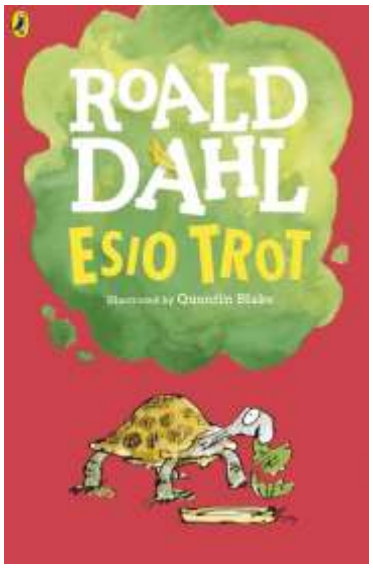
Hub B Year 4 Home Learning

19th April 2021

Reading
Day 1

Using the front cover and blurb, can you make a prediction about this text?



Mr Hoppy really loves his neighbour Mrs Silver, and Mrs Silver really loves her tortoise, Alfie. One day Mrs Silver asks Mr Hoppy how to make Alfie grow, and suddenly Mr Hoppy knows the way to win her heart.
With the help of a magical spell and some cabbage leaves, can Mr Hoppy be happy at last?

Use these sentence stems to help you:
I wonder if…
I predict that…
I think that…
I bet that…
I imagine…
I think * will happen…
I think I will learn…
I think it will be set out…
The next part will be about…

Day 2

S

Selfie

Using the text, put a tick in the correct box to show whether the statement in true or false.

	True	False
Mr Hoppy loved to grow flowers.		
Mr Hoppy lived in large house.		
Mr Hoppy had secret love.		
Mr Hoppy lived on his own.		

Can you make a prediction about what you think will happen next?
I predict that….
Who do you think Mr Hoppy's second love is?
I think Mr Hoppy's second love is…

Mr Hoppy lived in a small flat high up in a tall concrete building. He lived alone. He had always been a lonely man and now that he was retired from work he was more lonely than ever.

There were two loves in Mr Hoppy's life. One was the flowers he grew on his balcony. They grew in pots and tubs and baskets, and in summer the little balcony became a riot of colour.

Mr Hoppy's second love was a secret he kept entirely to himself.

Day 3:

Read the text, stopping at different points to predict what you think is going to happen next.

- What evidence from the text supports your ideas?
- What might happen next and what evidence is there?

Use these sentence stems to help you:

I wonder if…
I predict that…
I think that…
I bet that…
I imagine…
I think * will happen…
I think I will learn…
I think it will be set out…
The next part will be about…

Oh, if only, he kept telling himself, if only he could do something tremendous like saving her life or rescuing her from a gang of armed thugs, if only he could perform some great feat that would make him a hero in her eyes. If only . . .

