

Tasks for this week for Kestrels / Condors

8 June 2020

Subject area	Activity	Location	Save or send in?	Done Yes /No
Maths	<p>Shape and Symmetry This week the lessons are online – please see separate letter in pack.</p> <p>Times tables - TTRock stars app</p>	<p>Folder</p> <p>App</p>	<p>In book</p> <p>Automatic</p>	
Literacy	<p>Spellings – this week we are revisiting spellings already set. This has been set as a 2Do on Purple Mash. Please practise daily and on Friday test yourself by having a go without looking at the word first.</p> <p>Nonsense Poetry This week we are going to look at some more nonsense poetry. Please see separate letter in pack.</p> <p>Grammar This is incorporated in the literacy lessons for this week – please see pack.</p> <p>Read -a -thon A story for you to listen to for inspiration https://www.youtube.com/watch?v=J1Teb-JTyI</p>	<p>On line</p> <p>Folder On line</p> <p>Folder</p>	<p>In book</p> <p>In book and save</p>	
Science	<p>Food Chains Make your mobile of a food chain.</p>	Folder		
Theme	<p>The Ancient Egyptians - Newspaper Over the next few weeks you will be making an Egyptian Newspaper – each week we will tell you what you need to do. You are the editor of the newspaper and at the end you will have to decide where each article, picture etc goes in your newspaper. You can do each piece of work on a separate piece of paper and keep them safe for later – the size of each item may vary. This week we would like you to think about the Sports News (you can draw this or download it from the internet). We have enclosed an example for you to look at. If you need paper you can collect some from the school office.</p>	Folder	Paper	
Geography	<p>UK map On the enclosed map of the UK you need to label the countries, capital cities, seas and oceans, major rivers and mountains. Can you mark where you live?</p>	Folder	Book	
French	<p>Sport. Please see the document in the folder.</p>	Folder		
RE	<p>The school value at the moment is Faith. We have given you a link to watch a youtube clip by Jo Gaunt who regularly does assemblies in school.</p>			

	https://youtu.be/GghBIYbFqMY			
Art	Optical illusions and using shading to show form Follow the online lesson https://www.thenational.academy/year-4/foundation/optical-illusions-and-using-shading-to-show-form-year-4-wk6-5	Online		
PE/active lives	Striking and fielding games Please see PE sheet in the folder You can also look at: https://www.teambedsandluton.co.uk/getting-active-at-home	Folder		
Outside if you can	See ideas on 'Non-screen Activities you can do at home' sheet included in the folder.	Folder		

School reports this year

Dear Parents and Carers,

As this is such a different year for your child we are very keen to include comments about your child's successes whilst they have worked on their home learning. Their home learning has been a significant part of the school year for them and we feel they should be celebrated in their school reports, both by teachers and families.

If you would like your comments to be included, please complete the box below and we will include your comments in the reports as we finalise them for the year.

If you email the comments back to the **Year group teachers email addresses by Friday 12th June** that will ensure they can be included

If you don't use email, then please send a paper copy in /drop it into the office **by Friday 12 the June**. Thank you.

Successes during home schooling

Please email back to year group teachers addresses

- year.4@toddstg.co.uk
- year.3@toddstg.co.uk
- year.2@toddstg.co.uk
- year.1@toddstg.co.uk
- year.r@toddstg.co.uk
- ducklings@toddstg.co.uk

Year 4 Summer Term – 8 June 2020

As more of you are returning to work, and as a consequence there are more children of keyworkers attending school on selected days, we have amended the learning pack to reflect this. To enable progression of learning for all pupils, at home and in school, the **Maths and Literacy** has been planned as daily learning. This means that if your child is learning at home some days and in school on others their learning can continue. It is therefore important that you follow the daily learning plan. All other learning areas are unaffected by these changes.

Maths – the lessons are designed to stretch even the most able Year 4 pupils so please let your child work at their own pace. We do not expect all children to complete all of the activities. All of the activities are in the pack.

We ask that, if possible, you send a photo of some of your child's Literacy and Maths work so we can see how they are getting along.

Readathon – Mrs Spencer has sent a separate letter about this which you will need

If you require a printed version of this week's pack, you are able to collect one from the school office. If you require one and are unable to collect it yourself, please let the school office know and we can arrange for it to be delivered by the Toddington COVID-19 help group.

Please remind children to write the date and title at the beginning of a piece of written work, in the same way as they would in school.

All 2Do tasks on Purple Mash have been given a start and end date (08/06/20 – 14/06/20), children will not be able to access them until the start date and they will need to be completed on, or before the end date.

Please send in work as you complete it so that we can see how you are getting on. If you have any queries or questions please contact us on the email – year.4@toddstg.co.uk, and we will try and help.

ZOOM MEETINGS

We really enjoyed seeing those children who managed to access the meetings on Monday, and look forward to seeing all the children again. event. For this week's meeting (details below),

Kestrels meeting at 11a.m. on Monday

Meeting ID: 756-6522-2265

Password: kestrels

Condors meeting at 11 a.m. on Monday



Our Read-a-thon

We know stories are great and children love to hear stories.

We thought it would be good to encourage everyone to keep reading, and to have a bit of fun at the same time.

Next week (w/b June 8) you might like to choose a book that your child likes to read. They can have a practice and then you could film your child reading a story and then send it to your year group email address. Don't panic, there is no rush-we don't need them until **June 19th** there is plenty of time to decide!

What you need to do, and some top tips.

Please read a short book or part of a longer book to get others keen to read that book.

Top tips:

- We would advise you should only read a few minutes of the book because if the video file is too big you will not be able to attach it to an email and the teacher won't be able to add it to the others for the website.
- If you lower the video quality a bit before you start recording you can keep the file size down).

