

Hello Year 4,

Hope you had a good week last week. The weeks seem to be flying by.


Below you'll find some new activities to keep you busy at home. You might need a bit of help from someone at home to get started with each one, but you'll soon pick it up. Just a reminder we are now back in school teaching full time to our Key Worker Bubbles so we may be slower to respond to your messages than previously. Please be patient with us and we will get back to everyone as soon as we humanly can.


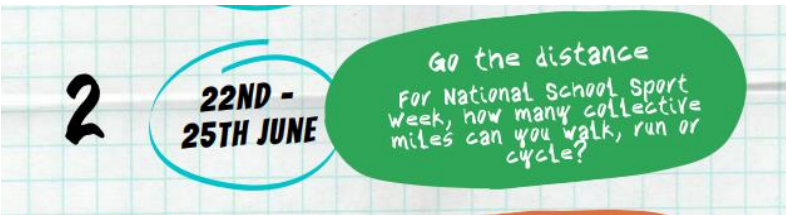
If you want to tell us or other people in your class about what you've been up to, then you can login to your Class Dojo accounts.

Have fun!

Miss Hill and Mrs Lawes.

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| Reading                                 | <p>Continue to keep reading at home as much as possible – remember reading doesn't just mean reading books.</p> <p>This week, we have chosen a reading comprehension about volcanoes. The comprehensions are available on the school website in the Year 4 section of home learning.</p> <p>You can visit the Rising Stars website which has a variety of interesting books to read, alongside quiz questions to test your comprehension.</p> <p><a href="https://my.risingstars-uk.com/Default.aspx?ReturnUrl=%2f">https://my.risingstars-uk.com/Default.aspx?ReturnUrl=%2f</a></p> <p>You can visit the Oxford Owl website which has lots of fun games to do linked to reading as well as online books with comprehension questions.</p> <p><a href="https://www.oxfordowl.co.uk/for-home/">https://www.oxfordowl.co.uk/for-home/</a></p> <p>Keep up to date with the news by visiting Newsround Website or watching the daily episodes on TV. <a href="https://www.bbc.co.uk/newsround/news/watch_newsround">https://www.bbc.co.uk/newsround/news/watch_newsround</a></p> |
| Writing                                 | <p><b>Biography:</b> Your task this week is to write a biography about someone who interests you. Use the questioning sheet to research and make notes or interview someone in your family. You then have the writing frame and features to support you again.</p> <p>Try to include:</p> <ul style="list-style-type: none"><li>• Fronted adverbials</li><li>• Subordinate Clauses</li><li>• A relative clause</li></ul> <p>Any punctuation or grammar terms you are unsure of, please use the following website:</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zv48q6f">https://www.bbc.co.uk/bitesize/subjects/zv48q6f</a></p>   |
| Grammar, Punctuation and Spelling (GPS) | <p>This week, our daily GPS task is linked to speech punctuation for direct speech. The tasks will be posted daily onto Class Dojo.</p> <p>Continue to practise all spellings from Year 3 and Year 4 common exception words <a href="https://www.twinkl.co.uk/resource/t2-e-4298-year-3-and-4-common-exception-">https://www.twinkl.co.uk/resource/t2-e-4298-year-3-and-4-common-exception-</a></p>  |

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|                                     | <p><a href="#">words-word-mat.</a></p> <p>Also try spelling games on <a href="https://www.bbc.co.uk/bitesize/topics/zhrrd2p">https://www.bbc.co.uk/bitesize/topics/zhrrd2p</a></p> <p>Keep learning and practising your spellings – you could link it to handwriting like we do in school!</p>   |
| Vocabulary<br><br>'Word of the Day' | <p>Here is the link to find the PowerPoint for the Summer 2 words. Each word comes with lots of grammar and writing tasks which you could do as well as, or instead of the other writing tasks. They will be posted into the daily Dojo messages.</p> <p><a href="https://www.twinkl.co.uk/resource/t2-e-41417-year-4-summer-2-word-of-the-day-powerpoint">https://www.twinkl.co.uk/resource/t2-e-41417-year-4-summer-2-word-of-the-day-powerpoint</a></p>   |
| Maths                               | <p>This week, our daily maths tasks are to re-cap your understanding of fractions by adding and subtracting fractions with same denominators. These will be sent out via. Class Dojo.</p> <p>There is also a Can Do Maths Club home learning pack. The aim of the workouts is to recap the key learning from each term for you to complete. The focus of this booklet is the term 4 objectives previously taught linked to multiplication and division and a random bit on types of angles. Hopefully it will be revision rather than new learning. This booklet will also be posted on Dojo. The video link is designed to support you with this task.</p> <p><a href="http://www.buzzardpublishing.com/cando-videos">www.buzzardpublishing.com/cando-videos</a></p>  <p>Don't forget to keep practising those times tables by logging into TT Rock Stars. Can you get your average speed down and climb your way up the leader board? Challenge some in Rock Slam and watch out for Battles.</p> <p>Hit the button has some fun games too! <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> |
| Science                             | <p>Electricity:</p> <p>Problem solving – Will it light up? Use the activity sheet, look carefully at each electrical circuit diagram. Will it light up the bulb? Why or why not?</p> <p>If you want to explore electricity further then take a look at the BBC Bite size website:</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zj44jxs">https://www.bbc.co.uk/bitesize/topics/zj44jxs</a></p>   |
| History                             | <p><u><b>The Romans!</b></u></p> <p>The Romans were very important in Gloucester and we can still see evidence of when the Romans were here. This week we would like you to research the following question:</p> <p style="text-align: center;"><b>What was Roman Gloucester like?</b></p> <p><b>Roman Gloucester</b></p> <p>Gloucester owes its name, strategic location and much of its layout to many centuries of Roman occupation. The first settlement was a military fortress at Kingsholm established in the late 40s or early 50s AD. It developed into one of the chief settlements in Roman Britain, and was granted the title of Colonia Nervia Glevensis by Emperor Nerva – the highest status a provincial town could achieve in the Roman Empire.</p>   |

