

Hub B Year 4 Home Learning

17th May 2021

Reading

Day 1

Use the following sentence stems to make a prediction of the text below.

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

Using the sentence stems below, clarify the meaning of any words or phrases you are unfamiliar with.

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.

Code		Look for clues!
Clues		Circle words, think what phrases could mean, look for question words / instructions
Locate		Find where the answers might be on the page and in the text. (Skim and scan)
Explore		Read around—is the answer before / after that word / phrase or sentence?
Answer		Write the answer—to the point!
Re-read		Re-read and check—does what you have written match the question?



Join in a feast

Anglo-Saxon warlords based themselves in wooden halls along with their warriors, who were treated to feasting, music and storytelling.

Inside a hall

An Anglo-Saxon hall was dark and shadowy inside. It was lit by a smoky roaring fire in the hearth and candles made from rushes dipped in animal fat. The walls were hung with animal skins and tapestries to keep the cold out, and the wooden pillars and roof might have been carved and painted. The leader probably had a wooden throne while his followers sat on benches.

Feasting fun

At feasting time the warriors ate the roasted meat of animals they had hunted. They drank beer or a strong alcoholic drink called mead, made from honey.

Look!

This drinking horn was buried with a wealthy Anglo-Saxon leader in Taplow, Buckinghamshire. It is made from the horn of a giant cow called an auroch and it was used at feasts and ceremonies. The leader was buried with his drinking horn so he could feast in the afterlife.



The Taplow drinking horn, from the 500s.

As they ate, harpists and lyre-players played music.

Storytelling time

Storytelling was very popular in Anglo-Saxon times. After a feast a storyteller told a traditional


8

If you were an Anglo-Saxon...

Anglo-Saxons loved riddles, and during a feast you might hear some. Everybody would try to guess what object the riddle was about. Here is one to try:

When I am alive I do not speak.
Anyone can take me captive and cut off my head.
I do no harm to anyone unless they cut me first.
Then I make them cry!

Answer: An onion



tale of heroes, battles and magical monsters. The stories that we know of were about bravery in battle, loyalty and courage in the face of death. The warriors listening in the hall

▲ A scene from the Bayeux Tapestry (see p29) showing an Anglo-Saxon king feasting.

would have greatly admired the fearless story heroes.

9

Day 3

Using the sentence stems below, clarify the meaning of any words or phrases you are unfamiliar with.

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.

Code		Look for clues!
Clues		Circle words, think what phrases could mean, look for question words / instructions
Locate		Find where the answers might be on the page and in the text. (Skim and scan)
Explore		Read around —is the answer before / after that word / phrase or sentence?
Answer		Write the answer —to the point!
Re-read		Re-read and check —does what you have written match the question?



Paint with gold

Anglo-Saxon monks illustrated their writing with tiny pictures and patterns, called illumination. The books they made were rare and valuable treasures, used in churches or by wealthy people.



Illuminating inks

Monks wrote and painted in a room called a scriptorium. They used pens cut from bird feathers or reeds and dipped them in an inkwell made from animal horn. The coloured inks were made from ground-up plants, rocks and animals.

Top treasure

The most famous surviving Anglo-Saxon book is the *Lindisfarne Gospels*, created some time in the early 700s at Lindisfarne Priory in Northumberland. The book was probably the work of one man, possibly a monk called Eadfrith.

▲ A page from the Lindisfarne Gospels. The swirling patterns were a popular art style at the time.

Parchment, not paper

Nobody in England knew how to make paper in Anglo-Saxon times. Instead monks wrote on parchment made from animal skin. The monks made it themselves, soaking, scraping, cleaning and stretching it. Once the pages were written and painted, the monks sewed them together to make a book, which was covered in leather and sometimes decorated with expensive jewels.

Holy Island, where the Lindisfarne Gospels were created, is still cut off from the mainland twice a day. ▼

If you were an Anglo-Saxon...

