4/5N Home Learning: 4th May to 8th May (1 week)

Hello 4/5N!

I hope you are all well and continuing to enjoy time at home with your family. I am *so* impressed with the responsible attitude you are taking towards your work and was over the moon to see the top two Mathletes (participants on the Mathletics website) for week 2 of lockdown were from our class – congratulations Eleanor and Isobel!

Well done to **all of you** for continuing your school work at home, I know this will have been a challenge!

The following sheet gives instructions on home learning activities. The format of this is as follows:

- One maths and one English/History lesson for every day
- 20 min daily reading session
- Science, SPAG, ICT and Art/DT activities for you to have a go at, whenever you can fit them in.
- I will also be setting some Education City SPAG tasks as well as Mathletics, and there are some challenge tasks attached below.
- I have also set a 'for fun' task about dogs – hope you enjoy this is you have spare time.

You *should* be able to complete these independently, but ask Mum or Dad if you need help. If you have any problems with log-ins etc., you can ask an adult to ring school, as we are still there to help you.

Parents and children, if you would like to supplement your learning further, I highly recommend online BBC Bitesize daily lessons. This is a wonderful resource which may teach new concepts but also revisits previously learned material and is a great way to refresh our knowledge whilst on lockdown. Find your year group on https://www.bbc.co.uk/bitesize/dailylessons

May the 4th be with you!

Take care and hope to see you all soon, Mrs New

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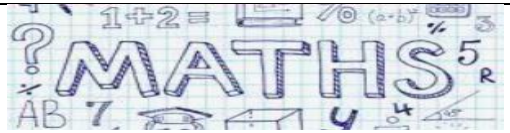
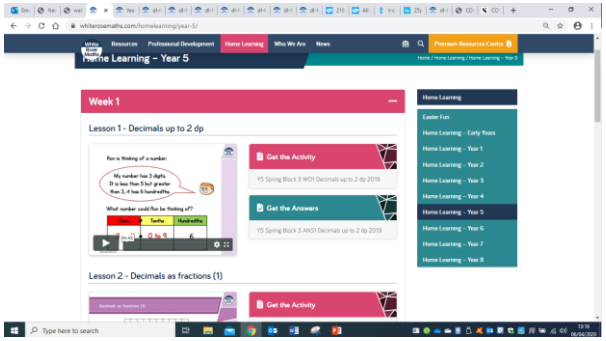


Please continue to complete your daily maths lesson, using the White Rose resources from the website.

Each day, you can watch a short video of a lesson, then complete the worksheet. You'll also have an answer sheet to check your work – you might like to ask Mum or Dad to do that for you (but only if they're not busy working).
You can find your lessons on this website: https://whiterosemaths.com/homelearning/year-4/ Please move onto the section labelled '**Summer Term Week 1**'. The videos are also available on Facebook, if the website is overloaded.

In addition, Mathletics tasks will be set.



This term, we're learning about the history of RAF Cranwell. I hope you all found out that Lighter-Than-Air Road in Cranwell refers to the early use of the site as a RNAS (Royal Naval Air Service) airship training station. Well done to those of you who were able to find out this information.

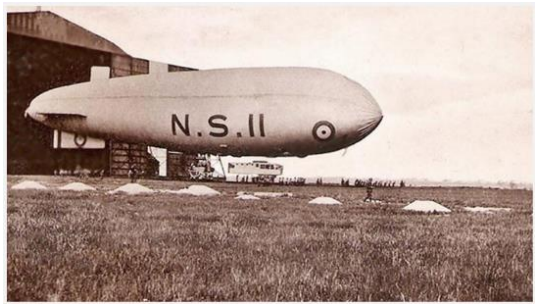
This week, I'd like you to research how airships work. You can use the following sites to help you, but I'd like you to find some more independently:

https://www.rafmuseum.org.uk/documents/Cosford/Educational-Visits/Key-stage-2/Science-of-Flight-Compilation.pdf

https://study.com/academy/lesson/blimp-facts-lesson-for-kids.html

Next, write an **explanation text** about what you have learnt. Please share this with a parent and ask them to check your spelling and punctuation. Some of you have parents in the RAF, use this to your advantage (ask them questions)! **I have included guidelines for how to write an explanation text at the end of this document.**

Lessons: these are just suggestions about how to divide up your time.
1 – research
2 – draft your explanation text (ask someone else to give you feedback and suggest one way you could improve it).
3 – write your explanation text up in your best writing.
4 – add some lovely, colourful illustrations.
5 – share your work with someone else. This could be an adult or older sibling, who could give you feedback on your work, or a younger brother or sister who would just enjoy finding out about how airships work.



