

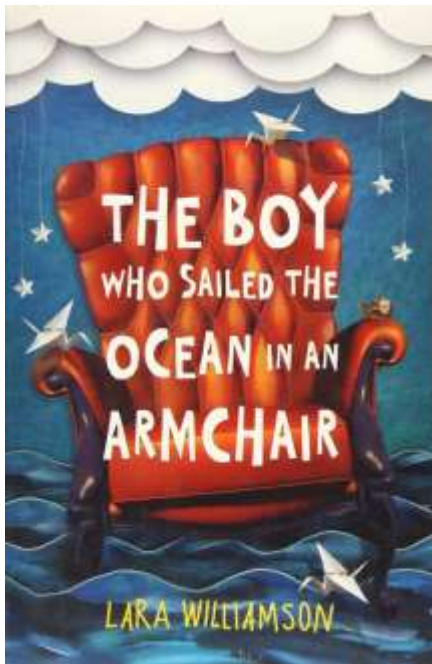
Hub B Year 4 Home Learning

26th April 2021

Reading

Day 1

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



Becket Rumsey is all at sea. His dad has run away with him and his brother Billy in the middle of the night. And they've left everything behind, including their almost-mum Pearl. Becket has no idea what's going on - it's a mystery. So, with the help of Billy and a snail called Brian, Becket sets out on a journey of discovery. It's not plain sailing but then what journeys ever are?

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

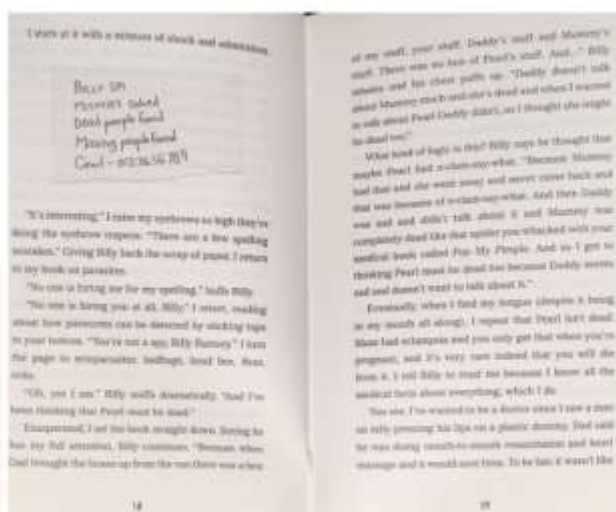


Summarising

Using 15 words, can you summarise the following?

Later that day, Billy has obviously given the matter of getting Pearl's attention some thought, because he hands me a rectangle of paper and says, "This is my business card."

17



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?

better. I have a feeling that we're not going to get anywhere better but I don't tell Billy. First decision for the agency: what we should call it. Billy says "Billy Spy". I say that's boring and ask if it took him ten seconds to think of the name. Billy says it took him five. I offer "I Spy!" I don't mind saying that mine is the best and beats Billy Spy hands down.

Billy shakes his head like a person weary of dealing with a brother from Planet Moronic. "We have no time for games of I Spy." Straight away, he trots over to the corner of the bedroom and brings a pencil and another piece of paper out of his box of belongings.

"I Spy is a name for the agency, you muppet," I explain, rising from the bed and looking out of the bedroom window. Chip papers like tiny ghosts float across the pavement below and seagulls parade up and down the rooftops nodding to each other. This isn't where I'm supposed to be, I tell myself. I should have woken up in my own bedroom this morning. I drop the curtain and turn back, watching as Billy's pencil moves furiously up and down on the paper. "Or what about the Secret Network of Observations, Operations and Probing? SNOOP for short." It's genius, I tell you. I only just stop short of patting myself on the back.

Obviously, Billy does not recognize my genius

because he thinks about this name for a few seconds and then declares that it's "okay". It'll do for now, until he thinks of something much better, like Billy Spy. So, for the moment, we are members of SNOOP and, as members, Billy suggests we need to make secret name badges so we can recognize each other. When I say we're brothers so it's not that tricky recognizing each other, Billy says SNOOP members must not talk of their relatives.

After five minutes of drawing, my badge design is finished and I say I'd like to see Billy's efforts.

"I didn't draw a badge," exclaims Billy. He huts and shakes his head like a dog with an ectoparasite in its ear. "If we had a badge with our name on, people would realize we are spies and no one is supposed to know."

"So what were you drawing then?" I sigh, not bothering to point out that he suggested making badges in the first place.

