Hub B Year 4 Home Learning

<u>Reading</u>
<u>Day 1</u>

Identify new, difficult or unclear words and phrases. Think about how you might clarify the meaning:
- Make connections to what you know already
- Look at the context of the sentence as a whole
- Break words down into parts and think about the meaning of each part

Challenge: Can you find any synonyms for some words in the text?

Billy said it was his invisible elbow that attacked me.

I said there was no such thing as an invisible elbow.

Billy said it was as real as his invisible tackle earlier.

I said he was not very funny.

Billy said I was not very funny either.

FACT NUMBER FOUR: As we argued, someone discovered our hiding place. Still, spies can control any situation they're presented with, so we pretended it was perfectly normal for one boy in a balaclava and another dressed as a sheep to be in an airing cupboard. At this point, Billy says he told the woman he was a spy with SNOOP. He has asked me to write that down although no one could hear him say it through the balaclava so I can't present this as fact as there were no witnesses.

Description of woman: Brown hair scraped back in a ponytail, neck scarf that looked like a midnight sky, pregnant (or has swallowed a bowling ball).

Description of man, Harry: Not an actual ape, although definitely from the same family, judging by the amount of hair poking out of the neck of his shirt.

Quick rundown of what happened next:
Billy said we lived there.
Woman said we didn't. Woman said the people who lived there had done a flit because the estate agent they visited this morning told them so. He also said he'd like someone to move in straight away and the previous tenants left behind their old furniture. Woman said she liked it here very much and it would be perfect when they had the baby and she'd tell the estate agent so when she contacted him later.

Billy, who wasn't in the slightest bit interested, asked where Pearl was, because she had been living here with us for the past two years and now she'd disappeared. Billy said Pearl used to love us to the moon and back and that was a lot of love. He couldn't remember how many kilometres worth. But I could, 768,800.

The woman asked if Pearl was our mother.
Billy said she was our number two mummy.
The man said maybe he should ring our number one mummy and sort this mess out.

I was so angry I told him that could be tricky unless he had a hotline to God. The man said I was very lippy indeed. After that I wanted to say he had more

38   33

<u>Day 2</u>

Selfie

Draw lines to match each word or phrase to its meaning. One has been done for you.

balaclava		a rope or wire stretched tightly high above the ground, on which acrobats perform feats of balancing.
tightrope		a place associated with or containing memorabilia of a particular revered person or thing.
shattering		a close-fitting garment covering the whole head and neck except for parts of the face.
shrine		return to a normal state of health, mind, or strength.
moping		break or cause to break suddenly and violently into pieces.
recovered		wander about listlessly and aimlessly because of unhappiness or boredom.

<u>Day 3</u>
Using the sentence stems below, clarify the words you are unsure of.

I think that means…
I didn't understand…
What does […] mean?
I need to reread this part because…
[…] is a tricky word so I need to…
I didn't understand […] so I could…
Let's reread this part because it didn't make sense.

LI: to use a variety of reading strategies to answer questions on a text

- □ Read the text and questions carefully
- □ Skim and scan the text, looking for key words
- □ Apply the relevant reading strategy
- □ Check you have answered the question fully

VOCABULARY

industrial – describes a place with lots of factories

coaxing – tempting and persuading

SOMETHING WICKEDLY WEIRD: THE WOODEN MILE

In a darkened industrial town, someone weaves unnoticed in and out of alleyways until he finds the right doorway and forces a package through the letterbox.

The package announced itself by landing heavily on the mat. It was addressed to Stanley Buggles. Inside was a short letter and a piece of folded cloth, which, when unwrapped, revealed a large silvery-grey key. Not just any old key, mind you, but the key to a rusty cobweb-covered old secret. A secret that wouldn't come out on its own but would need coaxing out if its cage like a frightened bird.

The key was a strange-looking thing: big and bulky, like something that would open a castle gate, and yet intricately decorated with swirls and scrolls.