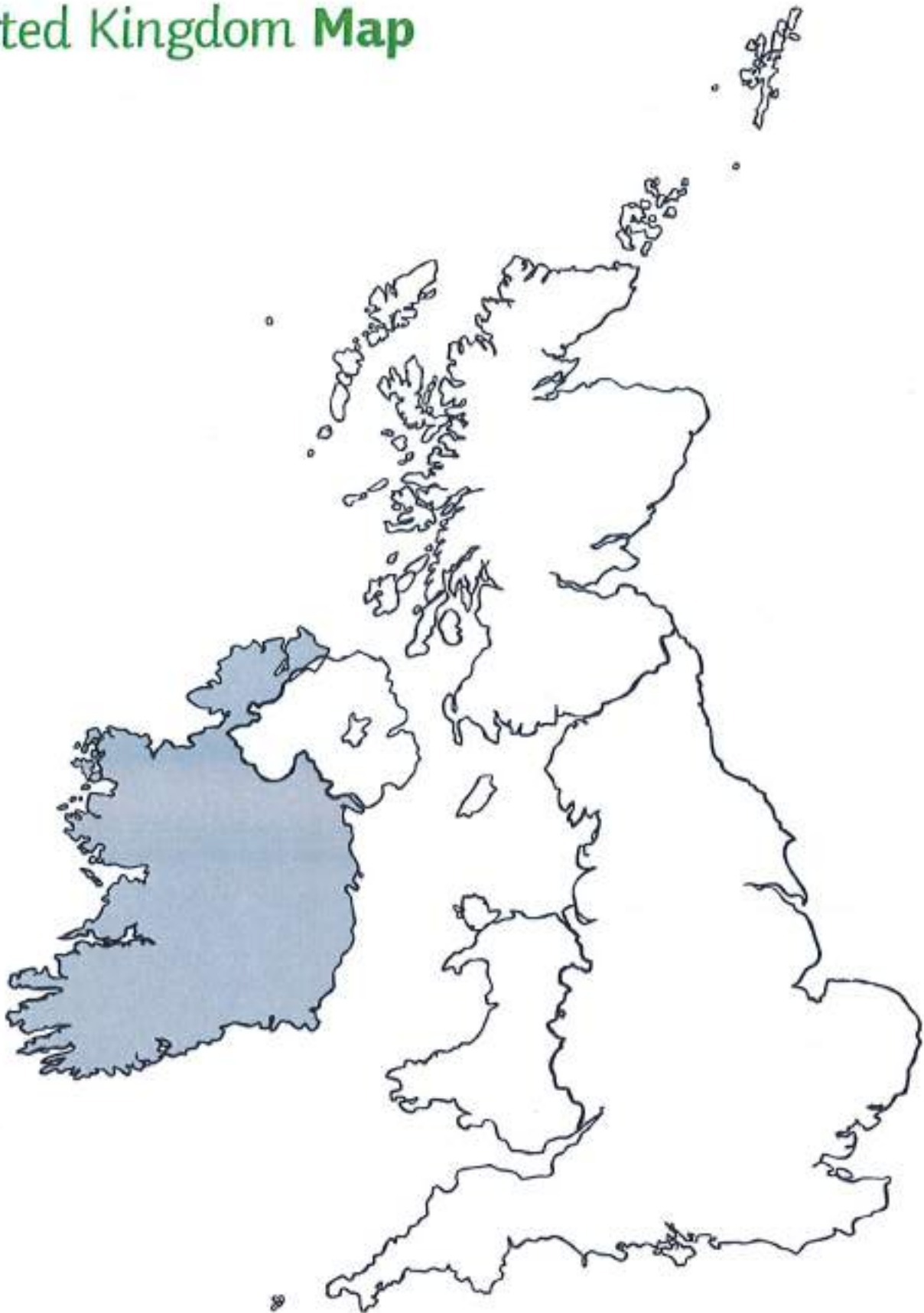
What will we do with the stories

- If you send it to us by June 19th We will have lots of stories we can all share with each other via the website and will let you know when they are ready to hear.
- We'd like to share the books, but if you want to send a clip in and DON'T want it on the website do let us know when you send the clip in.
- (The teachers will enjoy all the clips and respond to your child accordingly).

Have fun reading!



United Kingdom Map



Add the following labels to your map:

England

Wales

North Sea

Atlantic Ocean

Scotland

Northern Ireland

English Channel

Striking & Fielding 2

Striking (batting)

Equipment: Different sized ball and different types of bat and racket. Inside - cardboard tubes / plastic lids and rolled up paper, secured with tape / ping-pong balls. **Targets** - chalk, tin cans, plastic beakers, tall target e.g. a bin.

Watch a ball. If possible ask someone to roll a ball towards you. Watch it carefully and stop it with your hands. Ask them to roll to the L or R. Move your feet across and stop the ball again. E- try with a larger ball. H - roll the ball faster, to the middle or L/R.



Stopping a ball. Now hold a bat Stop a rolled ball with your bat. Try to stand sideways on to the person rolling. Your shoulder points to the 'roller' and your head faces the roller.




Hitting. Ask the bowler to throw an under arm bowl, that bounces. Watch the ball carefully. Hit the ball.

E - use a tennis racket

M- ask the bowler to stand further away.

H - Stand in front of a target. Try to protect the target and hit the ball.









 **Placing a shot.** This challenge is for a player who is hitting the ball most of the time. Stand sideways on. Think carefully about your foot that is closest to the bowler (your front foot).

Move your foot to the L or R. (Keep your back foot quite still). See if this makes you hit the ball in different directions.



Home Learning: Outdoor Adventurous Activities

<p>1. Create a map of your garden, or a space within your home. Remember to include a key to show what the symbols in your map mean.</p>	
<p>2. Compose a set of warm-up exercises to show your family and friends. Remember: the purpose of a warm-up is to raise your heart rate and loosen your joints. It is also meant to be fun!</p>	
<p>3. Can you find different equipment around your house to create an obstacle course? This could be anything from cushions to spoons! Then, set up a small obstacle course to be completed by your family members. How could this course be made trickier?</p>	
<p>4. Point of contact game. Gather your family and friends round and make a small team. You will be the teacher. You must instruct your team to have a specified number of specific body parts in contact with the floor. They must hold their position for five seconds. Who will be the winner?</p> <p>For example: All three points on the floor. This would be similar to the artichoke position in yoga.</p>	
<p>5. What is the history of Outdoor Adventures? Research this sport and create a timeline to show other children your age the history of orienteering.</p> <p>This website may help you: http://orienteering.org/about-the-iof/history/</p>	
<p>6. What is sportsmanship? Create a display poster to explain what it is. Remember to show the different qualities a good sportsperson should display.</p> <p>Create your poster for children who are the same age as you.</p>	

Un petit peu de français

Year 4 – Bonjour!

Well done on learning so much new vocabulary last week. Since so many of the sports are cognates it really is important to listen carefully to Alexa's pronunciation and repeat it back so that you don't just sound like you're speaking English. Go on, you really do have to try for a great "over the top" French accent when talking about sports!

Take a look at the **French sports word mat** and practise reading the sports out loud. Listen again to Alexa again to remind you of the pronunciation.

<https://www.youtube.com/watch?v=dz9PcugVFBY> Sports words in French part 1

<https://www.youtube.com/watch?v=D75cFwOBofQ> Sports words in French part 2

Now we're confident of our vocabulary we are ready to offer our opinions - what we like and don't like doing. Here's a link to a different video

<https://www.youtube.com/watch?v=1oMfu-NFVTE> Talking about sport in French J'aime/je n'aime pas

Listen and read along. There is a lot of new French but don't worry. This week we are concentrating simply on asking and answering questions which start with the words...

"Tu aimes... ?" - "Do you like...?" and

"Oui, j'aime...." or **"Non, je n'aime pas..."** "Yes, I like..." or "No, I don't like..."

It is such a useful phrase to practise

"Tu aimes le football?" Do you like football? **"Oui, j'aime le football"** or **"Non, je n'aime pas le football"** "Yes, I like football." or "No, I don't like football."

That's what we'd like you to practise this week.

Take another look at the **French sports word mat** and for each sport first try asking **"Tu aimes....?"** Remember to use the pitch of your voice like in the video to make it sound like you're asking a question.

Then give your answer, your opinion, with either

"Oui, j'aime..." or **"Non, je n'aime pas..."** for each sport.

Remember that it always helps to watch and listen to the videos a number of times, repeating and listening as you watch.

As **un defi** this week see if you can offer opinions about the sports from the Alexa videos that aren't on the word mat.

Bonne chance!

Les sports

L'athlétisme



Le patinage



Le surf



Le foot



L'escalade



Le volleyball



La natation



Le canoë



Le ski



Le tennis



Le basket



Le cyclisme



Le baseball



Le rugby



La gymnastique



Adverbs and Adverbials!

Adverbs and adverbials answer the questions: *how, where, when or why*, e.g.

The Pobble swam *faster than a motor-boat*. (how)

The Pobble swam *across the Bristol Channel*. (where)

Before breakfast the Pobble swam. (when)

The Pobble swam *over to visit Wales*. (why)

Now it's your turn! For each sentence, write 3 new sentences in your book adding a different type of adverb or adverbial each time. These can describe *how, where, when* or *why* something happened. Often an adverbial can start the sentence.

- 1) The Pobble cried.
- 2) A porpoise took the scarlet flannel.
- 3) The mermaids dived.
- 4) Aunt Jobiska cooked some eggs and buttercups.

Jabberwocky by Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! and through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Literacy w/c 8 June 2020

Nonsense poetry week 2

Everything you need for Literacy this week is included in the Literacy folder in the pack. Spellings have been set on Purple Mash and we suggest you practise every day and have a final go on Friday to submit.

Monday

Today you are going to read a poem by Edward Lear called 'The Pobble who has no toes'. When you have read the poem we would like you to do two activities related to the poem.

1. Think about: What do you think a pobble is? What do you think it looks like? Draw a pobble and label it in your book.
2. Think about the language used in the poem on the question sheet and then stick this in your book.

Tuesday

Today you are going to listen to the poem <https://www.youtube.com/watch?v=AfANdjLaRyU>

After listening to the poem we would like you to choose your favourite verse and copy it into your book using your BEST HANDWRITING.

We have enclosed an information sheet to remind you about adverbs and adverbials. The poem includes lots of examples of these. There are 4 sentences on the sheet for you to add an adverb or adverbial to. You need to rewrite each sentence with an adverb/adverbial of how, where, when and why. In total you will be writing 16 sentences.

Wednesday

Today we are going to be looking at another famous example of nonsense poetry, this time written by Lewis Carroll, a contemporary of Lear's.

https://www.youtube.com/watch?v=Q_Um3787fSY. We would then like you to do an activity in your book.

1. What images come to mind when you think of the Jabberwocky – what might it look like? Draw the Jabberwocky and label it in your book.

