant.

Learning Intention: I can recognise how environments can affect living things.

On Fire: I can recognise and describe how environments can change habitats and the organisms living in them, explaining why.

Hotter: I can recognise how environments can change habitats and environments.

Hot: I can recognise that environments can affect organisms.

Environmental Changes

ENVIRONMENT: The wider physical surroundings of a place which include soil, water and other natural occurrences.

HABITAT: This is the SPECIFIC place that an organism lives WITHIN the environment.

DISCUSS:

What might change an environment?

Environmental Changes

Today we will be looking at how environments change over time and what effect this might have on habitats and the organisms that live within them.

PRE-TASK: On your white boards/scrap paper, write down what organisms might be affected by an EARTHQUAKE!
We will check this after our learning!

Changing Environments



Living things depend upon their habitats to give them everything they need, including food, water, air and a space to live and grow.

Human beings are able to make big changes to their habitat to make it suitable for them to live in.

What are some of the ways that humans are able change the environment?



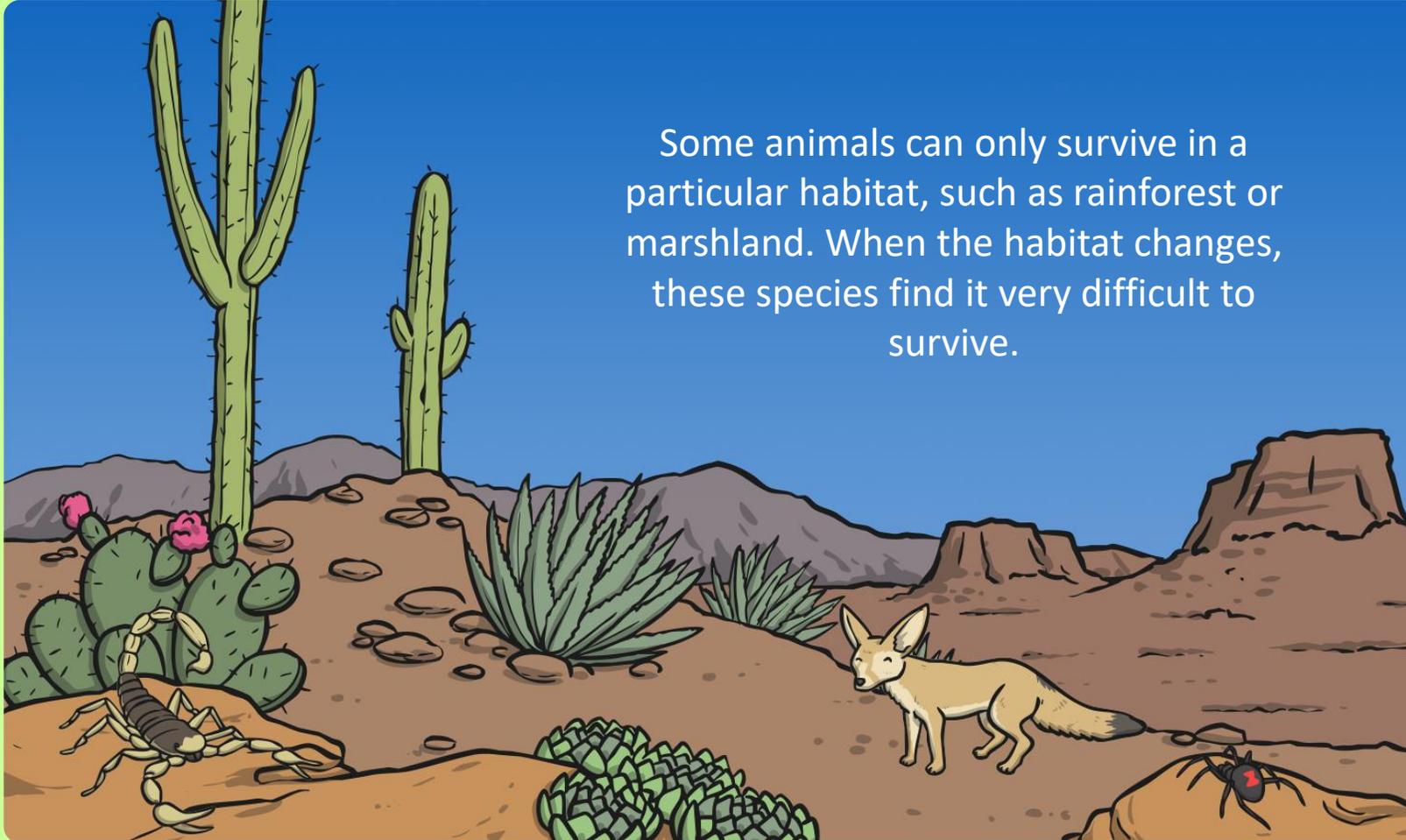
Changing Environments

Some species are very good at adapting to changes in their habitats. These species are able to live alongside humans successfully in towns and cities.



Changing Environments

Some animals can only survive in a particular habitat, such as rainforest or marshland. When the habitat changes, these species find it very difficult to survive.



Changing Environments



Habitats can change for many different reasons. Some of these changes are natural. What kind of natural events could cause changes to habitats? How could these affect the plants and animals that live there?



Changing Environments

Natural Changes

Events like earthquakes, storms, floods, hurricanes, wildfires and droughts can have very serious consequences for living things.

Habitats can be destroyed and the plants and animals that live there might be killed. Those animals that survive might find that their sources of food and water have disappeared. They may no longer have a safe place to live and grow.