Answer the following questions with a full sentence:

RETRIEVAL

1. Where does Stanley Buggles live?
2. What is in the package?

CLARIFYING

3. Find and copy a two-word phrase that means the package was made a noise when it arrived.

INFERENCE

4. Why is 'cobweb-covered' a good description for an old secret?

PREDICTION

5. Why has Stanley been sent a key? What do you think it opens? Use evidence from the text to justify your answer.

Maths
Lesson 1:

LI: To convert between units of time	**Units of Time**
Context: Reasoning	**YEAR WEEK MONTH**
• Identify units of times (days, weeks and years).	**HOUR MINUTE SECOND DAY**
• Read the question and highlight key information.	
• Convert between units of time accordingly.	
• Record your answers and justify with reasoning.	

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

Are the following statements true or false? Explain. 3 days > 72 hours. 2 ½ years = 29 months 11 weeks 3 days < 10 weeks 14 days	Sally is 7 years and 2 months old. Macey is 85 months old. Who is the oldest? Explain your answer. Note: 1 year = 12 months

Lesson 2:

Joe lives in Leeds. He wants to visit some places near Leeds by train. He wants to know how long the journeys will be. He looks at some timetables to investigate.

LI: To find duration

| Leaves	Arrives at
Leeds at 0620	Skipton at 0703
Leeds at 1148	Sheffield at 1258
Leeds at 1429	York at 1546
Leeds at 1829	Harrogate at 1904
Leeds at 2158	Bradford at 2220

1. **What is the duration of a journey from Leeds to Bradford?**
2. **What is the duration of a journey from Leeds to Skipton?**
3. **Which journey is faster? Is it Leeds to Sheffield or Leeds to York?**

It finished at 12:45PM.

The event lasted for _____ hour and _____ minutes OR _____ minutes.
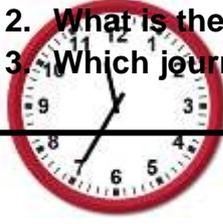
AM

Lesson 3

English
Lesson 1

Lesson 2

Lesson 3

Lesson 4 -

Global – Lesson 1

LI: To compare and contrast farming
Farming in the UK and a country from a different continent

STS:
- To research the physical geography of various continents
- To identify similarities and differences between farming from different continents
- To reflect on how physical factors can impact farming

Vocabulary:
Pastoral farming – Arable farming – Organic farming – Agriculture - Genetically modified food

Look at the following photographs of farming in the UK and Kenya:

What is the same and what is different? Compare farming in the UK and in Africa.

UK	AFRICA
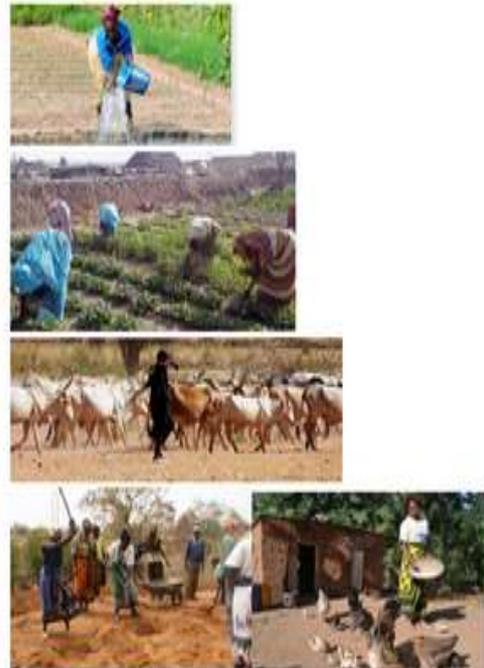
- The crops, climate and cultures differ dramatically, but there are parallels in the challenges that farmers in both Africa and the UK face. Unlike the UK, drought in Africa doesn't just hit crop yields, it impacts on life itself. But UK and African farmers are both grappling with ways to manage water more wisely – there just happens to be a lot less of it in Africa.

  More than one billion people in the world are hungry. The challenges of population growth and climate change mean that food production needs to rise by 70% over the next 40 years to meet the demand.

African people grow nutritious crops such as sorghum and green grams (mung beans). These crops are drought-tolerant – they grow even when there is only a small amount of rain. Farming techniques such as using animal manure as fertiliser, and digging trenches to retain water are used to reap a good harvest, even when the rains fail.

Watch this video to look at Brazil 's landscape and farming.
https://www.oddizzi.com/teachers/explore-the-world/country-close-up/brazil/rio-south-east/landscape/human-features-2/farming/

Reflection

EXPLAIN IT!