Thursday

Today you will need the copy of 'The Jabberwocky' from the pack to do the task.

1. Underline the nonsense words and write what you think it means.
2. Write down your 5 favourite words.

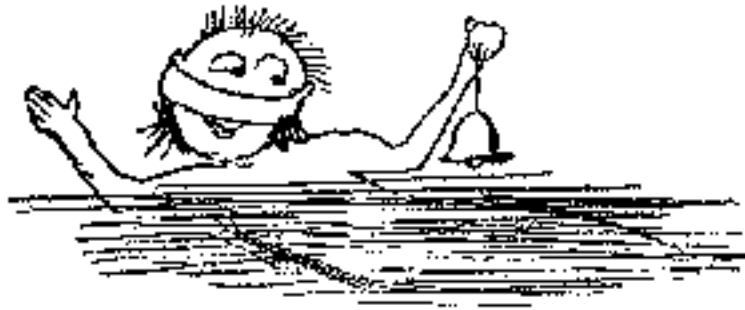
When you have finished stick the sheet in your book.

Friday

Today you are going to listen to 'On the Ning Nang Nong' recited by the Spike Milligan who wrote it. <http://www.bbc.co.uk/education/clips/zvt76sg>. Can you learn and recite it?

Do your spellings on Purple Mash.

'The Pobble who Has No Toes' by Edward Lear



Language – word play:

- Do you notice anything special or unusual about the words the poet has used?
- Are there any words that could mean two things?

Language – vocabulary:

- Are there any words or phrases that you particularly like?
- What do you feel when you read this poem?
- Are there any words or phrases that stick in your mind?
- Has the poet used any words that we no longer use?

The Pobble Who Has No Toes

The Pobble who has no toes
Had once as many as we;
When they said "Some day you may lose them all;"
He replied "Fish, fiddle-de-dee!"
And his Aunt Jobiska made him drink
Lavender water tinged with pink,
For she said "The World in general knows
There's nothing so good for a Pobble's toes!"

The Pobble who has no toes
Swam across the Bristol Channel;
But before he set out he wrapped his nose
In a piece of scarlet flannel.
For his Aunt Jobiska said "No harm
Can come to his toes if his nose 's warm;
And it's perfectly known that a Pobble's toes
Are safe, — provided he ninks his nose!"

The Pobble swam fast and well,
And when boats or ships came near him,
He tinkledy-dinkledy winkled a bell,
So that all the world could hear him.
And all the Sailors and Admirals cried,
When they saw him nearing the further side -
"He has gone to fish for his Aunt Jobiska's
Runcible Cat with crimson whiskers!"

But before he touched the shore,
The shore of the Bristol Channel,
A sea-green porpoise carried away
His wrapper of scarlet flannel.
And when he came to observe his feet,
Formerly garnished with toes so neat,
His face at once became forlorn,
On perceiving that all his toes were gone!

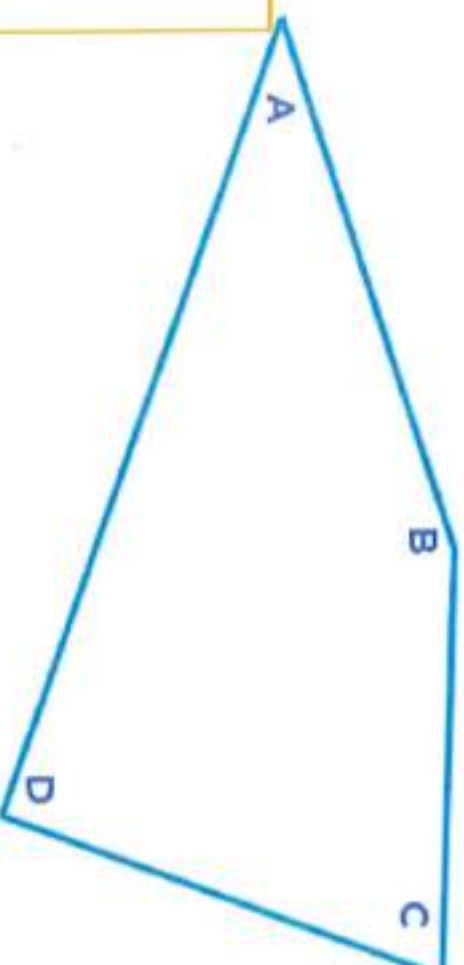
And nobody ever knew,
From that dark day to the present,
Whoso had taken the Pobble's toes,
In a manner so far from pleasant,
Whether the shrimps, or crawfish grey,
Or crafty Mermaids stole them away -
Nobody knew: and nobody knows
How the Pobble was robbed of his twelve five toes!

The Pobble who has no toes
Was placed in a friendly Bark,
And they rowed him back, and carried him up
To his Aunt Jobiska's Park
And she made him a feast at his earnest wish
Of eggs and buttercupps fried with fish, -
And she said "It's a fact the whole world knows,
That Pobbles are happier without their toes!"

Edward Lear

Angle Quiz

Look at the shape I have drawn and use < and > symbols to make the statements correct.







- | | | |
|---------|--------------------------|---------|
| Angle A | <input type="checkbox"/> | angle D |
| Angle B | <input type="checkbox"/> | angle D |
| Angle C | <input type="checkbox"/> | angle D |
| Angle A | <input type="checkbox"/> | angle B |

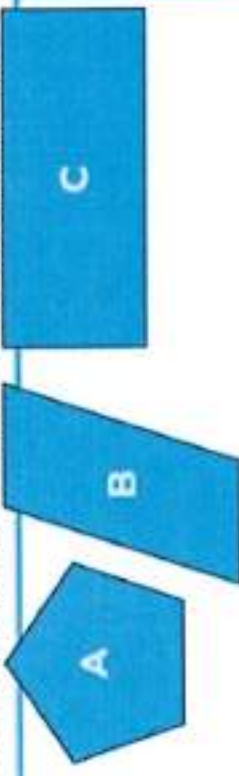


Angle Quiz

Order these angles from smallest to largest by labelling them from 1 (smallest) -4 (largest)

			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of these shapes is the odd one out based on its angles? Explain your answer.

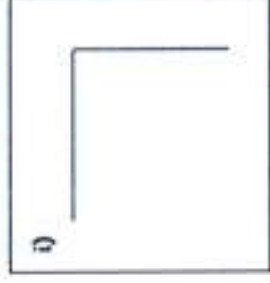
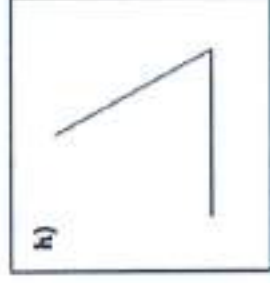
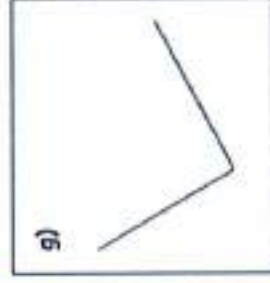
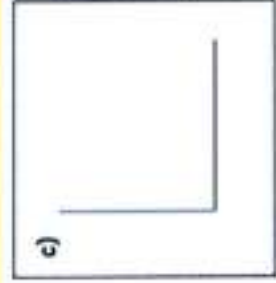
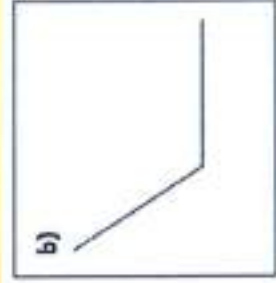
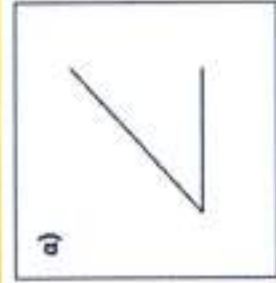




Angle Sort

Use a letter to label each angle:

A = acute
R = right angle
O = obtuse



To Start

Can you complete the magic squares? Each row and column must add up to a certain total.
So should each diagonal too!