These fish died when their river habitat dried up in a drought.

While these events are natural, many are made worse by climate change, and so are affected by the activities of humans.



Changing Environments



Changes Caused by Humans

Most of the changes to the habitats of living things are caused by humans.

What kind of environmental changes can you think of that are caused by humans? How could these affect living things?



Changing Environments

Deforestation

Many of the things that humans do, destroy animal habitats.

Only a very small amount of the world's land is covered in rainforest, but about half of all plants and animals live here.

Humans have cut down large areas of the forest to clear space for building or farming. This has destroyed the habitats of many species and made it difficult for them to survive.



Changing Environments

Pollution



Waste from factories and pollution that contaminates the ground makes it difficult for plants to grow. This in turn means there is no food or shelter for the animals that once lived among the plants.

Chemicals and waste that are spilled in the sea are very dangerous to all the living things in the marine habitat.



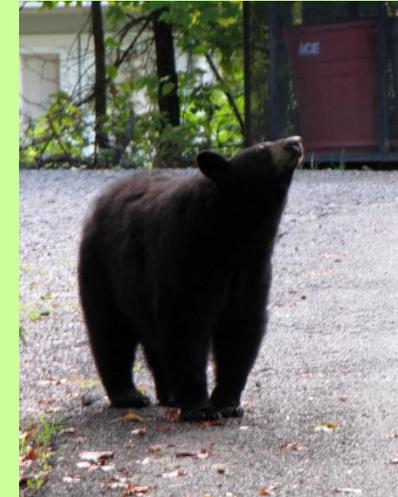
Pollution in and near rivers and streams kills the plants and animals in the water and poisons the drinking water of many living things.

Changing Environments

Urbanisation

As humans build upon areas that were once natural habitats, there is not enough land and food left for the animals to share.

Wild animals can be forced to come to human areas to look for food and shelter. This can be dangerous for humans and animals.



Changing Environments

Invasive Species

Sometimes, when humans introduce new species to an area, this can have a very bad effect on the existing wildlife.

Grey squirrels are an example of an invasive species that is common in the UK. These are native to America, but were introduced in to the UK in the 1870s because people thought it would be nice to see them in parks and gardens.



Unfortunately, grey squirrels are bigger, stronger and breed more quickly than our native red squirrels. Grey squirrels eat the food and take up the habitat that was once held by red squirrels, and now the red squirrels are in danger of extinction.