If you were a monk in a scriptorium you would have written in Latin but, like other Anglo-Saxons, have spoken Old English, which sounded very different from English today. Here's an Old English sentence, and a modern translation:
Wod þa wiges heard, weapen up aho!
A war-like Viking came forward, weapon raised.

Look!

In 793 Lindisfarne Priory was attacked by Vikings (see p18). Some monks were killed but others escaped, taking the Lindisfarne Gospels with them. It was very lucky that the book survived.



- ## Day 4

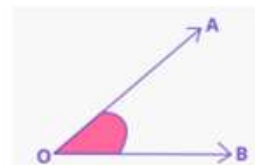
Maths

Lesson 1:

LI: To identify right angles in a range of 2D shapes.

Context: Fluency & Reasoning

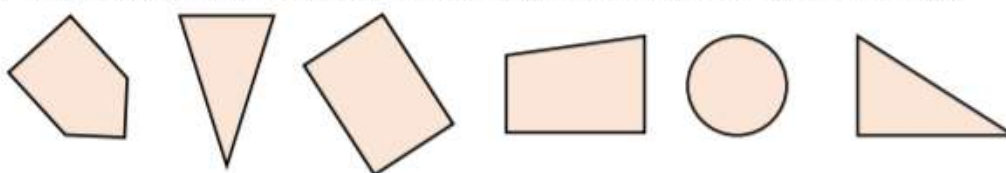
- **Identify** if a shape has a right angle
- **Decide** how many turns there are
- **Justify** how you have arrived at your answer



Key Vocabulary:

2D, 3D, Angles, Acute, Obtuse, Right Angle

1) Draw these shapes in your book. How many right angles are there in each shape?



2) Draw the stickman in your book, then rotate:

- 90° clockwise
- 90° anti-clockwise
- 180°
- 270 clockwise
- 270 anti-clockwise
- 360°



3) Explain how you decided to draw your rotated image

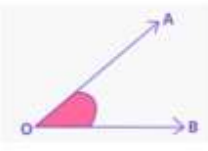
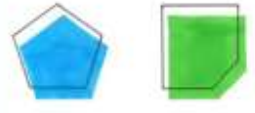





Lesson 2:

In today's lesson you are going to use a sheet of paper to find different right angles around your home. Use the corner of a sheet of paper to see whether it fits in or matches any surface. Record your findings in a list.

Lesson 3:

Part

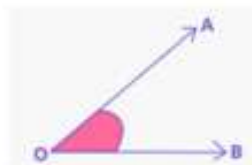
<p>LI: To identify properties of 2D shapes Context: Fluency & Reasoning</p> <ul style="list-style-type: none"> Describe the properties Draw 2D shapes based on descriptions Identify similarities and differences between shapes 	
<p>Key Vocabulary: 2D, 3D, Angles, Acute, Obtuse, Right Angle, Symmetry, Quadrilateral,</p>	
<p>1. Describe the properties of the 2D shapes. Can you explain what is the same and what is different about these shapes?</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <div data-bbox="327 958 614 1160" style="border: 1px solid black; padding: 5px; text-align: center;">  SAME / DIFFERENT </div> <div style="text-align: center;">  </div> </div> <p>2. Can you draw the following shapes using the descriptions?</p> <ul style="list-style-type: none"> A square with sides measuring 2cm A square that is larger than the one you have just drawn A rectangle with sides measuring 4cm and 6cm A triangle with two sides of equal length <p>3. Katie is describing a 2D Shape.</p> <p>Can you draw the shape that Rosie is describing?</p> <div style="display: flex; align-items: center;">  <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; background-color: #e0f0ff; width: fit-content;"> <p>My shape has 2 pairs of parallel sides. The lengths of the sides are not all equal.</p> </div> </div> <p>Could Katie's Shape be this square?</p> <div style="text-align: center; margin-top: 10px;">  </div>	

Lesson 4:

LI: To solve problems

Context: Application


- **Read** through the question carefully
- **Answer** the question
- **Review** your answer



Key Vocabulary:

2D, 3D, Angles, Acute, Obtuse, Right Angle, Symmetry, Quadrilateral

1.