That's when Billy assumes his full height, which isn't anything to shout about since he takes after Dad on that, and wags the piece of paper under my nose. "Is it a statue?" I ask, only for Billy to tell me it's actually a letter and, what's more, it's a letter to Pearl. "I have said we miss her and she should come and live with us in—"

"Pies?" I snort, reading it.

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 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?

"Peace," says Billy. "I made a spelling mistake – and anyway, Daddy would love to live in pies."

I tell Billy that maybe his idea about posting a letter to Pearl isn't such a bad one. She may not answer our texts but this could be the next best thing. I'm so on board with this idea that I start making plans of how we can find the nearest postbox. Maybe even sneak a stamp from Dad's wallet, because that's where he keeps them. Just behind the photo of Pearl and us.

Billy smiles at me like an evil egghead, his eyes narrowing. "Oh, Becket," he mutters. "We are not posting this letter. No, we are *hand delivering* it." That's when Billy says this is our very first **SNOOP** secret mission and I must choose to accept it. As Billy sets the letter down and begins to rummage around in his box of belongings, I say it's not much of a choice but I do choose to accept it anyway. "Found it," yells Billy with delight written all over his face (in invisible ink, obviously). He straightens up again and I realize he's holding a balacava big enough for Mr Potato Head, knitted by Ibiza Nana. He pulls it on. "Mmmm disggggussse."

"Huh?"

Billy realizes it's on back-to-front and turns it around. "Phew! I wondered why the lights went out. It's my disguise. Now it's your turn."

Swallowing back my laughter, I say I can't fit in the same balacava. Nodding, Billy produces my disguise from his box.

"No way am I going as a werewolf," I say, staring at it.

"I see," replies Billy, chucking it back in the box. "You are right. This rubber mask is too much like your real face. You need a different disguise." With that, Billy is back to rummaging around. The white woolly hat with ears that he throws at me next isn't much better. Who wants to go from a wolf to a sheep? When I think about protesting for the second time, Billy says I mustn't talk because he is coming up with **SNOOP**'s plan of action, because spies must be organized and make very detailed plans.

After a few minutes of writing it down on paper, Billy shows me his very detailed plan:



Gobsmacked by the plan, and not in a good way, I tell Billy that getting from here to there isn't the actual problem. The actual problem is getting Dad to let us get from here to there. "We need to persuade Dad to let us out first," I say, my knitted ears wobbling as I tilt my head. "And," I add, "we need to think up a really good excuse or Dad will see straight through it. Or my name's not—"

"Shaan the Sheep?"

Dad looks a bit confused when I tell him Billy and I need to go play football straight away and when Dad opens his mouth to protest I make sure to promise we'll be back in time for tea. Dad thinks for a second and then asks if we mean at the park he mentioned across the road and I nod and then give Billy the little secret spy wink we'd discussed not more than two minutes ago in the bedroom. Billy grins and asks me if this park has a giant curly-wurly slide that makes your belly feel bubbly.

"Um... not sure." How would I know when I've never been there before? I wink at Billy again. You know, that secret spy wink that says we're in the middle of a **SNOOP** secret mission.



Maths

Lesson 1:

Lesson 2:



Lesson 3:

Lesson 4:

Lesson 5:

English
Lesson 1

Lesson 2

Lesson 3

Lesson 4 - (Google: stereotype definition)

Lesson 5

Global

Lesson 1 - To create a timeline
Context: Farming

Today we are going to create a timeline which reflects the progress of farming from the Paleolithic era up to modern day.

Reading the information below, can you match the image to the correct era?
Justify the order of your timeline by using both your prior knowledge and evidence from the images and text.

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 

Paleolithic period -Early stone age (2.5 million years ago to 10,000 B.C.)

- Hunter-gatherers were prehistoric nomadic groups (never lived in one place). They harnessed the use of fire, developed knowledge of plant life and hunting. Hunter-gatherers actively killed animals for food instead of scavenging meat left behind by other predators and devised ways of setting aside vegetation for consumption at a later date. Being hunter-gatherers meant there wasn't always a reliable supply of food.
- Tools were simple and made from stone, bone or wood. Problems faced by stone tools, namely brittleness and breakage along weak points.

Neolithic period- New stone age (roughly 10,000 B.C. to 3,000 B.C.)