Similarities between farming in the UK and Africa are …

Differences between farming in the UK and Africa are…

Physical factors that affect farming are ….

![Inspire Partnership logo]

Lesson 2

To investigate factors affecting an environment **Context:** Effects of farming on the environment	
STS: • To understand key vocabulary • To research various factors affecting an environment • To reflect and form an opinion on which factor has the most negative effect on the environment	WHAT IF...?
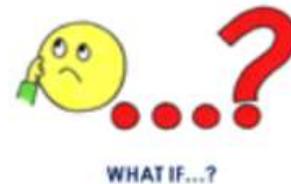
In today's lesson, you will research the effect of farming on the environment.
https://www.bbc.co.uk/bitesize/clips/zfp34wx
https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-climate-change-global-warming/zbgxjsg

Climate change: Scientists believe deforestation has a worldwide impact on climate. Trees store carbon dioxide. When they are cut down, the gas is released and builds up in the atmosphere. Carbon dioxide is a known greenhouse gas and contributes to global warming.

Forests are cleared permanently for animal grazing, which provides meat. Land is also used to grow crops, such as sugar cane and palm oil. Huge areas of forest are cut down to grow soya, which is used to feed cattle and pigs.

Trees are an important part of the water cycle. Without them, there will be a lack of rain causing droughts. This will impact farmers, who may lose money if a drought destroys their crops, or if they have to spend money to feed and provide water for their animals.

Habitat loss is caused when animals and plants lose their home so some may become endangered or extinct.

Lack of biodiversity: The number of different species becomes smaller.

Tree roots help hold the soil together and prevents it from being washed away. Without trees, soil erosion is caused when soil is washed into rivers and streams, blocking them, causing flooding and contaminated drinking water.

Land loss: Deforestation also means that Indigenous tribes are losing their homes. Many of these groups have had no contact with the outside world and rely on the forest to hunt animals and gather food. Deforestation means they have less food and may have to move to other areas.

Subsistence Farming is also known as slash and burn. Families cut down small parts of the forest and burn it. This is to improve the soil and make room for cattle. Forests can regenerate but recovery is slow due to more people taking more land. Up to 48% of all deforestation is caused by subsistence farming

Commercial Farming is farming on a large scale. It is led by companies who need to produce on a much bigger scale providing food and products for the wider world.

<u>**Oracy Challenge**</u>

Can you create a video sharing your opinions on the pros and cons of deforestation? Use the sentence stems to support you.

In my opinion ….
On one hand …..
The disadvantages …..
In conclusion….
To summarise…..

<u>**Reflection**</u>

EXPLAIN IT!

Which factor in your opinion has the most negative effect on the environment?

In my opinion, the factor that has the most negative effect on the environment is _____ because , , ,

> <u>**Vocabulary:**</u>
>
> **deforestation, biodiversity, climate change, impact, environment, soil zones**

<u>**Science**</u>

LI: To compare and contrast living things observed.

STS:
- To recap prior knowledge of living things and non-living things.
- To discuss classification keys.
- To sort images of living things using classification keys.
- To reflect and share as a collective.
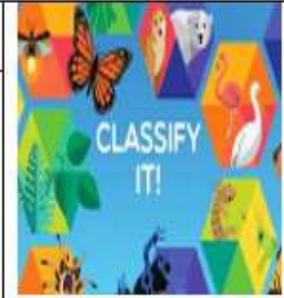
Key Vocabulary:

Classify   Groups   Identify   Environment   Classification   Characteristics

What are classification keys?

Classification keys are a way of identifying living things through a series of questions.

For example:

'Does it have wings?'

Each question has a yes or no answer and leads you one step closer to the name of a living thing.

Does it have wings?

Yes   No   Owl

Does it live underwater?

The first question is always quite general because it needs to help sort the living things you are classifying.
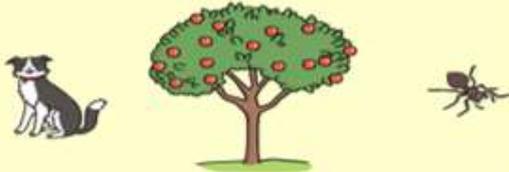
The questions will gradually get more specific as they separate living things that are more similar.