I know the angle is not obtuse.

Teddy

I know the angle is acute.

Alex

I think the angle is roughly 45° .

Whitney

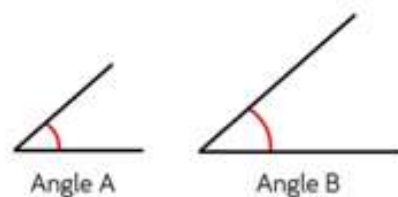
Who is correct?
Explain your reasons.

2.

Find the sum of the largest acute angle and the smallest obtuse angle in this list:

12° 98° 87° 179° 90°
5°

3.



Angle B is bigger than Angle A because it has longer sides.

Do you agree with Ron? Explain your thinking.

Can you explain what knowledge you needed in order to achieve the LI of solving the problems today.



LI – To write an informative text

Context: **Non-chronological report**

STS:

- **Recall** key information related to the text.
- **Plan** and structure the information under relevant sub-headings.
- **Write** an informative text.



Over the next three days you will be writing your own non-chronological reports on mountain gorillas. Use your facts and statistics that you gathered in the prior lessons to do this.

Do only two paragraphs a day!

Look at the following English model to help you - Notice all of the features that are highlighted:

Mountain Gorillas - The Gentle Giants

Mountain Gorillas live in the high mountains of Rwanda, Central Africa. They travel in packs of 30 or less and they are an endangered species. Just like humans, gorillas have 10 fingers and 10 toes, as well as forward looking eyes, however they have significantly larger nostrils. They are very intelligent animals and have clever ways of finding food by using tools that they have created. They have an average life expectancy between 35-50 years depending on if they are in the wild or in captivity. In addition to this, they are our closest relatives - sharing almost 98% of the same DNA as humans!

Mountain Gorillas in their natural habitat

As their name implies, mountain gorillas live in forests high in the mountains, at elevations of 8,000 to 13,000 feet. They have thicker fur, and more of it, compared to other great apes. The fur helps them to survive in a habitat where temperatures often drop below freezing. But as humans have moved more and more into the gorillas' territory, the gorillas have been pushed further up into the mountains for longer periods, forcing them to endure dangerous and sometimes deadly conditions.

Enclosures

Mountain Gorillas are endangered - There are less than 1000 remaining in the wild. As a result, by placing them in captivity -such as zoos- people have the chance to marvel at these magnificent animals and understand the need for conservation. On average, it has been recorded that gorillas live longer in captivity than in the wild because they are supplied with constant food and do not have the threat of predators. However, many people oppose this view and believe they should remain in their natural habitats in the wild.

The diet of a Mountain Gorilla

Gorillas are mainly herbivorous (vegetarian) which means that they eat lots of different food such as; leaves, vines, bamboo, plant shoots, string nettles and tree bark. In addition to this, they also eat small insects and termites. Gorillas will often obtain sufficient water from the plants they eat but will drink from mountain streams and rivers when necessary.

Behaviours

Gorillas are often very docile, playful and unaggressive towards other species of animal (including humans), unless they feel threatened. The silverback leads the pack (known as a troop) patrolling, providing and protecting his family from danger. They will often communicate with one another by using gestures, body postures as well as their scents. For example, a gorilla will beat its chest like a drum as a display of dominance. Males will often do this to intimidate rival males so that they can assert themselves as the Alpha mate within their troops.

Did you know?

- Gorillas have hands and feet like humans including opposable thumbs and big toes.
- Some gorillas in captivity have learned to use sign language to communicate with humans.
- Gorillas live in small groups called troops or bands. In each troop there is one dominant male Silverback, some female gorillas, and their offspring.
- Gorillas live around 35 years. They can live longer, up to 50 years, in captivity.
- They are highly intelligent and have now been observed using tools in the wild.

How can we help?