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Science – Plants

This week, we're finding out about pollination.

Watch the following BBC video which helps explain the part flowers play in pollination.

https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-what-is-pollination-and-how-does-it-work/zv4df4j

Review the pollination poster (on a page below) and use it to help sequence the sentences to the right in the **correct order**.

Title your work: The Pollination Process.

Please number your sentences and write them in the correct order in your books, as always, using your best handwriting.

You might want to illustrate your work too!

Good luck.

The tiny piece of pollen joins onto an ovule in the ovary.
The plant has now been fertilised.

When the insect gets hungry again, it gets attracted to another flower's bright colours and fragrant scent.

As the insect is gathering the nectar it rubs against the anthers which rub pollen onto the insect.

The ovary of the flower turns into seeds which will then be dispersed so that new plants will be able to grow somewhere else.

Part of this pollen travels down the style and then into the ovary.

The insect arrives on the flower to collect nectar.
This is a sweet liquid which makes perfect insect food.

The flower petal's bright colours and fragrant scents attract an insect.

As the insect is gathering the nectar it rubs against the anthers which rub pollen onto the insect.

As the insect feeds on the nectar in this new flower, the pollen stuck to the insect from the first flower rubs off onto the female parts of the second flower (the stigma).

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D&T

This week, ask an adult to show you how to do something practical that they enjoy doing.

Some suggestions:

- How to mend a puncture
- How to sew on a button
- How to knit or chochet
- How to plant some seeds
- How to make scrambled eggs on toast
- How to make bread

These are just ideas; I bet the adults in your house have lots of great skills that you don't even know about! Remember to only ask when they aren't busy working though!

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	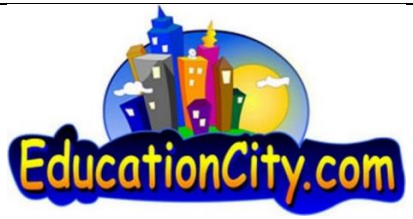	
Please try to learn spellings from the Statutory spelling list provided, and remember to highlight any you get correct on the sheet.	SPAG (spelling, punctuation and grammar) activities will be set online.	Mathletics activities will be set in addition to White Rose tasks.
		
Please complete your weekly times table test, giving yourself 5 minutes to write answers in your book, then self-mark and keep a record of your total along with the date. For further challenge, you can choose to complete the division test.	Please read for at least 20 minutes every day this week. Try to read aloud with an adult, at least once, and discuss what you've read with them. Once you have read a book, please complete a book review in your exercise books.	Please watch the video by Maddie Moate called Daffodil Dissection. It's lots of fun and you'll be surprised at how much of the information you retain! If your parents give you permission, you could have a go at dissecting a flower from your garden – see if you can identify all the parts discussed in the video. Enjoy! https://www.youtube.com/watch?v=d7EdZa24fMs

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Explanations
Introduction

Explanations tell us how something happens or why something works.

Often about science or technology.

An explanation is **non-fiction.**

Structure of Explanation Texts:

- Title
- Introduction
- Paragraphs with different subheadings
- Diagrams or graphs
- Conclusion

Title Ideas

You could use a question to draw your audience in....

- How Do Flowering Plants Grow?
- Why Do Volcanoes Erupt?

Or, keep it simple:

- The Lifecycle of a Frog
- The Water Cycle

Think!

P - What's the purpose?

Share information with my reader about a topic.

A - Who is my audience?

Who do I need to tell?

Which language should I use?

Top Tips:

- Use the present tense, third person (**it is** or **they are**)
- Use conjunctions
- Make your title a question
- Start a sentence with 'Did you know...'

Chronological or **non-chronological?**

a report on how bees are helpful pollinators

an explanation of what happens when a volcano erupts

Volcanoes are openings on the Earth's surface. All volcanoes can eject lava, rocks, gas or ash. When this happens, it is called a volcanic eruption.

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Explanations

Content

The main content should explain how or why something works

Stop! Reread your work to check it makes sense!

Features
- subheadings
- text organised around several different points
- labelled diagrams
- tables or graphs
- glossary (put the words in the text in bold)

Subheadings

Pollination

Seed Dispersal

What is Evaporation?

Did You Know...?