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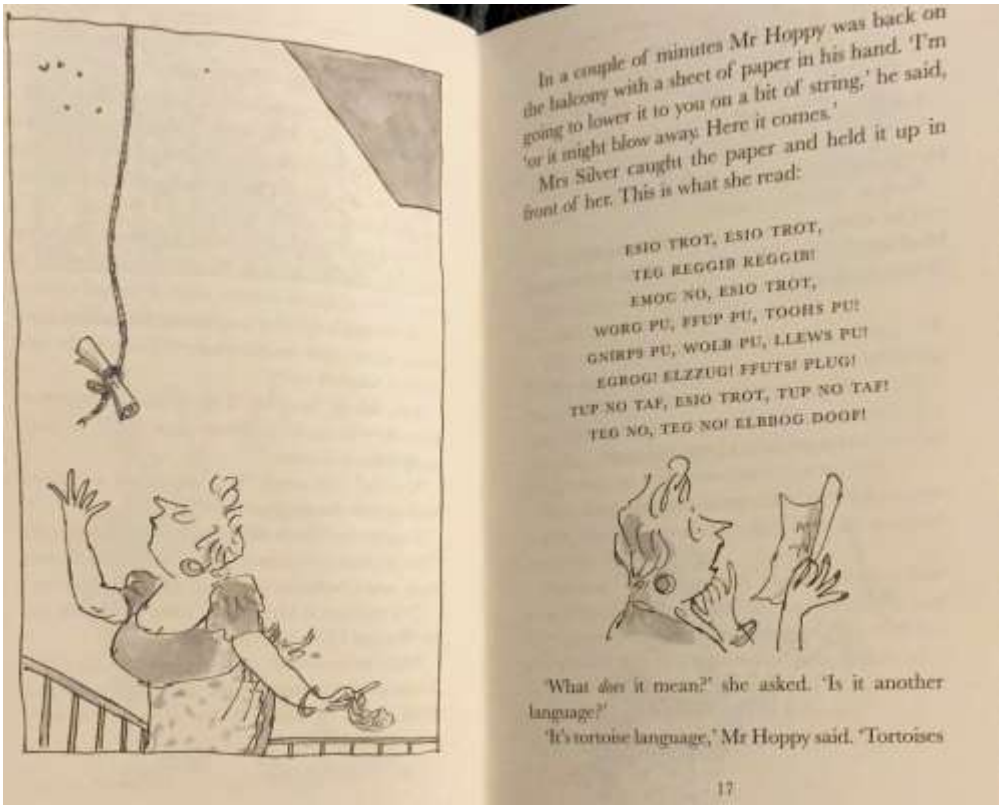
The trouble with Mrs Silver was that she gave all her love to somebody else, and that somebody was a small tortoise called Alfie. Every day, when Mr Hoppy looked over his balcony and saw Mrs Silver whispering endearments to Alfie and stroking his shell, he felt absurdly jealous. He wouldn't even have minded becoming a tortoise himself if it meant Mrs Silver stroking his shell each morning and whispering endearments to him.

Day 4

Read the text, stopping at different points and summarising the key events so far. Highlighting/underlining the key words to help sequence and summarise.

- Which bits could you leave out without changing the story?
- What is the main idea of this paragraph?
- What are the key details?



In a couple of minutes Mr Hoppy was back on the balcony with a sheet of paper in his hand. 'I'm going to lower it to you on a bit of string,' he said, 'or it might blow away. Here it comes.'

Mrs Silver caught the paper and held it up in front of her. This is what she read:

ESIO TROT, ESIO TROT,
TEG REGGIB REGGIB!
EMOC NO, ESIO TROT,
WORG PU, FFUP PU, TOOHS PU!
GNIRPS PU, WOLB PU, LLEWS PU!
EGROG! ELZZUG! FFUTS! PLUG!
TUP NO TAF, ESIO TROT, TUP NO TAF!
TEG NO, TEG NO! ELBBOG DOOF!

'What does it mean?' she asked. 'Is it another language?'

'It's tortoise language,' Mr Hoppy said. 'Tortoises

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are very backward creatures. Therefore they can only understand words that are written backwards. That's obvious, isn't it?'

'I suppose so,' Mrs Silver said, bewildered.

'Esio trot is simply tortoise spelled backwards,' Mr Hoppy said. 'Look at it.'

'So it is,' Mrs Silver said.

'The other words are spelled backwards, too,' Mr Hoppy said. 'If you turn them round into human language, they simply say:

TORTOISE, TORTOISE,
GET BIGGER BIGGER!
COME ON, TORTOISE,
GROW UP, PUFF UP, SHOOT UP!
SPRING UP, BLOW UP, SWELL UP!
GORGE! GUZZLE! STUFF! GULP!
PUT ON FAT, TORTOISE, PUT ON FAT!
GET ON, GET ON! GOBBLE FOOD!'

Mrs Silver examined the magic words on the paper more closely. 'I guess you're right,' she said. 'How clever. But there's an awful lot of poos in it. Are they something special?'

'Poo is a very strong word in any language,' Mr Hoppy said, 'especially with tortoises. Now what you have to do, Mrs Silver, is hold Alfie up to your face and whisper these words to him three times a day, morning, noon and night. Let me hear you practise them.'

Very slowly and stumbling a little over the strange words, Mrs Silver read the whole message out loud in tortoise language.

'Not bad,' Mr Hoppy said. 'But try to get a little more expression into it when you say it to Alfie. If you do it properly I'll bet you anything you like that in a few months' time he'll be twice as big as he is now.'

'I'll try it,' Mrs Silver said. 'I'll try anything. Of course I will. But I can't believe it'll work.'