			1	
	11		14	
3	10			
	5		9	4



48				
	30	33	24	
			36	
		45	42	3



To Start

Can you complete the magic squares? Each row and column must add up to a certain total.
So should each diagonal too! In this example each should total 15

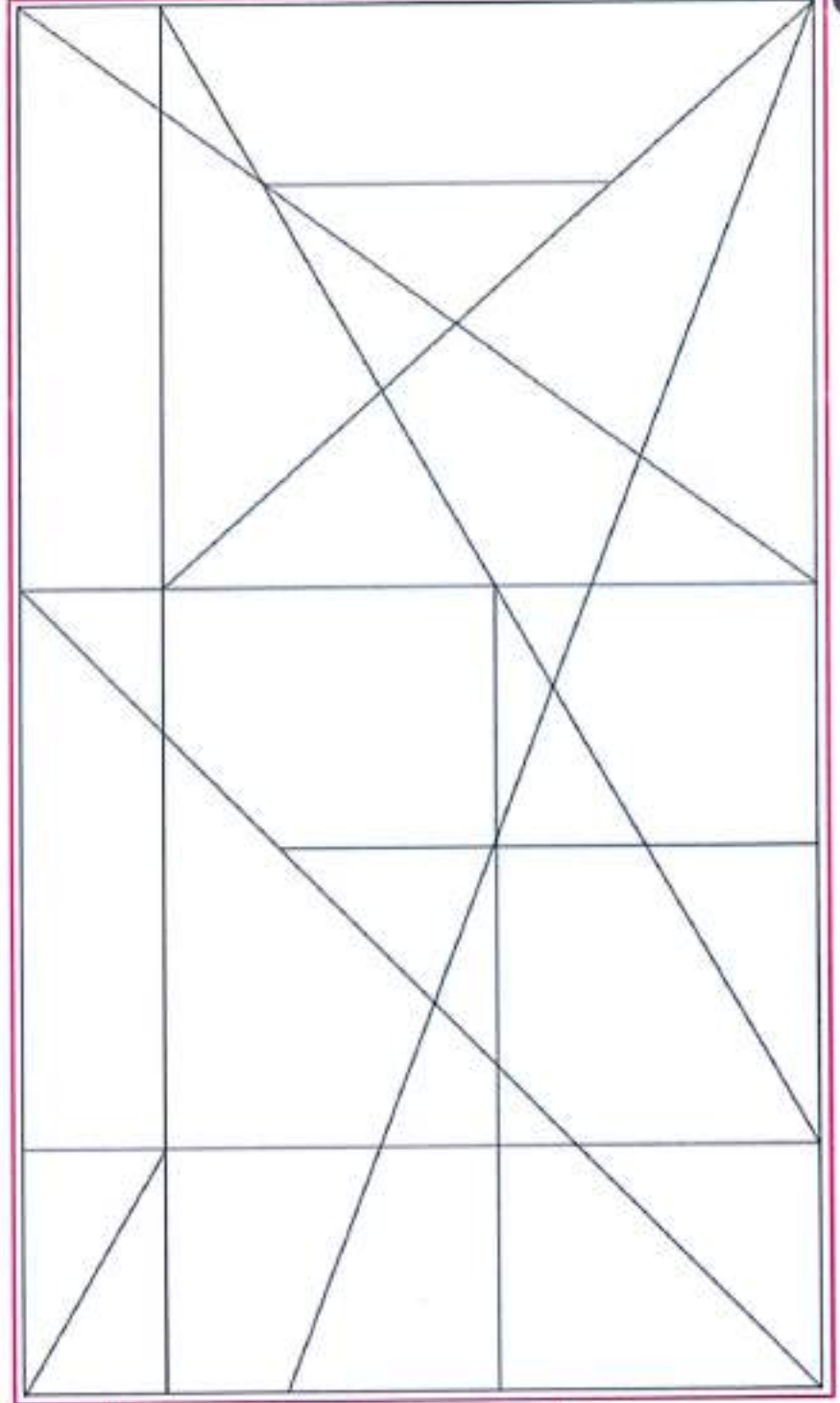
2		
	5	3



Spot the angle

Use a letter to label each angle:

- A = acute
- R = right angle
- O = obtuse



Maths w/c 8 June 2020

Shape and Symmetry

This week you will be learning about Shape and Symmetry. You will be following online lessons and doing the activities in the lesson for which you will find the worksheets in the pack with relevant day in the title.

Monday

L.O. To compare and order angles.

Follow the online lesson <https://www.thenational.academy/year-4/maths/shape-and-symmetry-to-compare-and-order-angles-year-4-wk6-1#slide-1>

Tuesday

L.O To identify right angles.

Follow the online lesson <https://www.thenational.academy/year-4/maths/shape-and-symmetry-to-identify-right-angles-year-4-wk6-2>

Wednesday

L.O. To identify acute and obtuse angles.

Follow the online lesson <https://www.thenational.academy/year-4/maths/shape-and-symmetry-to-identify-acute-and-obtuse-angles-year-4-wk6-3>

Thursday

L.O. To investigate angles within shapes.

Follow the online lesson <https://www.thenational.academy/year-4/maths/shape-and-symmetry-to-investigate-angles-within-shapes-year-4-wk6-4>

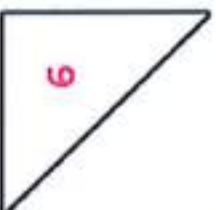
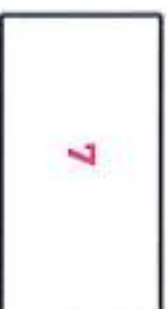
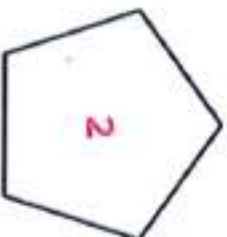
Friday

L.O to solve problems based on angles.

Follow the online lesson <https://www.thenational.academy/year-4/maths/shape-and-symmetry-to-solve-problems-based-on-angles-year-4-wk6-5#>

To Start

How many of the shapes can you name?