These gentle giants may be endangered, but we as humans have the power to care for them and help them thrive again. To help support gorillas we need to ensure that you firstly keep your own distance from gorillas, especially if sick. In addition to this, a great way to help out is by either starting a fundraiser, or donating money to give to an organisation that will help to care for gorillas. The companies aim to conserve gorillas in the wild, care for gorillas in captivity and try to aid the process of repopulating.

Glossary


Conservation - prevention of wasteful use of a resource.

Habitat - the natural home or environment of an animal, plant, or other organism.

Species - a group of living organisms consisting of similar individuals.

Endangered - (of a species) seriously at risk of extinction.

Lesson 4

<p>LI – To assess and edit a piece of writing.</p> <p>STS:</p> <p>Read a range of informative texts.</p> <p>Identify and highlight errors.</p> <p>Confer with partners to agree on a solution.</p> <p>Suggest improvements to the writers.</p>	
--	--

Take this lesson as an opportunity to review and edit your work. Check for the following criteria:

- Spelling
- punctuation
- Grammar
- Try to up-level words and sentences.
- Ensure you have used a range of features (parenthesis, bullet points, facts and statistics.
- Ensure you have not used any opinions - This is an informative text!

Global – Lesson 1

LI: To explore sustainable practices

Context: Sustainable farming

STS:

Investigate sustainable farming practices.

Discuss the importance of sustainable farming practices on the environment, animals, and people.

Create a leaflet highlighting one or more factors that can promote sustainable farming.



Today, you will be investigating sustainable farming practices and create a leaflet to highlight one or more factors that promote sustainable farming.

Increasing food sustainability

Increasing food supplies without damaging the environment is a challenge. **Permaculture** is farming in a sustainable and self-sufficient manner.

Organic farming

Organic farming uses natural methods to grow foods. This means using organic fertilisers and pesticides, such as **animal slurry** and natural predators and no artificial fertilisers or pesticides. Yields from organic crops are initially low, but they increase over time until they are in line with inorganic crops. Organic farming is environmentally sustainable because it doesn't pollute the environment.

Urban farming initiatives

Urban farming involves growing food using space in and around cities. Urbanisation has led to a reduction in farmland and so urban farming helps to alleviate this problem. Urban farming plots can produce more food than equivalent areas of farmland. It also helps to reduce **food miles**, which is better for the environment.

Sustainable fish and meat

Modern fishing techniques use large nets. This often wipes out whole fish populations and many fish are trapped by accident. These are called bycatches. Sustainable fishing involves catching fewer fish. Better net designs and a return to traditional fishing methods are examples of sustainable fishing.

Meat production is resource-heavy. 6.5 kg of grain and over 13,000 litres of water are needed to rear every kilogram of beef. Feeding grain to cattle reduces the time it takes them to grow, but means there is less grain for people to eat. Sustainable meat production involves using grass as animal feed.

Seasonal food consumption

In the past, people ate food that was in season, eg cabbages during the winter and salad crops during the summer. Food is now available out of season thanks to heated greenhouses to produce it in the UK and cold storage to transport it to the UK. Seasonal food consumption reduces food miles and electricity use.

Reduction of food waste

Developed nations waste a lot of food. Buying only the food that is needed is more sustainable as there is more food left to feed others.



Additional resources:

- Water conservation: <https://www.youtube.com/watch?v=G6d4PkEEyC0>
- Biodiversity: <https://www.youtube.com/watch?v=oz1DYSdlfV8>
- Conservation Tillage & soil health: <https://www.youtube.com/watch?v=eCPkMWzkgvc>
- Organic farming: <https://www.youtube.com/watch?v=8AH-PBfvOdM>
- Urban farming: <https://www.youtube.com/watch?v=JbB2Mqp2Lzw>
- Fairtrade: : <https://www.youtube.com/watch?v=i2em5C5pJtw&t=7s>

Use the leaflet template below to create your leaflet:

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Key Vocabulary:

sustainability
recycling
fertilisers

environmental footprint
organic
pesticides

irrigation
biodiversity
fair trade

Reflection:

In your opinion, which sustainable farming method has the most positive effect on the environment?