'You wait and see,' Mr Hoppy said, smiling at her.

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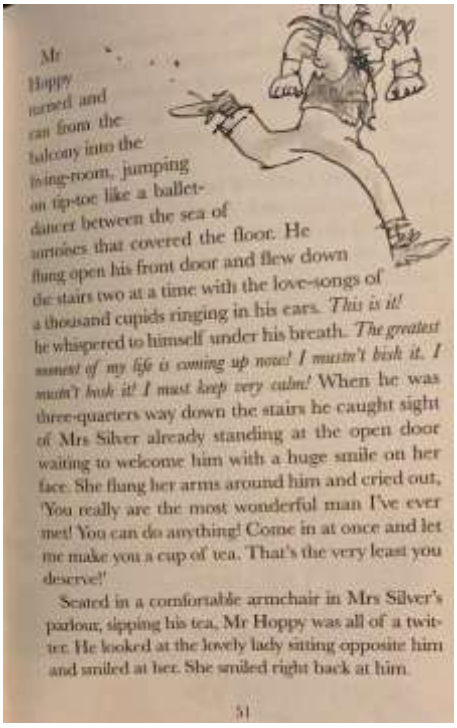
Day 5

Big Picture



Mr Hoppy turned and ran from the balcony into the living-room, jumping on tip-toe like a ballet-dancer between the sea of tortoises that covered the floor. He flung open his front door and flew down the stairs two at a time with the love-songs of a thousand cupids ringing in his ears. *This is it!* he whispered to himself under his breath. *The greatest moment of my life is coming up now! I mustn't bish it. I mustn't bish it! I must keep very calm!* When he was three-quarters way down the stairs he caught sight of Mrs Silver already standing at the open door waiting to welcome him with a huge smile on her face. She flung her arms around him and cried out, 'You really are the most wonderful man I've ever met! You can do anything! Come in at once and let me make you a cup of tea. That's the very least you deserve!'

Seated in a comfortable armchair in Mrs Silver's parlour, sipping his tea, Mr Hoppy was all of a twitter. He looked at the lovely lady sitting opposite him and smiled at her. She smiled right back at him.

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That smile of hers, so warm and lovely, suddenly gave him the courage he needed, and he said, 'Mrs Silver, please will you marry me?'

'Why, Mr Hoppy!' she cried. 'I didn't think you'd ever get round to asking me! Of course I'll marry you!'

Mr Hoppy got rid of his turnip and the two of them stood up and embraced warmly in the middle of the room.

'It's all due to Alfie,' Mrs Silver said, slightly breathless.

'Good old Alfie,' Mr Hoppy said. 'We'll keep him for ever.'

The next afternoon, Mr Hoppy took all his other tortoises back to the pet-shops and said they could have them for nothing. Then he cleaned up his living-room, leaving not a leaf of cabbage nor a trace of tortoise.

Inference

1. How was Mr Hoppy feeling as he came down the stairs? Use evidence from the text to support your answer.
2. Was Mrs Silver happy to see Mr Hoppy? How do you know?
3. What do you think Mrs Silver meant when she said ***"I didn't think you'd ever get round to asking me!..."***

Clarifying

4. Which word tells us that Instagram recognises that people under 13 could be using the app?

Summarising

5. What is the key theme of this story?

Maths
Lesson 1:

Year 4

Time

Name _____

1 Match the analogue and digital clocks that show the same time.

15 : 00

12 : 15

03 : 12

2 marks

2 Complete the table.

Month	Number of Days
March	
November	
	28 or 29

3 marks

3 Jack sets off to the shop at twenty past nine.
He arrives at the shop 35 minutes later.

Draw the times on the clock faces.

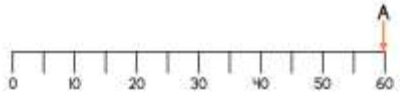
Sets off

Arrives

2 marks

4 Draw arrows to match the statements to the correct position on the number line.
One has been done for you.

A	B	C	D
Seconds in a minute	Minutes in half an hour	Hours in a day	Months in a year



3 marks

5 Circle the times that match the time shown on the digital clock.

17 : 45

quarter to six in the evening

5:45 p.m.

5:45 a.m.

7:45 p.m.