With that in mind, have a look at these sheets and complete the missing boxes and questions fitting to the information already provided:

Starter activity 1:

Yes ←――― Has this minibeast got wings? ――→ No

Has it got a furry body?   Yes ←――― Have I got legs?

Yes   No   Have I got less than 8 legs?   No

    Yes   No   Have I got a shell?

Yes   No

Starter activity 2:

Yes ←――― Does this animal have wings? ――→ No

Yes   No   Yes ←――― Do I belong in the water?

Yes   No   No

Yes   No
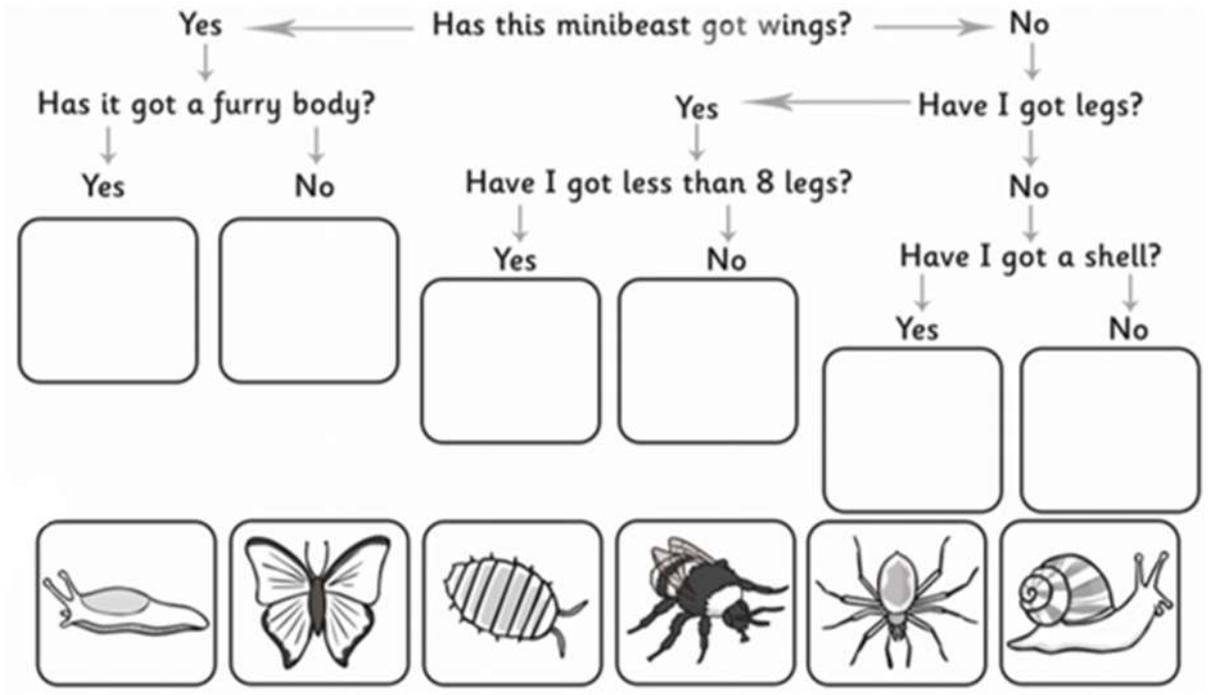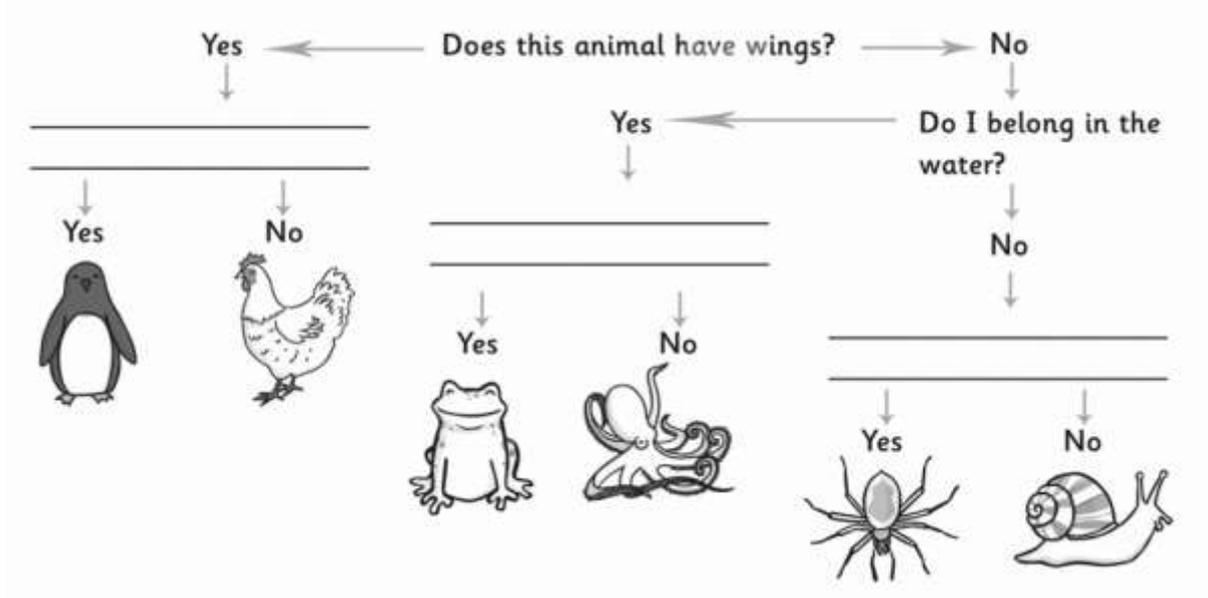
Now look at the images below and create your own!