- The early farmers still went hunting and gathered nuts and berries to eat, but they spent most of their time working on their farms. Early farmers chopped down trees so they could grow crops and vegetables. They made clearings in the forest and built groups of houses, surrounded by fields.
- Large fields were not practical for individual farming families and often, extended families had to work together to ensure enough food could be produced.
- Farmers learned how to grow crops such as **wheat and barley**, which they ground into flour and then turned into bread and porridge. Some farmers grew **beans and peas**. Others grew a plant called flax, which they made into **linen** for clothes. Other farmers grew beans and peas.
- Farmers began to use wooden ploughs pulled by cattle to prepare the ground for the crops to be grown. Crops were harvested using sickles made from flint. Tools were mostly made out of stone.
- Domesticated (tamed) animals made the hard, physical labour of farming possible while their milk and meat added variety to the human diet. They also carried infectious diseases: smallpox, influenza, and the measles which spread from animals to humans.

Bronze age (about 3,000 B.C. to 1,300 B.C.)

- The Bronze Age marked the first-time humans started to work with metal. Bronze tools and weapons soon replaced earlier stone versions.
- **Agriculture** benefited from **bronze** ploughs which were more efficient than earlier wooden ones. **Bronze** axes cleared forests and increased the land available for growing crops and grazing animals.
- During this period the civilization of ancient Egypt was indebted to the Nile River and its dependable seasonal flooding, which left behind rich soil. This soil allowed the **ancient** Egyptians to grow crops such as grains which were used to make bread, porridge and beer. Once the grain was harvested, they grew vegetables such as onions, leeks,

cabbages, beans, cucumbers, and lettuce. No **farming** was done at this **time**, as all the fields were flooded.

- Animals were very important to Egyptian farmers. Animals helped them with jobs like trampling in the seeds, pulling the plough, eating unwanted grain or wheat and providing the Egyptians with food and drink. They kept animals such as cattle, goats, pigs, ducks, cows, and geese.
- Ancient Egyptians had simple farming tools such as winnowing scoops, hoes, rakes, flint-bladed sickles and ploughs. They had both hand ploughs and ones pulled by oxen. The ploughs were used to turn the soil.

Iron Age (roughly 1,300 B.C. to 900 B.C.)

- During the Iron Age, people across much of Europe, Asia and parts of Africa began making tools and weapons from iron and steel, which made farming easier. They used an 'ard' (an **iron** plough) to turn over their fields, which were much more efficient than wooden or bronze ploughs. The Iron Age also saw the invention of the rotary quern. This machine helped to grind grains for flour and made the process much quicker and easier for workers.
- A mixture of pastoral (livestock **farming** or grazing) and arable **farming** (growing crops) were practised throughout Britain. Other than cereal grains, few plant materials survived, but they supplemented their **diet** with edible berries, leaves, flowers, nuts and roots. Pastoral farming included rearing livestock such as pigs, cattle and sheep, for food.

Ancient Rome (753 BC to 476 AD)

- Farming in ancient Rome was one of the most important and most recognized occupations. The countryside was essential to the Roman Empire because, without the country, the people of Rome would not have the food that they needed to eat and to trade for other goods.
- The staple products in Rome during the Ancient times were wheat, the olive, and the vine. The size of the farms in ancient Rome depended on who owned them. Wealthy Romans ran large farms with many employees, while poor farmers ran smaller farms and worked the fields themselves. Most of the large farms were run by servants, and the field work was done by slaves while the owners collected profits.
- Many of the animals lived with the farmers because the farmers had to keep them safe from other animals and from people stealing them. The farmers that had bigger farms and were richer were able to have larger farm homes, and they were able to have separate rooms for their animals.

- Several farming tools and mechanisms were employed when it comes to farming in ancient Rome. They include the use of crude tools like spades, hoes built from wood or iron. Roman farmers used aqueducts when it comes to watering germinating plants. Sickles were used to cut grasses, barley and wheat.

Middle Ages (476AD – 1000AD)

- Anglo-Saxons invaded Britain towards the end of the Roman rule. They were farmer warriors made up of three tribes called Angles, Saxons and Jutes.
- Most Anglo-Saxon farms and villages were built close to a source of fresh water. They were usually surrounded by a high wooden fence designed to keep the farm animals safe from attacks by wolves and bears.
- As well as raising animals for their meat, milk and eggs, the Saxons also used animals for other products important for daily living. These included wool and leather, cooking fat, and tallow for making candles.
- Early Anglo-Saxon farmers used a primitive type of plough. It dug furrows using a metal blade pulled by up to 8 oxen.
- People **lived** on their arable crops, and whatever animal foods could be produced; clothing came from the backs of their own sheep, and roofing and bedding materials from the fields. They grew; • **wheat** and **rye** for bread • **barley** for brewing • **oats** for animal food and porridge. vegetables such as carrots, parsnip, cabbages, peas, beans and onions.
- There were basically two levels of people in this society: the peasant and the lord or priest. Fields were divided into long strips. Each peasant would have to pay the lord to work a strip of land. The strips were only regarded as owned by the serf during the time of crop growing. After the crop was harvested, the land would revert to common land for cattle grazing.