2 marks

6 A machine makes one gadget every 20 seconds.
How many gadgets does it make in 5 minutes?

_____ gadgets

1 mark

7 Tim and Jemima both walk 12 kilometres.
Tim takes 4 hours and 10 minutes.
Jemima takes 270 minutes.
Who takes the longest?

Tim Jemima

1 mark

How much longer?

_____

1 mark

Circle how confident you feel with time.

1 Not confident 2 3 4 5 Very confident

Lesson 2:

Inspire Partnership

LI: To recognise intervals of time within the hour
Context: Fluency

- Identify the hour hand on the analogue clock
- Identify the minute hand on the analogue clock
- State the given time.

Key Vocabulary:
Hour, Minute, Second, O'Clock, Quarter To, Quarter Past, Half Past, Digital, Analogue

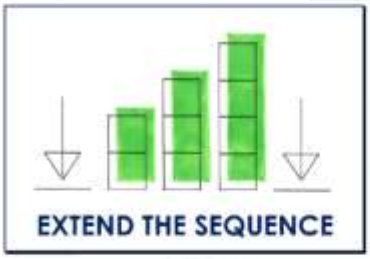
1. Using the hour and minute hands, identify the times below on each analogue clock.

8 O'Clock

Quarter Past 8

Half Past 8

Quarter To 9



EXTEND THE SEQUENCE

What time would come after Quarter to 9?
It would be _ O'Clock
What time would come before 8 O'Clock?
It would be…

2. What times are the clocks below showing?

Lesson 3:

LI: To tell the time to the nearest 5 minutes
Context: Fluency

- Identify the hour hand on the analogue clock
- Identify the minute hand on the analogue clock
- State the time

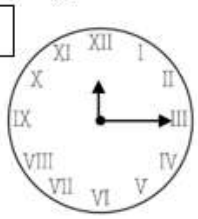
Key Vocabulary:
Hour, Minute, Second, O'Clock, Quarter To, Quarter Past, Half Past, Digital, Analogue

1. State the time on the clocks below.




2. Can you match the times below to the clocks?

25 past 1 **quarter past 12** **25 to 6** **20 to 7**

A 
B 
C 
D 

Lesson 4:

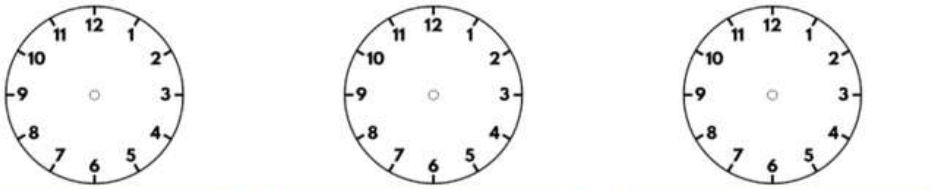
LI: To tell the time to the nearest minute

Context: Fluency

- Identify the hour hand on the analogue clock
- Identify the minute hand on the analogue clock
- State the time

1. What is the exact time?

2. Draw the hands on the clock for the following times



Four minutes to 4

24 minutes to 8

24 minutes past 8

3. Look at the statement below. What time is it? Can you write the time in words?

The hour hand is pointing to XI
the minute hand is pointing to XII

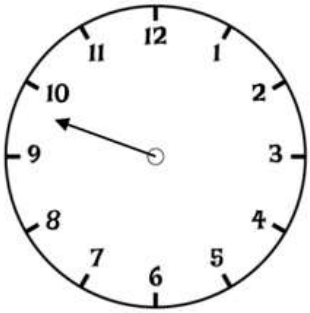
Lesson 5:

LI: To solve questions and justify with reasoning

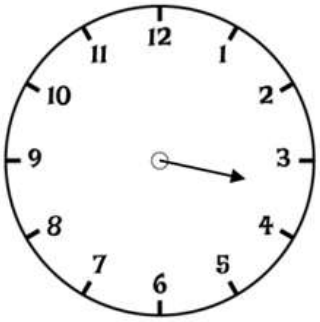
Context: Reasoning

- Identify key information within the question
- Solve the problem
- Provide an explanation for your answer.