TASK

Complete the work sheets with as many reasons for why changes in the environment happen and what effect they may have

Environmental Changes	
Change in the environment: _____ _____ _____ _____ _____ _____ _____ _____ Effect on living things: _____ _____ _____ _____ _____	Change in the environment: _____ _____ _____ _____ _____ _____ _____ _____ Effect on living things: _____ _____ _____ _____ _____
Change in the environment: _____ _____ _____ _____ _____ _____ _____ _____ Effect on living things: _____ _____ _____ _____ _____	Change in the environment: _____ _____ _____ _____ _____ _____ _____ _____ Effect on living things: _____ _____ _____ _____ _____

EXAMPLE

Change in the Environment: _____

Water pollution. _____

Impact on Habitats _____

Water is poisoned by chemicals from factories. _____

Effect on Living Things _____

Kills fish and other animals that live in the water. _____

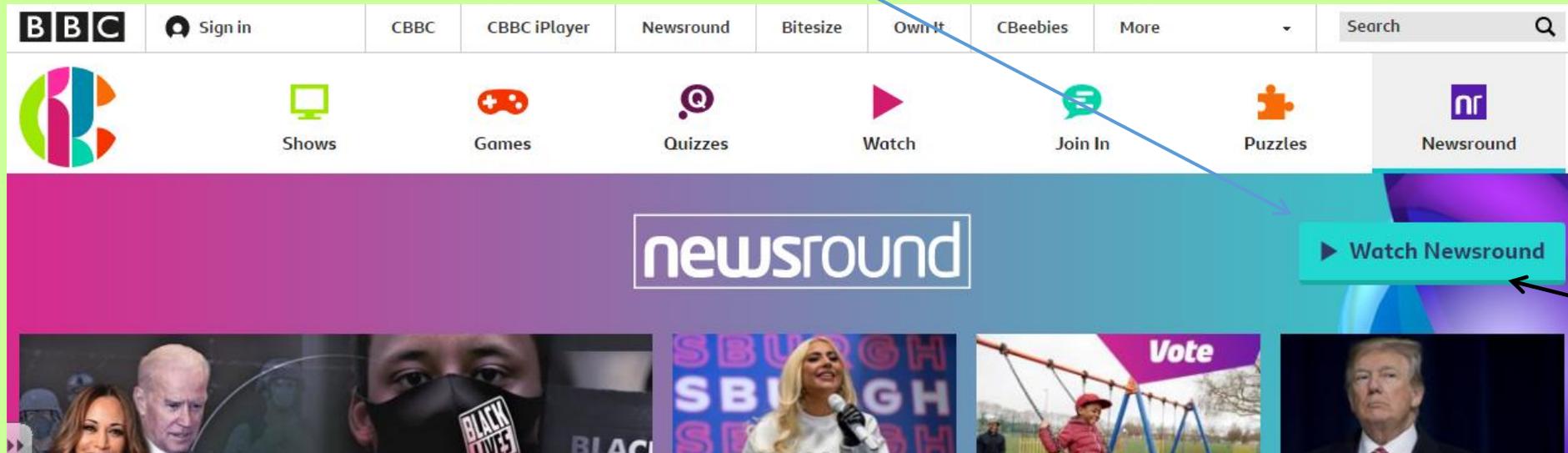
Kills plants living in and near the water. _____

Poisons the drinking water of many animals. _____

Thursday 8th July 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

Learning Intention: To compare and contrast

Success Criteria:

On Fire: I can find similarities and differences between two different areas and draw my own conclusions as to why these might occur.

Hotter: I can research human and physical features of an area, using a variety of sources and an atlas.

Hot: I can label physical features on pictures.

Today we will research an area of the UK for us to compare to Italy.



Use the source to complete the research sheet.

Italy



England - Yorkshire Dales National Park



What similarities/
differences do these photos
suggest we might find?

TASK

Use the sources to complete the sheet about Yorkshire Dales.