Use diagrams with labels:

Content

Facts:

Water is an essential part of life.

Figures:

A female frog can lay 4000 eggs.

Technical words:

precipitation

metamorphosis

igneous rock

Think!

P - What's the purpose?

Think about the best way to explain your ideas. Could I include a diagram or graph?

A - Who is my audience?

Which facts and figures would my audience understand?

Which words should I add in the glossary?

Use cause and effect (causal) conjunctions

if..., then...

as a result

consequently

therefore

since

thus

If the air is warmer, then evaporation happens quicker.

Use conjunctions of time
- soon after
- before
- finally
- subsequently

Describe, using **is/are, can, have**

Frogs **are** amphibians. They **can** walk on land and swim on water. They **have** webbed toes and smooth skin.

Organise Your Ideas!

Use numbered points to make text clearer or to show chronological order.

1)

2)

3)

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Explanations
Conclusion

The conclusion is a final sentence or paragraph to summarise the text.

Stop! Reread your work to check it makes sense!

Think!

P - What's the purpose?

Help your reader to understand the main idea of your explanation.

A- Who is my audience?

How can I make my conclusion easy to understand?

Glossary

- Add a glossary after the conclusion to explain the technical words (think about your audience).
- Put the technical words in alphabetical order.
- Write a short definition (what the word means).

Glossary

Precipitation – Rain, snow, sleet or hail which falls to the ground.

Check!

- Did you use...
- Questions?
- Facts?
- Diagrams?
- Descriptions?

Don't use:

I ✗

you ✗

So now you know... ✗

Eruptions are happening around the world all the time. These volcanic eruptions are part of a continual process called the rock cycle, which produces new rock every day.

Finally, the frogs are fully grown. They spend the winter hibernating before emerging in the spring to lay eggs. Thus, the life cycle continues.

twinkl
visit twinkl.com

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Explanation Text Features Key

Text Title: _____

Here are the features of an explanation text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'time conjunctions' box in red, then use the same colour to underline all the time conjunctions in your text.

	Title shows what the text is about. Often uses "How…" or "Why…"		**Technical vocabulary** specific to the topic.
	Opening paragraph introduces the process.		**Diagrams/illustrations** with labels.
	Chronological order with **time conjunctions.**		**Cause and effect conjunctions** explain how one event leads to the next.
	Stages of the process clearly broken down.		Final paragraph (**conclusion**) links back to the opening.
	Present tense (unless it's a historical explanation).		**Passive voice** is often used. (e.g. something **is done**)
	Impersonal tone.		