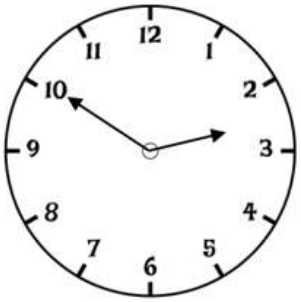
1. The clock has lost its hour hand; what time could it be?

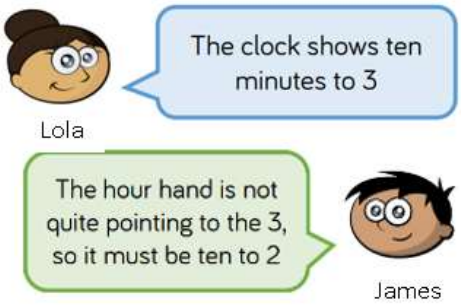


2. The clock has lost its minute hand; what time could it be?



3. Look at the clock at statements below. Who do you agree with? Explain why.





English
Lesson 1

LI - To discuss whether all living things have feelings/emotions	
▪ **Discuss what a living thing is and how they feel** ▪ **Consider how humans can treat animals** ▪ **Reflect on the importance of treating animals with respect**	
Reflection: What is your opinion on having animals on display in enclosures in places like zoos? In my opinion, I think it is… to keep animals in enclosures because…	

Lesson 2

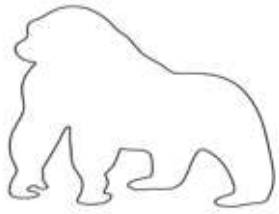
LI - To investigate a real event.	
§ To analyse an event and develop opinions. **§ To develop opinions for or against captivity.** **§ To generate and record questions in books.**	
Reflection: Generate questions that you would ask Ivan if you could communicate with him like the other animals in the story.	

Use a variety of sentence starters:

Lesson 3

LI – To empathise with the emotions of a character.	
STS: • To experience an environment and scenario of another character. • To empathise with another character. • To generate responses in role as a character.	
Today we placed ourselves in an "enclosure" to try and understand and empathise with the emotions of animals kept in captivity, such as the main character Ivan.	
Reflection: When in role as Ivan, how did it feel being ogled by the spectators? Why? In my opinion, I think that animals should or should not be kept in captivity for spectators to see because…	

Lesson 4 - (Google: stereotype definition)

LI – To challenge a stereotype.	
STS: - To define the word stereotype. - To discuss the stereotypes surrounding gorillas. - To compare the stereotype with the nature of the character Ivan.	

Reflection:

What is a stereotype?

A stereotype is when…

Why is it important that we do not stereotype in life?

It is important to not stereotype people because…

Lesson 5

LI – To empathise with the emotions of a character.	
STS: • To experience an environment and scenario of another character. • To empathise with another character. • To generate responses in role as a character.	

Today we created a conscious alley to try and understand the reasons for and against captivity. Those who played the role of Ivan would either be persuaded to stay or leave their enclosures by the people in the alley who are "spectators".

Reflection:

What advice would you give to Ivan to either stay or leave the zoo enclosure?

Global

Lesson 1

To research and acquire knowledge
Context: Food origins

Today, we will be investigating the country of origin for a range of produce and the climate the food grows in.

Task
Select produce from the world map below and note down its country of origin. Can you find out how the food is transported and the total distance **('food miles')** the food travels before it arrives on our plates? Complete the table below and work out the total food miles the produce travels.
https://www.foodmiles.com/

Food	Country of origin	Distance	Transport

Local and Seasonally
By choosing locally grown produce, you can drastically cut the food miles that you consume. Additionally, buying produce that is in season increases the chances that it is grown closer to home. To reduce the food mile impact even further, consider starting your own garden in your backyard. By growing your own produce, you can cut food miles from more than 1000 miles down to a couple yards. Also, you will have more control over the chemicals and pesticides that are on your food and can eat healthier overall.

If growing your own fruits and vegetables is not an option, consider supporting the local farmers in your area instead. You can often purchase fresh fruits and vegetables from farmers' markets and roadside stands. In addition to reducing your food mileage by purchasing locally grown produce, you will often notice a significant increase in the quality of the fruits and vegetables purchased locally.

Reducing your food mileage consumption, even by a little bit, can have a large impact on the environment. If everyone chose to purchase locally grown food instead of imported food, there would be a significant drop in greenhouse gasses emitted and overall oil consumption due to food transportation. Even a small change can help the environment.