British Agricultural Revolution - Early modern era (roughly 1500–1800).

- The British Agricultural Revolution, which occurred between 1750 and 1850, popularized farming practices we still use today, like crop rotation, land reclamation, and woodland clearing. Over the period 1700 to 1850 farming output almost doubled.
- During this time, farmers replaced lower yielding crops, like rye, with higher yielding ones, like barley. This allowed for higher crop production that was able to sustain the growing population.
- The same century saw many other revolutionary farming inventions including reapers, machines that cut and gathered grains and chemical pesticides used on large commercial farms.

- Without the Agricultural Revolution, the growing population of England would have starved, and the Industrial Revolution would have been stifled.
- Increased use of machinery meant that fewer farm workers were needed. They left the land and went to the industrial towns of the north of England.

Green Revolution (1945-Present) Modern era

- The Green Revolution introduced new methods for growing, harvesting, and processing crops. Modern machines and other technology meant farmers were able to produce more and better food.
- Farmers in Mexico, India, Kenya, and many other countries began to grow new plant varieties created by scientists. They got larger crops as a result. Farmers also learned how to treat their crops with pesticides and fertilizers. These chemicals protected the plants from insect pests, weeds, and disease and increased agricultural output. Complex systems of irrigation, or watering, also came into use. New machinery for plowing the soil and harvesting crops made farm work easier to do.
- Farmers still use the methods of the Green Revolution. One positive result of the movement was that many poor countries became able to grow enough food to feed their own people. This lowered the risk of [famine](#), or a severe shortage of food.
- However, many of the pesticides and fertilizers were harmful to humans and polluted the land and water. Also, farmers using the new seeds had to buy them from other countries instead of using seeds from their own land. Finally, even though the Green Revolution produced more food, that food did not always reach the people who needed it.

Reflection:

What did you find positive, negative, and interesting about farming through the ages?



Something positive I learned was ...

A negative fact was ...

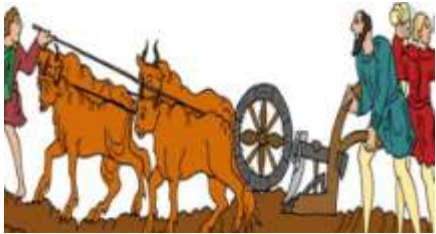
Interestingly, I found out

Lesson 2

L1: To investigate the changing appearance of a landscape

Context: UK farming

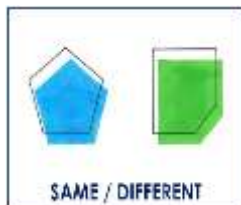
Compare the images of Anglo Saxon and modern farming methods. What similarities and differences can you notice?

Old way	Modern way	Farming methods
		Farming landscape
		Ploughing the fields
 6 cows per hour		Milking cows
		Sowing seeds



Harvesting

Key differences I have observed between Anglo Saxon farming and modern-day farming are...



A similarity I have observed between Anglo Saxon farming and modern-day farming are...

What impact did machinery have on farming?

The impact of machinery had on farming was ...



Reflection:

How can you identify a living thing from a non- living thing?

When finding living and non- living things, I could identify that living things are... and non- living things are...

RE

LI: To **explore** where the **world** and everything in it come from.

Context: Creation.

STS:

- Discuss and explore the differences between items.
- Research the background of a selected item.
- Share and compare your findings.



Can you create a collection of special items and discuss with an adult or sibling at home why they are important and where you think they came from. Once you've discussed this, can you research each image and find key information about them thinking about where they came from and how it was made. Finally either draw your items in a box or make a box of items and take a picture of it.

1. What was your special item?

My special item is...

2. Where is it made?

_____ are made in...

3. What is it used for?

My item is used for...

4. Why have you chosen this item?

The _____ is my special item because...



Oracy challenge!

Can you create a video sharing your findings and showing off your items in your special box?

Art

LI: To explore and **compare** artists.

Context: Nolon Stacey and John Virtue

For today's art lesson, you will be creating a mood board. As well as the images below, you will need:

- Charcoal
- Black biro
- A pencil
- White chalk

(If you do not have any of these resources, use what you can or create a mood board on the computer.

Across a double page, experiment with the different mediums around the images focusing on the detail used in Nolan's work and the effect of the charcoal used in Virtue's work. Around the images write different words that describe the mood of the work. You can also draw your own images using the gorilla images provided.

Mood board example:







g





John Virtue's work



Nolan Stacey's work