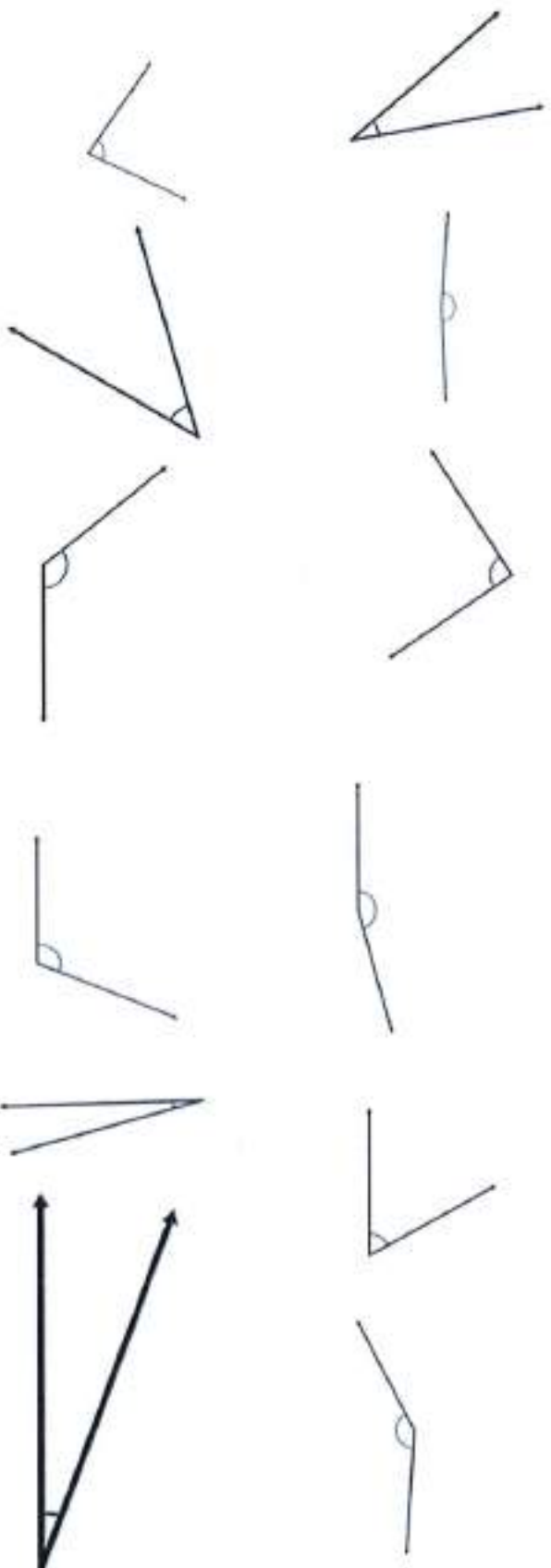


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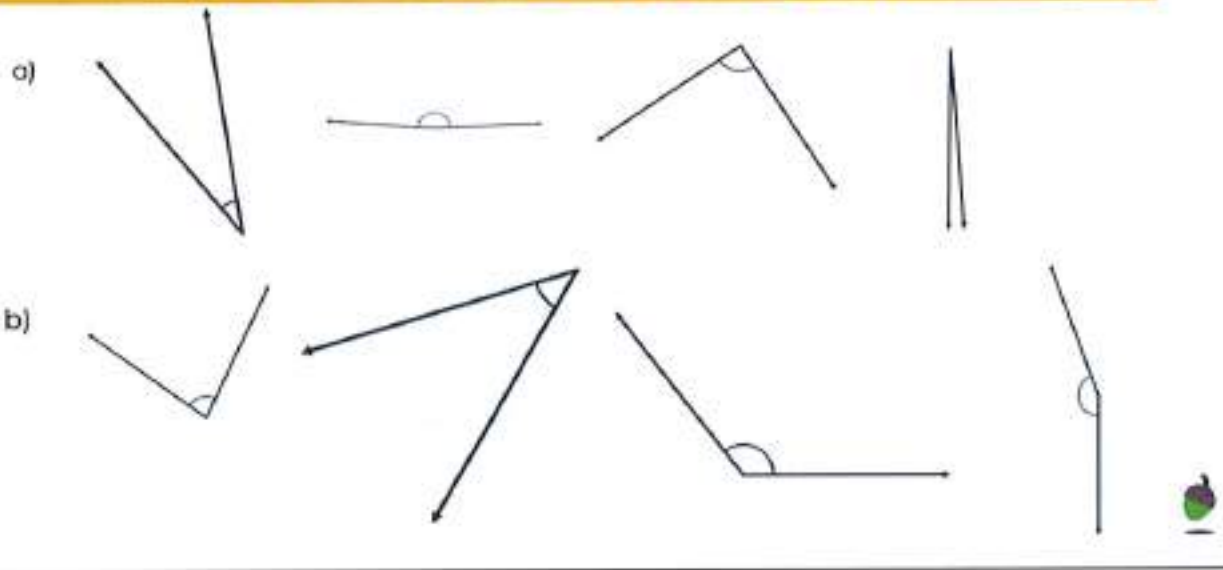
Main Task - extension

Which 3 angles do you think are closest to being right angles? Circle the 3 you think.



Main Task

For each set of angles, decide which is the smallest. Number this 1. Then number 2, 3 and 4 from smallest to largest. (1 = smallest, 4 = largest)



Match the angle

Match the name to the definition and the example

Obtuse

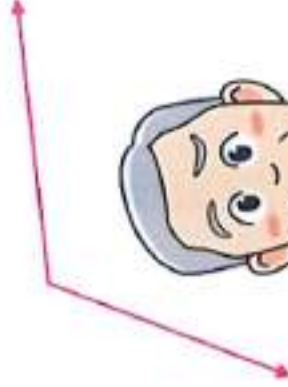
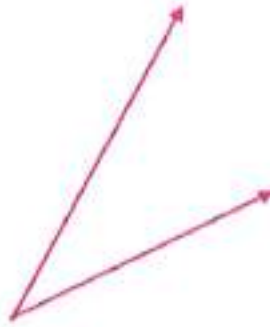
More than 90° but less than 180°

Acute

Less than 90°

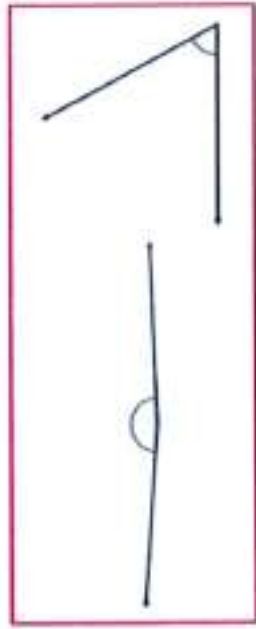
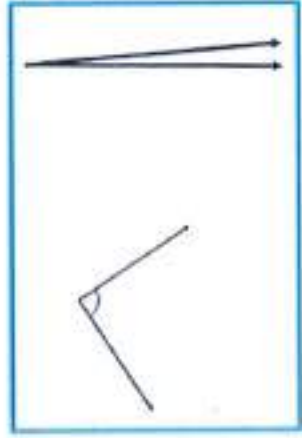
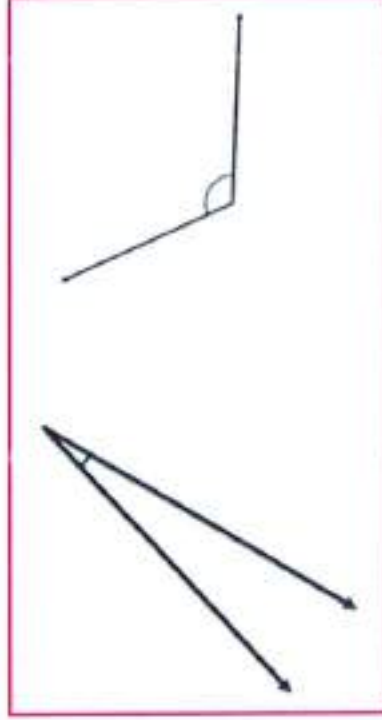
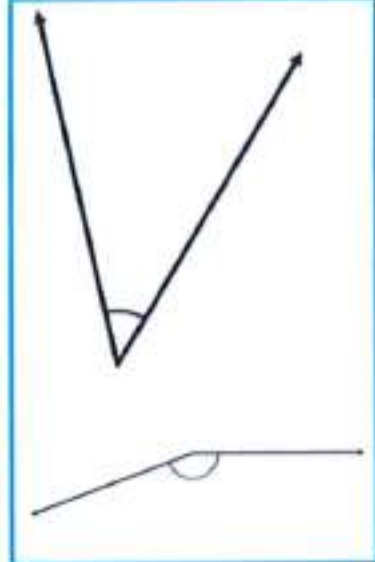
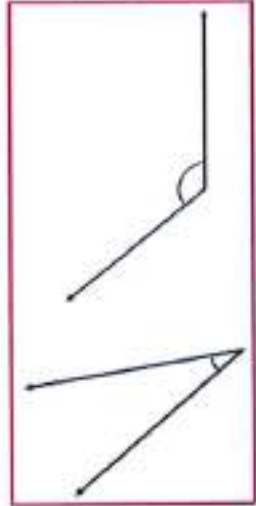
Right angle

Exactly 90°



Moving on

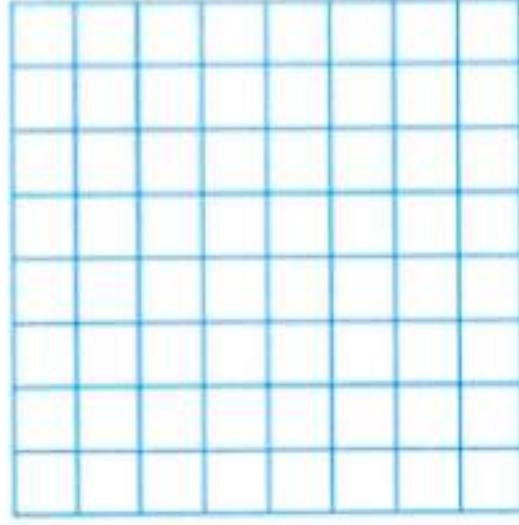
Tick the angle in each pair that is larger. If you are unsure try using an angle finder (explained in the lesson)
Can you spot the right angle? Circle it



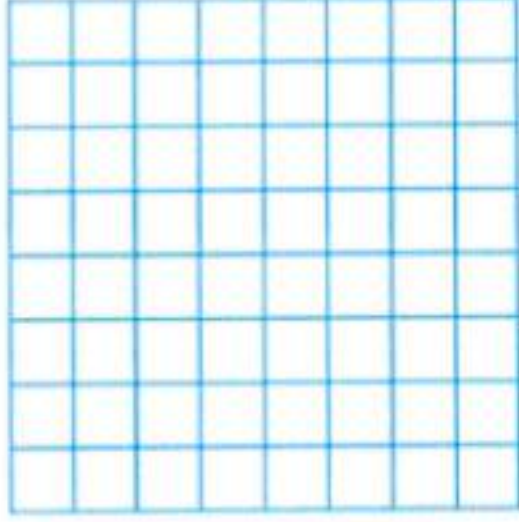
Main Task - 1

Read the statements carefully. You must decide if they are **SOMETIMES true, ALWAYS true or NEVER true**. Use a diagram or 2 for each to prove your thinking.