Reflection

What if you were to only buy foods grown in season?
What benefits would there be?
The benefits of buying produce in season are…

How could you reduce your food miles?
To reduce food miles, I could …

Key Vocabulary: food miles, climate, seasonal, import/export, transport, countries

Lesson 2
LI: To summarise a planting activity
Context: Planting

Did you know that you can actually grow new plants from common food scraps that are so often destined for the garbage or compost bin? The stems, butts and seeds from many common fruits and vegetables can be turned into a fresh new crop if you plant them in soil and give them water and sunlight. If you don't have plant pots you can also use empty egg shells, plastic cups or empty yoghurt pots to plant your seeds in.

Garlic is one of the easiest foods to grow from kitchen scraps-simply take cloves and

place them pointy-side up in the ground, 4-6 inches apart. Plant them outside in fall before the first frost and enjoy fresh garlic the following year. Plant them inside in a container any other time and enjoy garlic greens, but not a full head of garlic.

Green Onions - If you're only using the green part of the onions, retain the white part with a small amount of pale green and place it in water on a sunny windowsill. Refresh the water regularly and use green portions as they grow, or transplant into a pot with soil for more extended use.

Save the seeds from your next bell or hot pepper. Plant them directly into soil, and water them regularly. Once a new plant emerges, transplant it to a larger container or outdoors, where it will thrive best in direct light and warm temperatures.

Simply plant the seeds from your store-bought tomato into a small pot, keep well-watered on a windowsill, and wait for a new plant to emerge. Once the plant reaches several inches tall, transplant it to a larger pot-or outside once the threat of frost has passed.

If you have access to these resources, then have a go at planting. If you are unable to do the planting activity, then make connections with what you already know about planting seeds, or use the information provided above and in the video link below. Your task is to use the pictures below to summarise how to plant seeds.
https://www.bbc.co.uk/bitesize/clips/z9f87hv

Task

Summarise the planting activity using the following images and openers to help you:

			
First,	**Next,**	**Then,**	**Finally,**

Can you give a top tip for growing your own produce?

A top tip for growing your own produce is …

Reflection:

What produce would have been grown in Anglo-Saxon times?

Produce grown in Anglo-Saxon times were …

Use these websites to explore Anglo Saxon farming

· https://primaryfacts.com/8064/anglosaxon-farming-facts-about-agriculture/

· https://www.bbc.co.uk/bitesize/topics/zxs bcdm/articles/zq2m6sg

Alternatively, research using the extract from below:

- Early Anglo-Saxon farmers used a primitive type of plough. It dug furrows using a metal blade pulled by up to 8 oxen.
- Cabbages, peas, parsnips and carrots were common vegetables in Anglo-Saxon Britain, and fields were divided into long strips. Blackberries, apples and raspberries were the most common fruits of the time.
- Saxon animals were smaller than they are today, and did not provide as much meat. Sheep were only about 70 cm high, and cows were just over a metre in height.

Science

This week's science is linked to lesson 2 in our History learning. As well as planting seeds outside, plant a seed inside in sunlight and in a dark cupboard. Predict which one you think will be the best condition for the plant to grow.

LI: To observe changes to plants in different habitats over time.

STS:

- **Predict the best condition for plants.**
- **Carry out a fair test.**
- **Identify links to Anglo Saxon farmers.**
- **Discuss ways to record results.**

The Big Question

How does the condition influence the growth of the plants?

I predict that the _____ will be the best condition for the plant to grow because…

Today I planted my own seeds to grow and observe over the half term outside, inside the house and in a dark cupboard. Over the half term, I will observe the plants weekly to see whether my prediction was correct.