Region _____	
Human Geography	Physical Geography
People/Population/Language	Rivers/Lakes
Types of Houses	Land Formation
Land Is Used For...	Mountains/Volcanoes
Economic Activity (How does the region make money? What does it trade? What types of businesses are in the area?)	Plants/Biomes
Key Buildings/Landmarks	Animals
Day-to-Day Life	Weather/Climate

Source 1

- The Yorkshire Dales National Park was established in 1954.
- It is one of 15 National Parks in the UK.
- 23,637 people live in the National Park (Office of National Statistics 2012).
- It covers 2,179km² (841m²).
- It contains 2,628kms of footpaths and 618kms of bridleways.
- There are 1,090 farms in the National Park
- The National Park has a housing stock of 11,254 buildings, of which just over 21 per cent are second or holiday homes (Office of National Statistics 2012).
- The average house price according to the Land Registry was £241,297 in 2005.
- In 2015 there were 3.2 million day visitors to the National Park and 0.46 million staying visitors
- There is a species of moss in the Yorkshire Dales that grows nowhere else in the world.
- There is a species of bat (the brown long-eared bat) seen in the Dales that has ears that are three quarters the length of its head and body.
- There are more than 1,000 species of moths, around 100 species of nesting birds, over 25 species of butterflies, more than 30 species of mammals and hundreds of plant species in the National Park.
- The National Park has its own Three Peaks - ~~Wharfedale~~ Ingleborough and Pen-y-ghent - and thousands of walkers take up the challenge each year of completing the 24.5 mile circular route over them in 12 hours or less.

Source 2

Many of us dream of moving to the countryside to escape the hustle, bustle and stress that comes from living in busy towns and cities. And for many, that's just what it is, a dream. Fewer ~~actually take~~ the plunge and make it happen.

For those that have, and for those who have taken the plunge and moved to the Yorkshire Dales, the experience has been life changing:

Kia & Peter moved to the Yorkshire Dales from London to run their outdoor travel blog 'Atlas & Boots'. "The flats we had in London cost more than this house, were half the size, and had views over the bins and the A12. We live in a 300-year-old cottage that is listed and our street is literally cobbled. We have no complaints"

Source 3

Houses, towns and villages



Source 4

Our heritage



Pendragon Castle



Ribblehead Viaduct



Richmond Castle



Skipton Castle

Museums



The Museum of North



The Courtyard Dairy



Hawes Ropemakers



Farfield Mill

Source 5



Source 6



Whernside
Height: 736m
2,415 feet
Grid ref: SD738814

Despite being tagged as the unfashionable one of the Three Peaks Whernside holds the glorious distinction of being the highest hill in the Yorkshire Dales. As one of the three peaks it is also one of the most popular hills and from the top there are great views to the east, north and west. Access can be made from various places and a climb up the king of the dales is well worth the effort. [Try this walk](#).



Ingleborough
Height: 723m
2,372 feet
Grid ref: SD741745

Ingleborough is without doubt the most popular of all the hills in the Yorkshire Dales. It's rounded shape and flat top which was home to an ancient hill fort make it one of the real attractive hills in the park. The most used path (apart from the three peaks walk) is the one from Ingleton with the Clapham route a close second. The views from the top are truly stunning with a particularly marvellous view to Ribbleshead Viaduct by looking north. [Try this walk](#).



Pen-y-ghent
Height: 694m
2,277 feet
Grid ref: SD838733

Pen-y-ghent is a marvellous hill. The profile is awesome from most aspects and if you approach it from Horton in Ribblesdale it resembles a sitting lion. And a lion of an ascent it is too for the final push to the top up its southern face is as close to a scramble as one will face in the Dales. Pen-y-ghent is a popular climb and is most busy in the morning for it is traditionally the first of the 'Three Peaks' challenge. Pen-y-ghent rocks. [Try this walk](#).

Source 7

There are six main river catchments which rise in the Yorkshire Dales National Park - the Swale, the Ure, the Wharfe, the Aire, the Ribble and the Lune. All of these rivers are upland in character where they flow through the National Park.

Source 8

The Yorkshire Dales National Park has significant areas of 17 different habitats and over 100 different species that are UK priorities and have been facing national declines.

1. Barn Owls



2. Hares



3. Red Squirrels



4. Black Grouse



5. Kingfishers



We will use all this information to compare Italy and the UK.

- Climate
- Vegetation
- Animals
- Biome
- Famous Food
- Famous landmarks
- Famous people
- Population
- Language
- Currency
- Physical features- mountains, volcanoes etc
- Culture
- Clothes
- What brings in the most income?



