

Learning Project Week 8 'Fire'

Age Range Year 4

Weekly Maths Tasks – aim to do one per day

Try to do 10 minutes of arithmetic/ mental maths

https://www.topmarks.co.uk/maths-games/daily10

(Choose level 4 Division)

each day:

- https://www.timestables.com/rally.html (a range of times tables games to test and challenge you!)
- Year 4 skills check: (answers published below)
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Question 1	Question 2	Question 3	Question 4
Write down the value of the underlined figure 7489	Write down the value of the underlined figure 45784	Work out 60 + 10 =	Work out 12 + 10 =
Question 5	Question 6	Question 7	Question 8
Work out # of £35	Work out ½ of £36	Work out 7456 - 2451 =	Work out 3504 - 876 =
Question 9	Question 10	Question 11	Question 12
Round 8547 to the nearest 100	Round 2057 to the nearest 10	Round 2.578 correct to 1 decimal place	Round 0.68 correct to 1 decimal place
Question 13	Question 14	Question 15	Question 16
Write in digits XLII	Write in digits LXVIII	Complete 300 minutes = hours	Complete 4 minutes =seconds
Question 17	Question 18	Question 19	Question 20
What is 1000 less than 7842?	What is 1000 more than 428?	Find the next 2 terms in the sequence 2.13, 2.14, 2.15, 2.16,	Find the next 2 terms in the sequence 10.56, 10.57, 10.58, 10.59, ,

<u>Answers from last week:</u> 1. 80, 2. 2.08, 3. £12, 4. 1622, 5. 2600, 6. 5.8, 7. XIV, 8. 6, 9. 991, 10. 3.10 3.11

• White Rose Maths has daily maths lessons for you to work through:

https://whiterosemaths.com/homelearning/year-4/

Watch the video, pausing to do the activities when you are told. The BBC are providing **free** worksheets to support the White Rose Maths lessons. Access these here.

From May 4th, White Rose Maths are charging for their worksheets – your school may provide you with a code to access these – the BBC sheets are completely compatible with White Rose.

Answers from above: 1. 80, 2. 40000, 3. 6, 4. 1.2, 5. £7, 6. £12, 7. 5005, 8. 2628, 9. 8500, 10. 2060, 11. 2.6, 12. 0.7, 13. 42, 14. 68, 15. 5, 16. 240, 17. 6842, 18. 1428, 19. 2.17 2.18, 20. 10.6 10.61

Weekly Reading Tasks – aim to do one per day

Try to read every day. There are some ideas here:

- This book is about volcanoes: https://readon.myon.co.uk/reader/index.html?a=wwnd wwve s19
 - 1. Read the book and answer the questions in the Critical Thinking Questions section in *Other Pages*.
 - 2. Find all the vocabulary of features of an eruption, e.g. steam, lava, mudflow, etc.
 - 3. Imagine you wanted to put the information about the volcanoes in a table. What headings could you use for the columns?
- Audible have made all their children's books free while schools are closed. Choose one and listen:

https://stories.audible.com/discovery

- Read a book of your choice to an adult. Talk about the story and the characters. Predict what you think might happen next. Explain why you like/ do not like the book.
- Read this poem about fire: https://clpe.org.uk/poetryline/poems/bush-fire
 - 1. Write down all the words and phrases used to describe fire.
 - 2. What is the effect of repeating some words (red, hot, wildly)?
 - 3. How does the poet make the fire sound like an animal? What words and phrases does she use?
 - 4. How do you feel about the Bushfire when you have read the poem? Can you explain why you feel that way?
- Compare Bushfire with this poem:



What is the same? What is different? Do you think the shape of this poem is important? Explain your answer.



Weekly Spelling, Punctuation & Grammar Tasks — aim to do one per day

- Choose some of these <u>tasks</u> to learn how to use the suffix -ly.
- Learn about homophones <u>here</u>. Watch the video clip and check you understand how to use there, their and they're.
- Here are some common homophones. Draw a picture for each one. Use a dictionary to help if you are not sure:

wear where
 throne thrown

right write
 flaw floor

5. allowed aloud

Now write a sentence using each homophone correctly.

Example: *I never wear pyjamas to the supermarket.*

 <u>Play and practise</u> words from the year 3 and 4 statutory spelling list.



Weekly Writing tasks – aim to do one per day

Focus: poetry

• Look at this poem. It is called a Calligram or visual poem.



Calligrams are made up of words or phrases that describe the subject of the poem that are written in the shape of it.

Choose as many words or phrases as you can think of about fire and use them to write a fire calligram. Think carefully about the shape and colour of your poem

• Look at this poem. It is an Acrostic poem. The first letter

of each line spells out the subject of the poem.

vocabulary you can think of

to write an acrostic poem

Use your ideas from

yesterday and other

called 'Candlelight'.

Begins with an egg.

Underneath the shell is a caterpillar.

Teeth to chew through and come out of the shell.

Trying to eat a lot of plants.

Each time it grows, it sheds its skin.

Reaches a spot on a plant to make a chrysalis.

Forms wings and antennae.

Leaves the chrysalis as a butterfly.

Young caterpillar is gone, now it is a butterfly! Example: *Casting a warm glow,*

And flickering in the slightest draught. etc.