In my opinion, the farming method that has the most positive impact on the environment is ... because

Lesson 2
L1: To make connections with your own experiences

Context: Recycling



Be a waste watcher by monitoring the food that is thrown away at home over the next week and record your findings in the table below:

Food waste log

Day of the week	Type of food	Avoidable waste	Unavoidable waste
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

After you have monitored the food waste in your home, answer the following questions:

What are the common types of food waste to be thrown away?

From monitoring food waste, I found the most common types of food to be thrown away are....

What are the causes of food waste?

Usually, the causes of food waste are from

Read the following information, and reflect on the impact that food waste has on the environment and ways to reduce food waste in the future.

Tackling food waste



One third of the food we produce is thrown away before it is eaten. That's an entire meal's worth of food every single day.

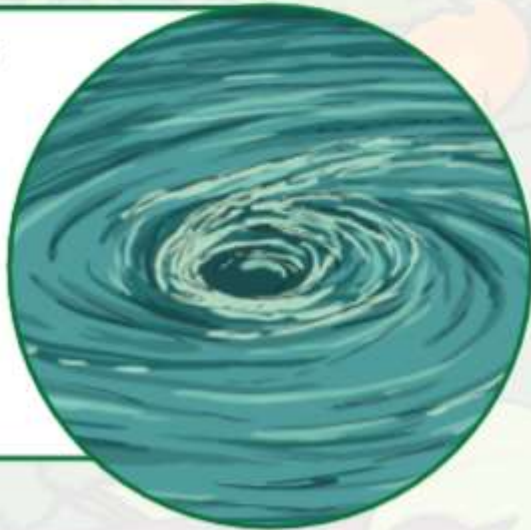
There are many 'costs' associated with wasting food:

- Wasted energy from the growing, transporting, storing and preparing of food
- Wasted cost of buying food
- Wasted nutritional value of not eating good food
- Wasted money spent clearing away the food waste

Why Is Food Waste a Problem?

There are many reasons why food waste is a problem:

The production of food uses a great deal of water. Food requires a lot of water to grow and produce it. By wasting food, we are wasting water supplies. It takes 100 buckets of water to grow the crops used to make one loaf of bread and 54 buckets of water to produce one chicken. When food is wasted, this means water has been used unnecessarily.



Food Waste and the Environment

Food waste is bad for the planet.

Wasted food is often sent to landfill, where it rots and releases methane into the environment. Methane is a greenhouse gas.

Large amounts of land are needed to produce food. Wasted food means wasted land.



Producing, transporting and cooking food uses fuel. Burning fuel releases greenhouse gases, such as carbon dioxide, which contribute to climate change. When food is wasted, these greenhouse gases are unnecessarily released into the atmosphere.

Did You Know...?

If the UK stopped wasting food, 17 million less tonnes of carbon dioxide would be released into the atmosphere. This is the equivalent of there being a fifth less cars in the UK.

Why Is Food Waste a Problem

The problem of food waste is worse when the issue of world hunger is considered.

- Although enough food is produced for every single person, 815 million people in the world don't have enough to eat.
- 66 million primary school-aged children go to school hungry each day.
- 3.1 million children under the age of five die each year because of a lack of food.
- Around a quarter of all people in Sub-Saharan Africa are hungry every day.
- Around 40% of children under the age of five in India are underweight due to lack of food.



We shouldn't waste food if we have it.

How Can We End Food Waste?



Having a good idea of how long food lasts is a good way to stop food waste. 'Used By' means food must be eaten by the date on the label. The 'Best Before' label means food is better before the date stated but is still safe to eat afterwards. Try not to throw food away just because it's past its 'Best Before' date.

Leftover food can be used in all kinds of ways. A loaf of bread that is going a bit stale can be used to make breadcrumbs. Vegetables that are a bit past their best can be ingredients in a tasty soup.



How Can We End Food Waste?