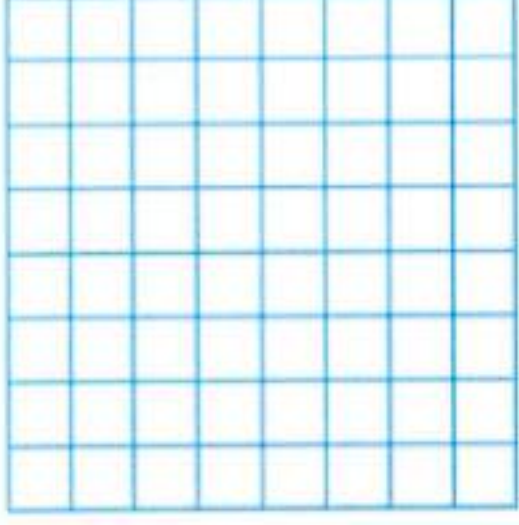
A triangle cannot have two obtuse angles.



A five sided shape does not have any acute angles.



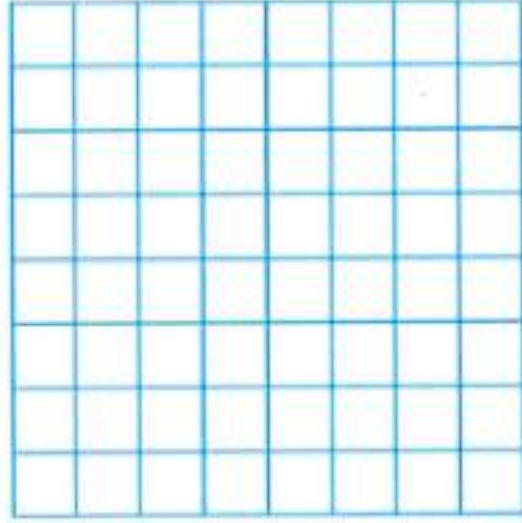
A four sided shape has four right angles.



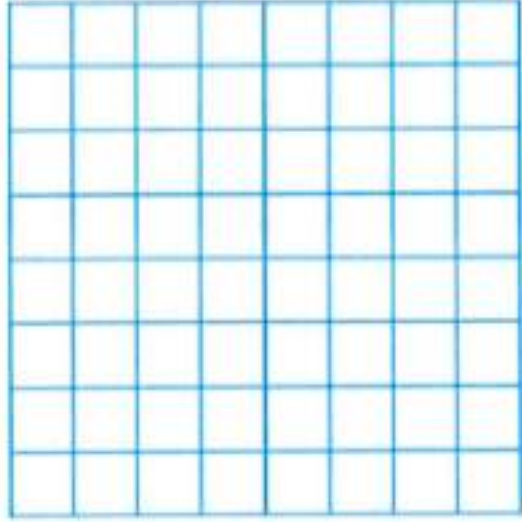
Main Task - 2

Read the statements carefully. You must decide if they are **SOMETIMES** true, **ALWAYS** true or **NEVER** true. Use a diagram or 2 for each to prove your thinking.

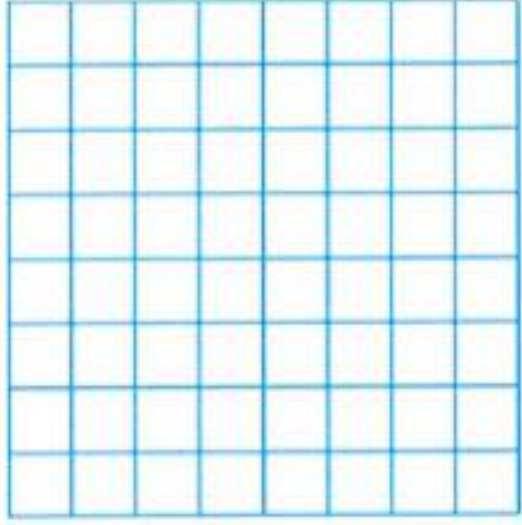
A rectangle has four right angles.



A four sided shape can not have four obtuse angles.



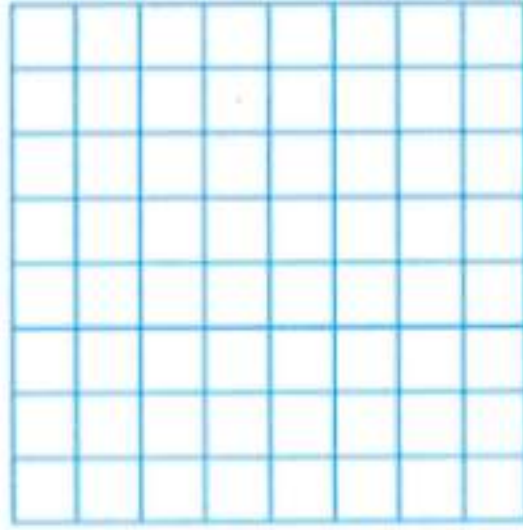
An octagon only has obtuse angles.



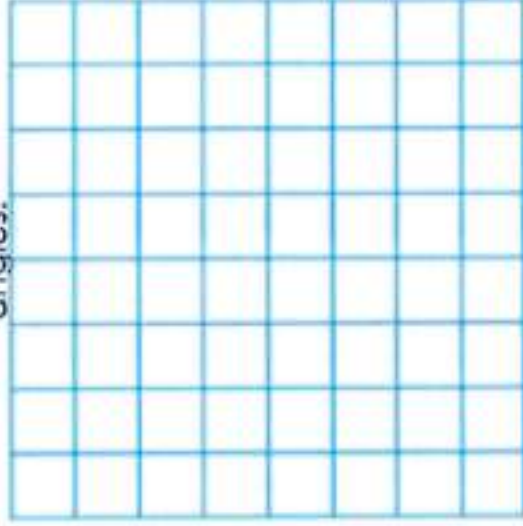
Main Task - 3

Read the statements carefully. You must decide if they are **SOMETIMES true**, **ALWAYS true** or **NEVER true**. Use a diagram or 2 for each to prove your thinking.

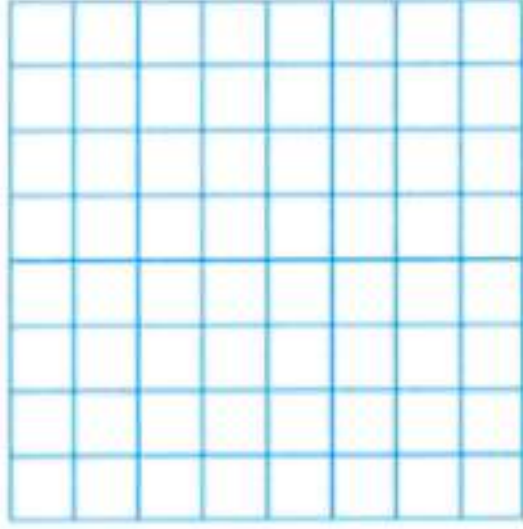
A pentagon can not have three acute angles.