Look at this simple rhyming poem. Notice the rhyming

Open A Book

Open a book
And you will find,
People and places of every kind;
Open a book
And you can be,
Anything you want to be;
Open a book
And you can share,
Wondrous words you find in there
Open a book
And I will too,
You read to me,
And I'll read to you!

pattern. Use the words and phrases about fire that you have been gathering over the last 2 days and write a poem called 'Strike a Match'. Copy the rhyming pattern used here.

Example:

Strike a match

And you will see,

A sudden spark and flame set free;

- Watch the <u>video clip of a volcanic eruption</u>. As you
 watch, write down words and phrases to describe the
 effects of the eruption. Think about the sounds, the
 smells, the darkness, the fear you would feel. You will
 need these words and phrases for writing another poem
 tomorrow.
- Write a poem about volcanoes. You can choose whether
 to write a rhyming poem, a calligram or an acrostic
 poem. Make sure you use lots of detailed descriptive
 language to really create an image of the power, heat
 and destruction of a volcano. Write out your poem neatly
 and illustrate it.



Start line

Finish line

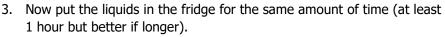
Learning Project to be done throughout the week

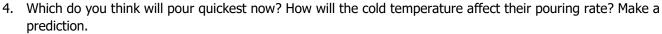
• **Science:** There are 3 states of matter: solid, liquid or gas. Find 3 examples of each one around your home (you may have to think creatively about gas!). How do you know they are solid, liquid or gas? Watch this video and then see if you need to re-think what each object is you found. Read the definitions of solids, liquids and gases after the video and try the online game to check. Using those definitions, add: sugar, rice, margarine to your lists. What makes these difficult to classify?

You are going to investigate the effect changing temperatures can have on a state of matter. In our water topic, you learned about the water cycle and how water changes between the 3 states: ice, water and steam. Now you are going to look at other liquids and how they behave.

You will need: a variety of different liquids e.g. water, syrup, tomato sauce, vegetable oil, cream and a tray.

- 1. Put a measured spoonful of each liquid at the top of a tray making sure it is the same amount of each liquid.
- 2. Tip the tray and lean it against a book allowing the liquids to run down the tray. Which liquid moves the fastest? Which liquid moves slowest? If you have a stopwatch, record the time taken by each liquid. Record your results in a table (see below).





- 5. Repeat the experiment. Did the liquids behave in the same way after they had been cooled? Compare the times of each liquid and write a sentence to explain what happened to each one.
- 6. Write your conclusion and answer this question: What effect do cold temperatures have on the rate liquids move down a slope?
- 7. What do you think would happen if you put the liquids in the freezer instead? Make a prediction and try it out! (You may need to wait overnight for the liquids to freeze)

Liquid	Time taken at room temperature	Time taken at fridge temperature	Time taken when frozen

CHALLENGE: What would happen if you heated the liquids? Make a prediction and try it out **adult supervision** required for this option.

• **Geography:** Look at this explanation of how a volcano erupts.

Now copy this diagram and label it with the following features:

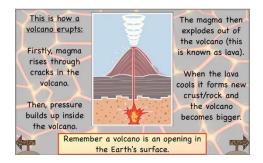


- 1. Main vent
- 2. Secondary vent
- 3. Crater
- 4. Secondary cone
- 5. Layers of ash and lava
- 6. Ash clouds
- 7. Ash
- 8. Volcanic bombs
- 9. Lava flow
- 10. Magma chamber

Now look at this image:

Use what you learned in your reading book 'The World's Worst Volcanic Eruptions' to answer these questions. Use correct volcano vocabulary from the diagram above.

- 1. What can you see happening?
- 2. What can you infer?
- 3. What do you predict will happen?







- **History:** Almost 2000 years ago, Mount Vesuvius in Italy erupted and covered the town of Pompeii in metres of ash. Watch this <u>video clip</u> which recreates what happened. <u>Explore the city's remains here</u>. What do the remains tell us about life in Pompeii in the past? This tragic event has actually helped historians. Explain how. By looking at the images, what can you infer (work out) about life in Pompeii? What clues can you see? Look at clothes, buildings, foods, homes, etc. What kinds of things do you still **not** know from the images? Explain why historians might need to look for other evidence to find out more about what happened in Pompeii. What kind of evidence would they need to use to get more detail?
- French: Watch this video from "How to Train Your Dragon" in French. How much of it do you understand? Why? What does it tell you about communicating in a different language? How do Krokmou (Toothless) and Harold (Hiccup) communicate in the clip? Now watch this clip introducing colours in French and repeat each word when told to. Stop the clip at 3:10.

Colour in the picture of the dragon using the key:

un – rougecinq - violetdeux – orangesix - jaunetrois – vertsept - noirquatre - bleuhuit – marron



If you cannot print, draw a picture of a dragon and colour it in. Label the colours in French.

- **Computing:** Complete the Minecraft 'hour of code' coding activities.
- **RE:** candles play an important role in celebrations in several religions. Find out about candles in: Judaism (the menorah), Hinduism (diva), Christianity (advent crown). What does the fire in the candle symbolise for each religion?



• **PE:** Every day, Joe Wicks has a 30-minute workout at 9 am. Join in via YouTube.



Family learning



Practise phoning the fire brigade if there was a fire.
 Prepare a script that would be used in an emergency and act it out with each other with one person being the operator and the other person reporting the fire.
 Remember your address!



Talk as a family about the different escape routes out of your home if there was a fire. What would you do? How would you exit if it was smoky?

• **PSHCE:** Your child may have concerns about the current situation. Childline has lots of advice about how to discuss it with your child. https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/.