In lots of areas, homes are given little recycling bins called a caddy. Scraps of left over food, vegetable peel and egg shells are put in the caddy. On recycling collection days, the scraps are taken to the recycling centre.



There are apps that help you use up leftover food. Some of these apps are for people who grown their own vegetables; they can let others know they have spare vegetables. Other apps let you order leftover food from restaurants. Charities that make food for the homeless can use apps to find out which supermarkets have extra food they can use. There's also an app where you can enter in all your food that needs using up soon and it will make a recipe for you.

Food Waste and the Environment

Composting

Leftover food can be put in a composting bin. When mixed with bits of wood, cardboard, dead leaves and other things, the food eventually breaks down and turns into compost. Compost can be used to help plants grow well.



Only Buy What You Need

If people plan what they are going to eat each week and only buy the food that they need, less food is wasted.



Food Storage

Check how fresh food should be stored to help it last longer.



Reflection:



THE BIG QUESTION

1. What are your top tips on reducing food waste at school and at home?
2. Why is it important to reduce food waste?

<https://www.bbc.co.uk/news/av/uk-scotland-14913274>

Science

LI: To recognise environment changes and dangers to living things.

STS:

- To use secondary sources to research changes on the environment.
- To discuss and form an opinion of the human impact on the environment.
- To analyse existing campaign videos.
- Create an impactful campaign video on how to protect our environment.



Have a look at the question below and discuss your answer that you write with an adult or sibling at home. Why do you think that? Do you have any evidence?

David says:



“Humans are having a positive impact on the environment”.



Sentence stems:

I appreciate David's opinion, however I disagree with David because...

I agree with the point that David has made because...

Not only do I agree with David's point, but I would like to build on his statement because...

For today's lesson, we will be researching the following Big Question:



How can people change the environment in both good and bad ways?

You need to research the positive and negative things that are impacting our environment. Think about the following things our world is facing and the effects it has on living things and their habitats- including humans. You can research through watching the news, interviewing family members in your home and virtually, using the internet and books you may have at home.

Write your findings under the headings positive impacts and negative impacts.

Pollution
Recycling
Deforestation
Urban development
Global warming
Factory farming

RE

LI: To demonstrate acts which protect and care for living things.

Context: Humanism

STS:

- To understand that not everyone has the same beliefs.
- Discuss humanism and their beliefs.
- To apply skills to activities that have a positive impact on the environment.



Today we are going to continue the task from last week. Complete any activities you didn't get to try. If you have finished, think about what other tasks you could do that represent the beliefs of Humanism.

Activity 1= Poster making, asking parents not to park outside of the school.



What are the health and safety risks of parking outside of the gate?

Drive Safe - Park Safe - Be Safe

Problems with Parking...

- Cars parked outside the school gate can block the way for children to get to school.
- Cars parked outside the school gate can be a fire hazard.
- Cars parked outside the school gate can be a security risk.
- Cars parked outside the school gate can be a nuisance to the community.
- Cars parked outside the school gate can be a health and safety risk.

Use these examples to help you.

Activity 2= Create origami using only scrap paper.



Why is it better to use scrap paper instead of fresh paper where we can?



How else can we make use of scrap paper?

Find your favourite origami online to follow. Use scrap paper for this activity.

Activity 3= Using any recycled items, create a bird feeder for our nature garden.



What effect are we having on our environment by creating a DIY bird feeder?



Once you have completed your bird feeder, fill it with bird seeds and place it outside.

When you finish the activities, complete the reflection below. Use the sentence stems to reflect on the link between today's lesson and our current global theme in year 4.

Reflection:

How do you think humanism links to our global theme 'sustainable development'?

I believe humanism links to sustainable development because... we showed this in activity... when...



Art

LI: To create [observational](#) art in the [style](#) of an artist.

This week, we will continue to work on our final outcome.



Now that we have an outline of our final outcome, we need to now add charcoal and white chalk to add highlights and contour to our image so that it looks more realistic. If you do not have these tools at home, either collect them from your school or use a black biro.