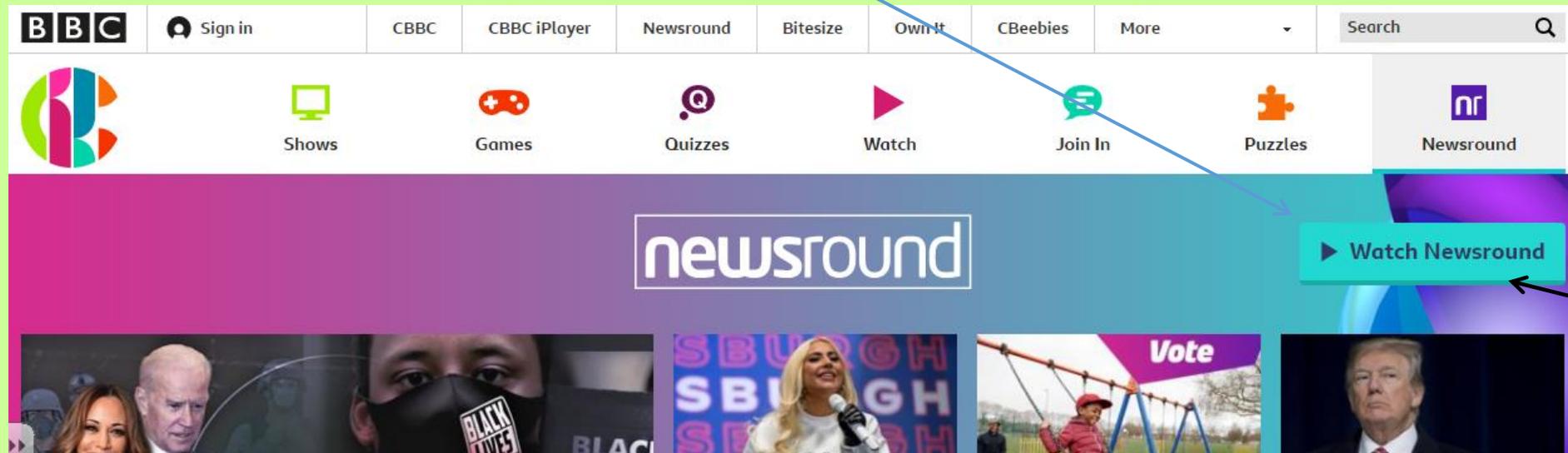
Similarities	Differences

A colorful illustration of a diverse group of children of various ethnicities and abilities, including one child in a wheelchair, standing together.

Friday 9th July 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-2pm



Citizenship



Learning Intention

To understand how democracy and law works in Britain.

Success Criteria

On Fire: I can put myself into the shoes of the Prime Minister and create three laws thinking about the impact of my decision.

Hotter: I can explain why democracy is important and why we have laws in our country.

Hot: I know what democracy means.

Last week, we started to learn about democracy.

What did we do in lesson last week?

What is democracy?

Why is it important?



Discussing, debating and compromising is all part of a **democratic method**.

Everybody needs to be involved in the final decision.

This is how our country is run.

What do we do in our country to make sure that everyone is involved?

Discussion

Why do we have laws?

Why are they important?

What would happen if we didn't have them?

Watch this video:

<https://www.bbc.co.uk/newsround/30880972>

Rule of law

In our country we have many laws. Every person who lives in this country **HAS** to follow the law and the rules otherwise there are consequences.

What can happen if people break the law?

Some laws have been in place for hundreds of years, other laws are quite new.

Do you know of any laws?

Activity



Today you are the prime minister of Britain.

You are going to think of 3 new laws that would improve the country.

You will need to explain:

- Why these laws should happen?
- What would happen if somebody broke the law?

Friday 9th July 2021

Democracy

If I were the Prime Minister I would create 3 new laws.

Law 1: _____

This is needed because

If somebody breaks the law then

Your parent gets to pick their favourite law and that will be the law that wins. They can pick any reason why that law wins.

Is this fair? Why/Why not?

What would be a fair way to choose?



Friday: PSHE: 2pm-3pm



Read a book of your choice and create a new character for your book. Write a description, draw a picture and explain what that character will do.



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!