Plenary: With an adult or sibling at home, discuss the following statement.

True or False

Animals and plants can adapt to their habitats however they change.

AGREE, CHALLENGE OR BUILD?

EXPLAIN IT!
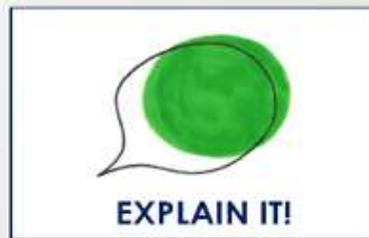
RE

LI: To understand the roles and responsibilities in caring for the world.

Context: The school grounds

STS:
- Discuss the importance of rules through a drama activity.
- Formulate rules as a collective.
- Encourage others to take responsibility.

WHAT IF...?

Think about the following question:

What if we lived in a world with no rules?
What are the pros?   What are the cons?

1. If we didn't have rules, how would we manage our day- to-day lives?

2. When do we think rules were created?

Have a look at these examples of posters. Why are they good?

Main task:

On an A4 piece of paper, can you create a poster on how we can take care of our school highlighting the importance of following the rules.

Reflection:

1. Was your poster effective? How do you know?

After getting feedback, I know that my poster was/ was not effective because... Next time...

2. How does rules link to different religions?

*In _____ rules are an important part of their beliefs because...*

Art
LI: To experiment using shading techniques.

Starter: Discuss the following questions with someone at home.

Think about previous learning and knowledge of shading techniques.
Why do you think it's important? Do the artists from the previous lesson use them? If so, how do they use them effectively?

Main task: Using charcoal and white chalk (or just a pencil), can you experiment different shading techniques on scale grids below. The skills you use will be applied in future lessons to produce the final outcome.

	100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0%
	black										white
	0	1	2	3	4	5	6	7	8	9	10
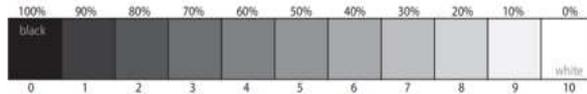
Cross hatching

Write the technique on the left of the scale grid shown.

Stippling

Example with shading below:

value scales using line

Blending

lightest (1)   example (cross hatching)   darkest (8)
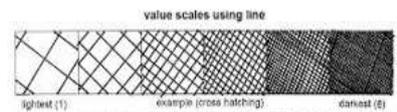
Scumbling
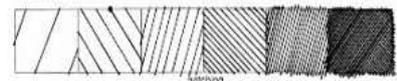
hatching

Hatching

Extension: If you finish, create your own techniques or combine more than 1 known technique.

Use the grid on the following page to complete the main task like the example above.

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
white										black
10	9	8	7	6	5	4	3	2	1	0