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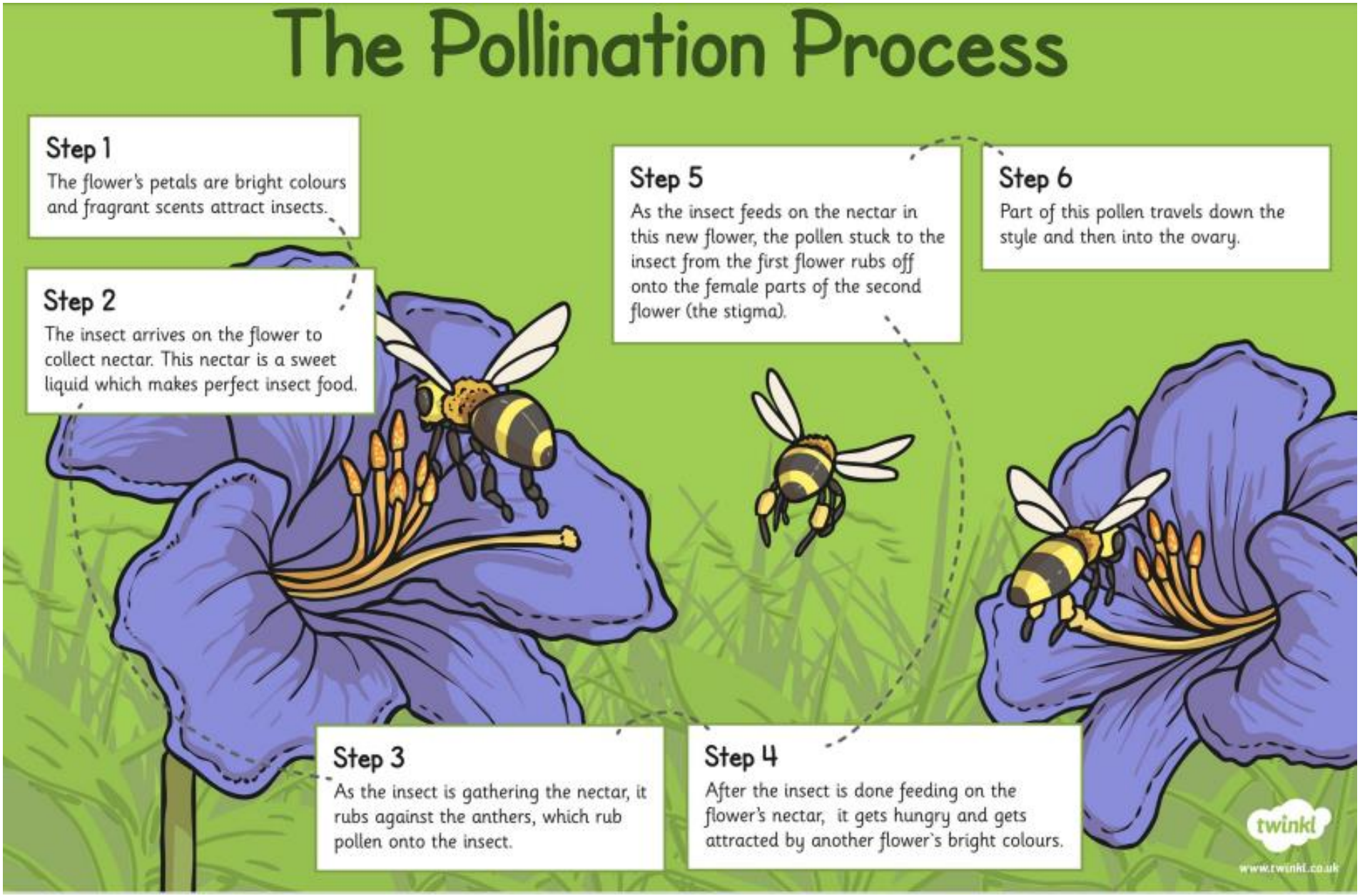

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Chihuahua fact of the week: Chihuahuas are believed to originate from Mexico (where they were first discovered) and are named after the state of … Chihuahua!

Charlie sporting a sombrero, which is a hat typically worn in Mexico.

Alfie and Charlie are both crossbreeds; this means come from a mixture of breeds and are not purely 'Chihuahua'.

The World Canine Organisation recognises 360 breeds of dogs (and that does not include many of the fabulous crossbreed dogs we find today). The Chihuahua breed is classified within the companion/toy group.

Some dogs were originally bred for specific purposes, for example, the Dachshund (or sausage dog) possessed traits (short legs, large, paddle-shaped paws, long and low to the ground) making it perfect for diving into narrow burrows to hunt badgers.

Dachshund

Can you find out a fact about your favourite dog breed? Can you find out which group your chosen breed would be classified under by the World Canine Organisation?

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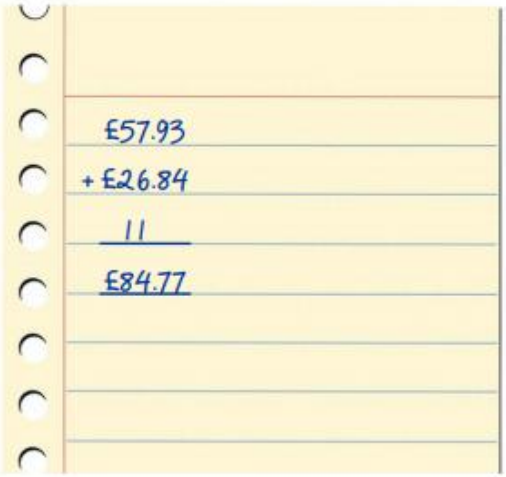
Adding even and odd amounts

1. Make an amount of money less than £100 using four odd digits: 3, 5, 7 or 9. (You may not use '1').
2. Make an amount of money less than £100 using four even digits: 2, 4, 6, 8.
3. Add your two amounts of money.
4. Look at the total. Are there an odd number of pence?
5. Look at the pounds. Are there an odd number of pounds?
6. Create two more amounts using the same sets of digits (one from just odd digits, one from just even digits).
7. Add the two new amounts.
8. Look at the pence – are these an odd number?
9. Look at the pounds – are these an odd number?
10. Continue like this.



What rules can you write about the pence?
What rules can you write about the pounds?