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|                           | <p>The following websites are really useful:</p> <p><a href="https://en.wikipedia.org/wiki/Glevum">https://en.wikipedia.org/wiki/Glevum</a></p> <p><a href="https://kids.kiddle.co/Gloucestter">https://kids.kiddle.co/Gloucestter</a></p>  |
| Geography                 |  <p>Volcanoes!</p> <p>If we had been in school we would have been teaching from the new geography curriculum and Year 4 are now the year group to learning about natural disasters such as volcanoes. This week we have provided some information about volcanoes and then some simple labelling activities. If you don't want to do the labels on the sheet provided you might like to draw your own volcano.</p>   |
| DT                        | <p><b>Two Week Project:</b> Linking to our work in geography try to make a model of a volcano. Use the Design and Make a Volcano Design Booklet to guide your learning.</p>   |
| French                    | <p>It's been a while since we did some French so we have found some fun activities linked to the broad themes we would have been learning back in school. So have a try at the matching activity about Food – On mange!</p>   |
| Physical fitness          | <p>Have a look at the PE activities on the school website and choose an activity to complete daily: <a href="https://www.kingswayprimary.org.uk/wp-content/uploads/2020/04/KPS_PE-and-Physical-Activity-Links-to-enjoy-at-home.pdf">https://www.kingswayprimary.org.uk/wp-content/uploads/2020/04/KPS_PE-and-Physical-Activity-Links-to-enjoy-at-home.pdf</a></p> <p>Check the school website and whole school Dojo Story for details about the Gloucestershire virtual school games. Send your attempts to Mrs Lawes via email <a href="mailto:alawes@kingsway.gloucs.sch.uk">alawes@kingsway.gloucs.sch.uk</a></p>    |
| PSHE and Mental wellbeing | <p><b>Mindfulness:</b> If we had been in school we would have been completing a mindfulness unit in our PSHE sessions. Over this term we are going to provide some ideas for you to try at home linked to this. We hope you find the ideas useful during these strange times at home as well as once we are back in school.</p> <p><b>Take Notice:</b> One of the 5 ways to wellbeing is to take notice and this week we are going to take notice of flavours.</p> <p>The aim of this activity is to help children become more aware of their interaction with the world through the experience of eating. A simple exercise of really savouring a morsel of food allows them to notice the differing sensations that this focused attention brings to their eating experience.</p> <p><b>Savour the Flavour</b></p> <p>Giving your full attention to eating something is a very simple and powerful meditation for children. Mindfulness guru Jon Kabat Zinn says, "When we taste with attention, even the simplest foods provide a universe of sensory experience, awakening us to them."</p> <p>Any food stuff could be used but raisins are a good option as they are small, inexpensive and mess free!</p> <p><b>Raisin Meditation</b></p> |

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|                       | <ol style="list-style-type: none"><li>1. Sit comfortably in a chair.</li><li>2. Place a raisin in your hand.</li><li>3. Examine the raisin as if you had never seen it before. As you look at the raisin, think carefully about what you see: the shape, texture, colour, size. Is it hard or soft?</li><li>4. Bring the raisin to your nose and smell it.</li><li>5. How does the raisin feel?</li><li>6. How small it is in your hand.</li><li>7. Think about the weight of it, what could you liken it to?</li><li>8. Swap it from one hand to the other to gain a greater sense of the weight. Hold the raisin by your ear and give it a gentle squeeze, notice the tiny noise it makes.</li><li>9. Now we are going to touch the raisin with our lips. Gently touch the raisin with your lower lip. Notice how it feels compared to when you used your fingers, how much smoother it feels.</li><li>10. Place the raisin in your mouth. Become aware of what your tongue is doing. Notice how your tongue can detect all of the little wrinkles, how different it feels on your tongue compared to your lip.</li><li>11. Just once, bite ever so lightly into the raisin. Notice how it feels, how it gently squashes between your teeth.</li><li>12. Roll it around in your mouth to feel the difference in shape before biting down on it again.</li><li>13. Slowly continue chewing the raisin, thinking carefully about the taste and how juicy it seems.</li><li>14. Think about how it compares to other raisins that you have eaten before. As you complete chewing, swallow the raisin.</li><li>15. Sit quietly, breathing, aware of what you are sensing.</li></ol> |
| Other resources/ideas | Twinkl is a great place for PowerPoints with information or places to print resources.<br><a href="https://www.twinkl.co.uk/">https://www.twinkl.co.uk/</a>   |