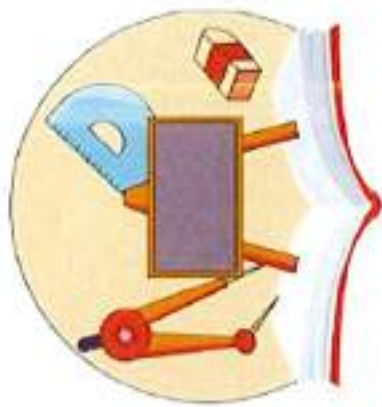
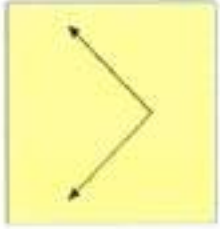
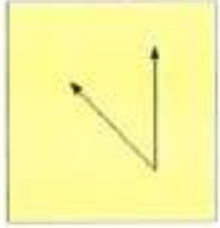
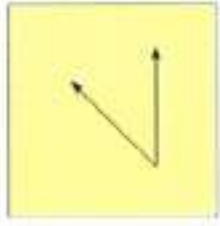
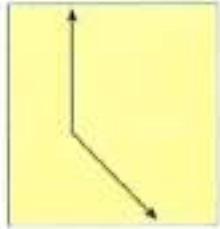
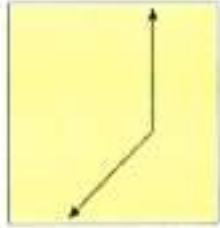
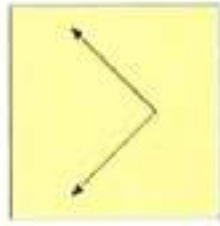
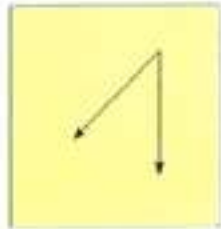
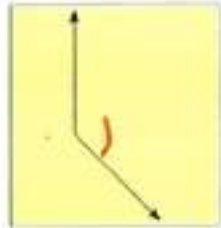
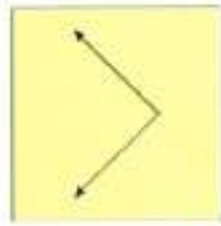
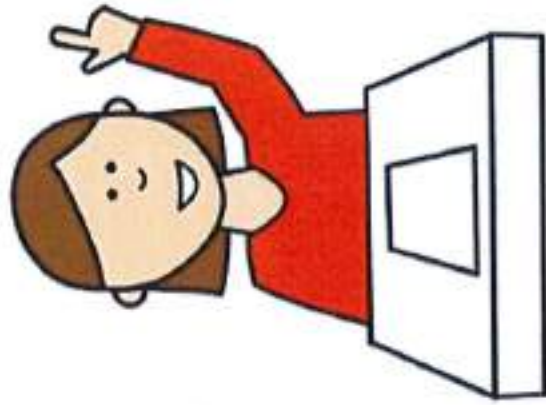
All regular shapes, with more than four sides, only have obtuse angles.



A triangle only has acute angles.



Moving On - label the angles as acute, obtuse or right angle



To Start

Take a look at the sequences below, can you complete them by filling in the missing numbers and saying the rule. The first one has been done for you.

Sequence	Rule
25, 30, 35, 40, 45, 50	Adding 5 every time
—, 104, 106, —, 112	
10, 9.8, 9.6, —, 9, —	
13, —, —, 22, 25, —, 31	
2000, 1000, 500, —, 125, —	
316, 304, 292, —, —, —	
13, 26, —, 104, —, —, 832	

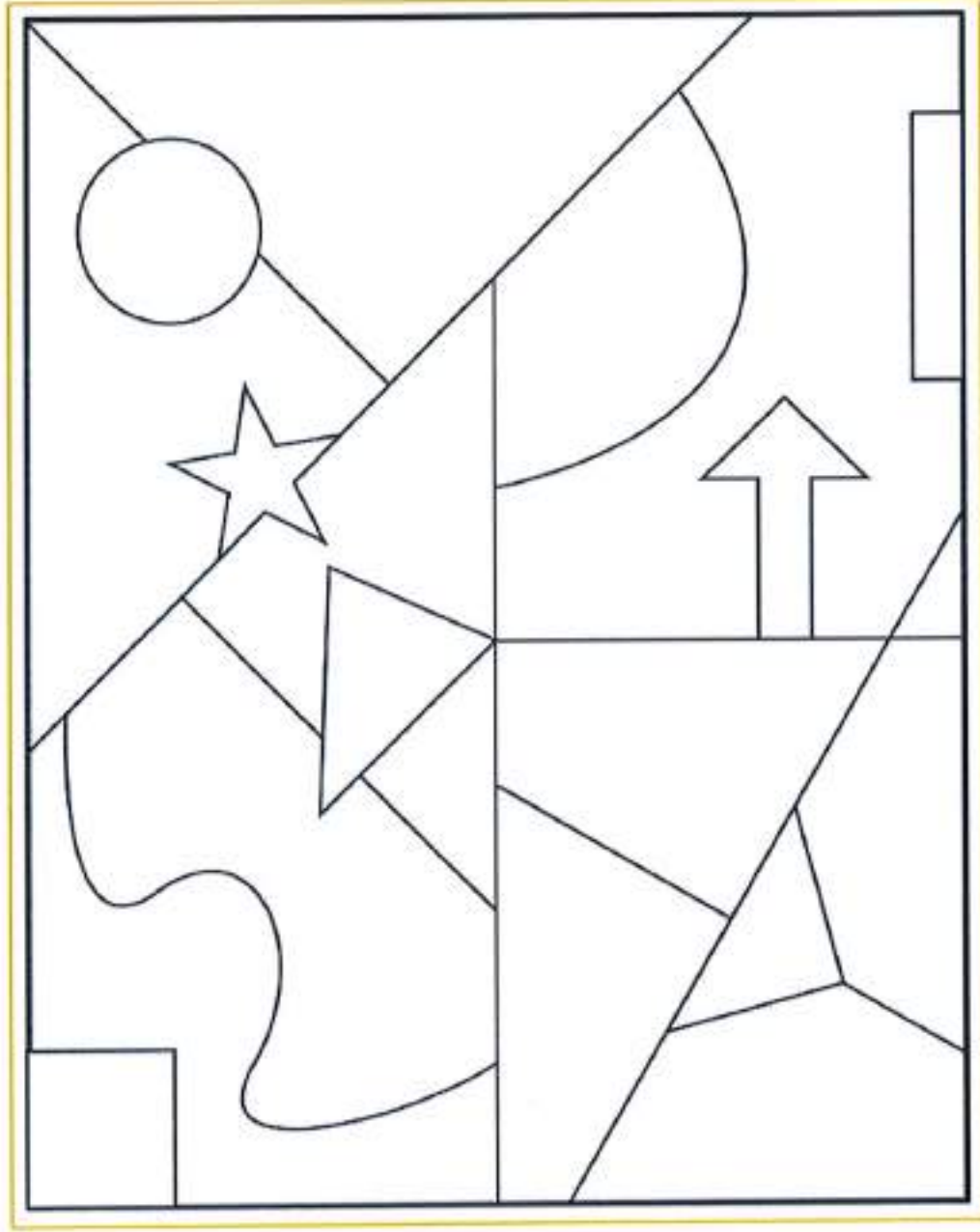


Challenge

How many right angles can you spot in the picture? Mark them off in the same way as we did before with a small square...

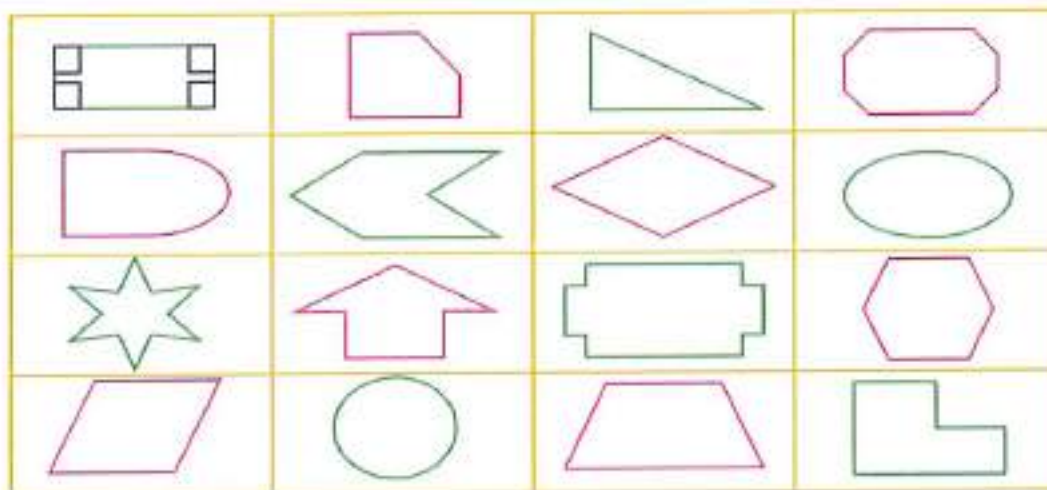


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Main task

Look at the shapes below, can you spot the right angles? Look for right angles **INSIDE** the shapes and mark them with a small square. The first one has been done for you.