Plant observation

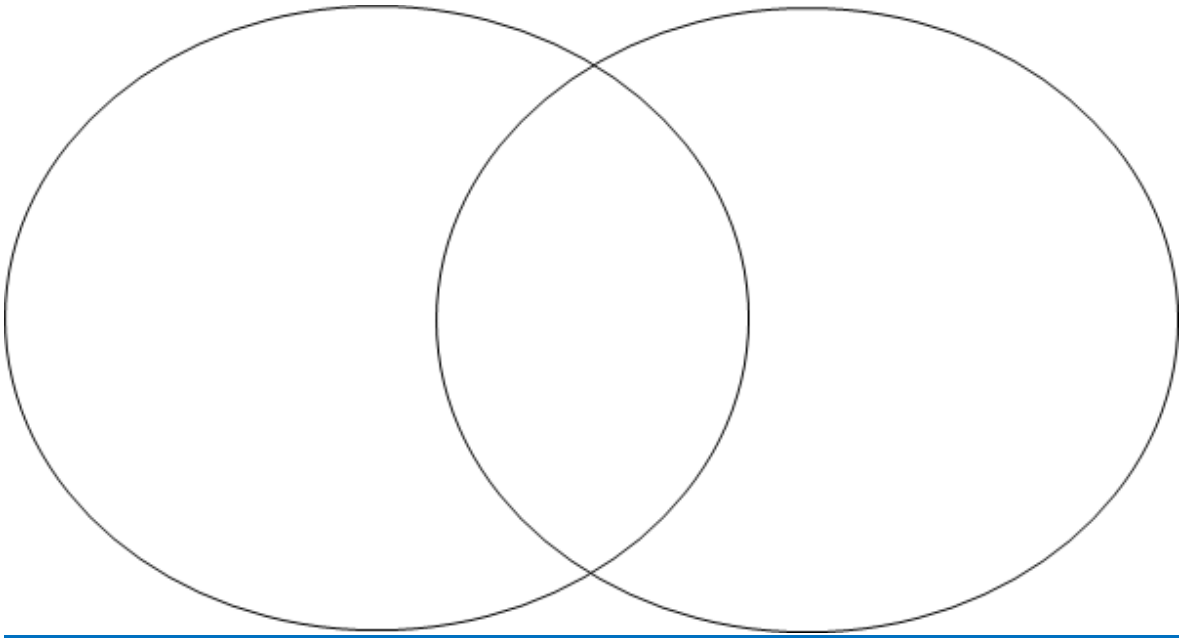
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Outside						
Inside						
Dark cupboard						

RE

LI: To compare religious beliefs about the creation of the world.
Context: Christianity and Judaism.

STS:

- **Watch the creation story.**
- **Discuss Adam and Eve's responsibilities.**
- **Compare and contrast both religions.**



Can you think back on prior learning and compare the two religions: Christianity and Judaism. How are they the same? How are they different?

We will be thinking about how the world was created and different beliefs. Can you have a look at the video below and see how Christians and Jewish religions believe the world was created.

https://www.youtube.com/watch?v=2Fi9YBvB8ZQ

Think about:

What were the responsibilities given to Adam and Eve?

How might they have felt?

Task 2:
Look at the images of the animals.
Can you recognise them?
Do you know their names?
Where in the world do the animals live?

Reflection:

What are the beliefs of the world's creation for Christians and Jewish religions?

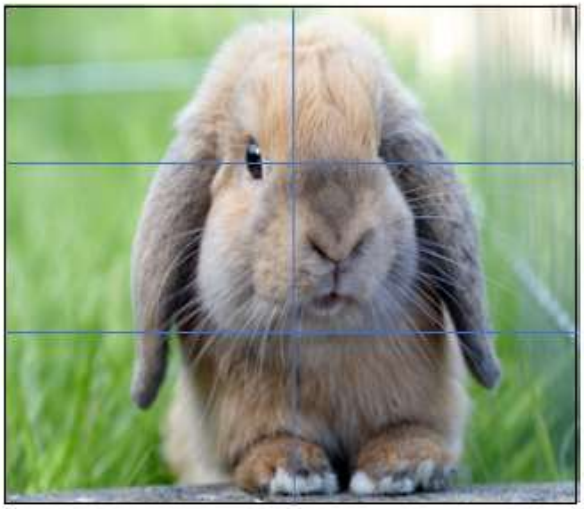
Can you summarise the Adam and Eve story in 20 words?

In 20 words…

Art

LI: To compose an observational drawing.

Select an image. Then, stick on 1 side of a double page and section it into 6 parts with pencil and ruler. Then will mirror the 6-part grid on the second page of the double page which you will then draw your observational drawing. See example below:



Inspire Partnership

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