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Moving on

Spot the right angles. First, try to just spot them using your judgement, then use the angle measurer to check your ideas.

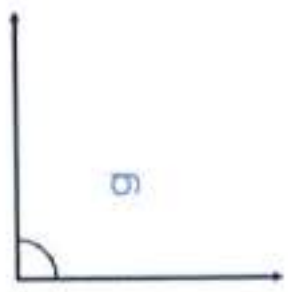
	a	b	c	d	e	f	g	h	i
Right angle									
Not a right angle									

Remember: a right angle is like the corner of a square



Moving on

Spot the right angles. First, try to just spot them using your judgement, then use the angle measurer to check your ideas.

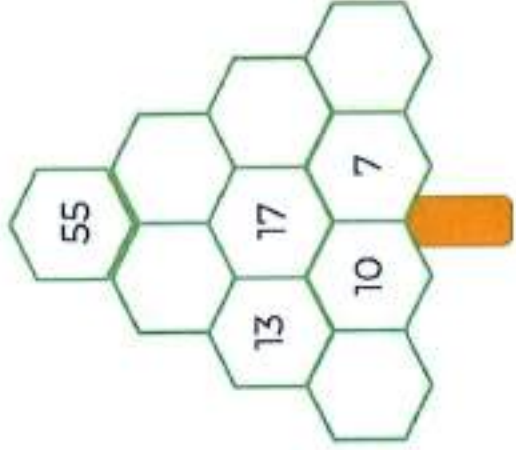
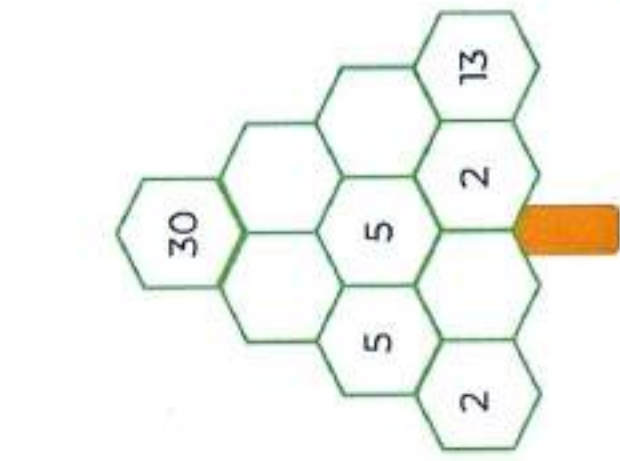


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To Start

Complete the number trees. The number at the top is the sum of the two numbers below it.



This one has been ALMOST completed for you





Venezuela



Australia



Spain



Suriname



Ecuador



Guyana



French Guiana



Brazil



Peru



Paraguay



Chile



Argentina

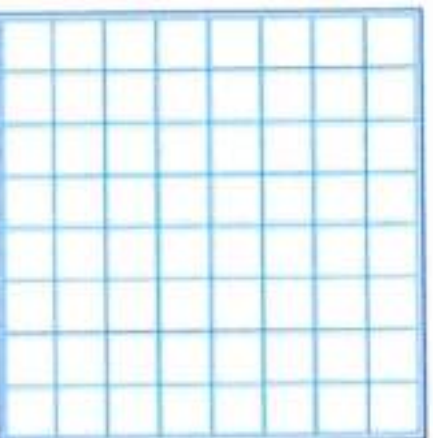


Uruguay

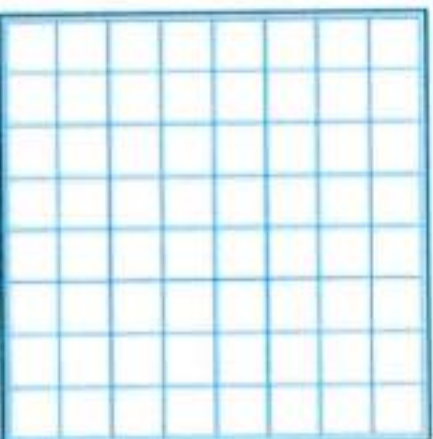
Pick 3 of these flags and write sentences to describe the pattern on them. Describe very clearly any type of angles you can see in that design.



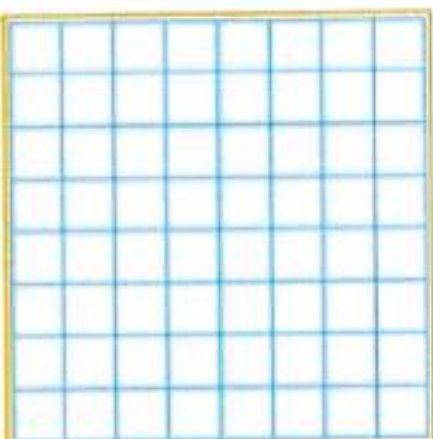
Main activity - Draw angles based on the criteria.



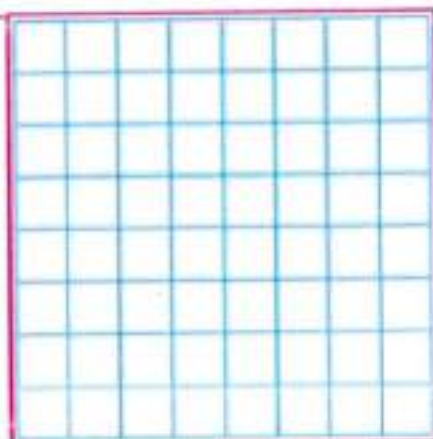
Draw 2 different acute angles. Use a ruler to stay neat.



Draw 2 different obtuse angles. Use a ruler to stay neat.



Draw a triangle with 1 obtuse angle.



Draw a triangle that has 1 right angle.



Remembering these definitions, can you match the number of degrees to the correct angle type?

Match the angle

Acute

Less than 90°

6°

20°

64°



Obtuse

More than 90° but less than 180°

109°

140°

173°

Moving on

Sort the angles into right angle, acute and obtuse. Put the letter of the angle in the correct section of the diagram

Right angle	Acute angle	Obtuse angle

A right angle measures _____.

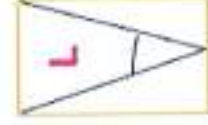
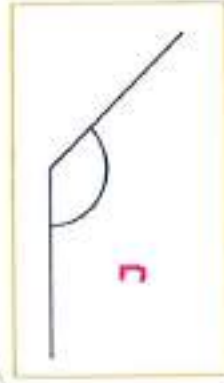
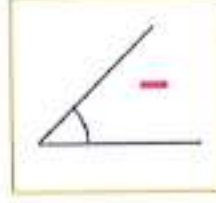
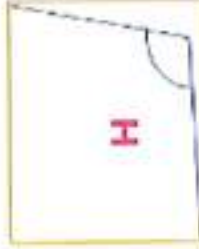
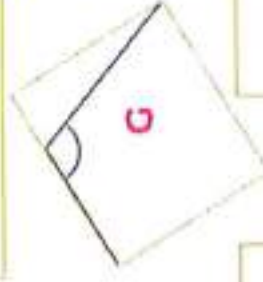
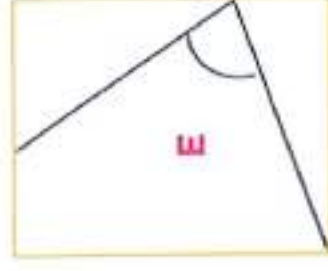
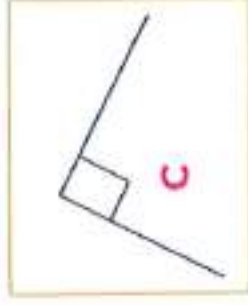
An acute angle is more than _____ and less than _____.

An obtuse angle is more than _____ and less than _____.



Moving on

Sort the angles into right angle, acute and obtuse. Put the letter of the angle in the correct section of the diagram



To Start

Times tables speed challenge

	3	4	8	2	5	10	9	6	7
4									
7									
8									
10									
6									
9									
11									
12									
5									

