



St Mary's CE Primary School

Junior Home Learning Guidance for

Year Four

Week Commencing Monday 11th May

A few reminders...

- 1) Home learning will appear on a weekly basis, with a day-by-day slide outlining suggested learning activities.
- 2) Remember: all logins, passwords and usernames are in your child's GREEN READING RECORD
- 3) Your child has brought home a new exercise book for any recording they may need to complete.
- 4) We urge you and your child to try and complete work that is set in order to minimise disruption to your child's education at this difficult time.
- 5) Please regularly visit <https://www.stmaryscecrompton.oldham.sch.uk/> and look at the TWITTER link for updates. Your child's class pages can be found under the drop-down from the 'learning' tab. Updates and Powerpoints will appear there for reference.
- 6) All spelling lists are on the class pages for reference and use.
- 7) Children should aim to produce best quality work for each task, focusing on their spelling, punctuation, grammar and presentation, as if they were in school.
- 8) MYMATHS – the online lesson needs to be completed before completing the homework section as this will teach them how to complete the task. My maths homework should be repeated until your child achieves 75% or higher in their score.

Our Science topics this term are:

Where do I fit in?

Who should I be afraid of?

- See the following slide for our Knowledge Mat
- Can you remember and explain the key vocabulary ?
- Can you talk about your sticky knowledge ?



Year 4: Living Things and Their Habitats and Animals Including Humans- Knowledge Mat (Biology)

Where do I fit in? Who should I be afraid of?

Subject specific vocabulary

Carnivore	An animal that eats meat
vertebrates	A vertebrate is an animal that has a backbone.
invertebrate	An invertebrate animal does not have a backbone and 97% of creatures belong to this group. (e.g Insect, worm, octopus)
species	This is the grouping together of similar species of plant, animal and other organisms.
Classification Key	A system which divides things into groups or types.
Criteria	A factor on which something is judged
Food Chain	A series of living things that are linked to each-other because each thing feeds on the one next to it in the series.
Habitat	The natural environment in which an animal or plant normally lives or grows.
Biomes	A natural area of vegetation and animals
Herbivore	An animal that eats only plants
Omnivore	A person or animal that eats all kinds of food, including meat and plants.
Prey	an animal being hunted, caught, and eaten by another animal.
Predator	an animal that hunts other animals for food. Cats are important predators on farms, where they kill destructive rodents.
Producer	A plant is a producer because it makes its own food.
Consumer	Something that consumes something like a cow consumes the grass.
Organism	A living thing

Diagrams

• A **classification key** is a tool that is used to group living things to help us identify them.



Interesting & Important facts

How can living things be grouped?

• All living things, which can also be called **organisms**, have to do certain things to stay alive. These are the **life processes**:

- movement
- respiration
- sensitivity
- growth
- reproduction
- excretion
- nutrition



Sticky Knowledge

☐ Know that **Living things** can be grouped in a variety of ways according to different **criteria** (where they live, what type of organism they are, what features they have). For example, a camel can belong in a group of vertebrates, a group of animals that live in the desert, and a group of animals that have four legs. Give reasons for classifying plants and animals based on specific characteristics.

☐ Know how to use a classification key to group, identify and name a variety of living things in their local and wider environment.

☐ Know how and why environments can change and how those changes can endanger living things. E.g: How a drought or the building of a new road can effect the creatures within a food chain.

☐ Know how to construct and interpret food chains.

☐ Know the terms producers, predators and prey and can identify them within a food chain.

Year Four

MONDAY 11th MAY

1) Read for a minimum of **30 minutes**.

Be sure to record it in your reading record, with any new or interesting words.

2) SPAG.COM test on '**Standard English**' to complete online.

3) Begin to learn spellings for the week – summer term group 4

4) Maths - Watch the video '**Order decimals**' on White Rose Home Learning – Year 4 – Summer Term Week 1 – Lesson 4

<https://whiterosemaths.com/homelearning/year-4/>

Download and complete in your additional learning book. The answers are also available so you can mark your work with an adult.

5) Spend 15 mins today on Time Tables Rockstars – aim to improve on your last score!

6) Science topic task to complete over the week.

<https://www.bbc.co.uk/bitesize/topics/zbnnb9q>

Watch the 2 of the 5 learner guides on BBC Bitesize. See the link above.

First watch 'What is a food chain?' and 'How do eco systems work?'

Complete the two activities that follow them.

Next watch the other 3 learner guides. (Food change challenge – Savannah, Tundra and woodland) Complete the online interactive activities that follow them. Try to make as many as many food chains as you can. Record them in your additional learning book.

Year Four

TUESDAY 12th MAY

- 1) Read for a minimum of **30 minutes**. Be sure to record it in your reading record, plus any new or interesting words.
- 2) Reading Comprehension – see next slide. Answer in additional learning books.
- 3) Maths - Watch the video '**Round decimals**' on White Rose Home Learning – Year 4 – Summer Term Week 2 – Lesson 1
<https://whiterosemaths.com/homelearning/year-4/>
Download and complete in your additional learning book. The answers are also available so you can mark your work with an adult.
- 4) Spend 15 mins today on Time Tables Rockstars – aim to improve on your last score!
- 5) Watch the power point on the class page entitled '**Food Chain Power Point**' and answer the questions on it. Use the information and your knowledge from yesterday, to help you to complete the food chain closed procedure and activities, on the slide below the comprehension. Complete the work on the sheet or write in your additional learning book.

Monarch Butterfly

The monarch is an incredible butterfly. Each year, this brightly-coloured insect spends the spring and summer months munching on milkweed leaves and drinking nectar from flowers in North America. When autumn comes and the weather turns cold, it travels thousands of miles south to Mexico. It then spends the entire winter hibernating; only to wake up in the spring to travel all the way back again!

Migration

The monarch migrates further than any other butterfly. What's even more amazing is that it takes four generations of monarchs for this to happen – the creatures only live for a few months. That means it will take a monarch butterfly's great grandchild to complete the entire journey over the year! How they know how to do this has baffled scientists for years!



Milkweed

Milkweed is the only plant monarchs eat when they are caterpillars and they don't grow in the forests of Mexico. That's why it's important for the butterfly to fly back north to USA and Canada where there's lots of it. The monarch will then lay its eggs on the underside of milkweed leaves. Once the caterpillar hatches, it gorges on the tasty green leaves for about two weeks. It then connects itself to a twig or a leaf and forms a chrysalis. That's when its amazing transformation into a butterfly begins.

1. Where do monarch butterflies spend the winter?

2. Why is it important for the monarch to fly back north to USA and Canada when it's spring?

3. 'Once the caterpillar hatches, it gorges on the tasty green leaves...'.
What does it mean by 'gorges'?

4. What makes the monarch butterfly so 'incredible' and 'amazing'? Think of at least three reasons.

Food Chains

Use these words to complete the text below.

omnivores sun carnivores birds
vertebrates shellfish backbone plants
herbivores consumers reproduce

Animals are divided into two groups: invertebrates and _____, Vertebrates are animals that have a _____ or a spine. Vertebrates include: fish, mammals, _____, amphibians and reptiles. Invertebrates do not have a backbone; two examples of invertebrates are worms and _____.

There are four main life processes that all living things do; these are move, _____, grow and take nutrition. All living things are part of the food chain; at the bottom of the food chain are the producers: these are always _____. Plants get their energy from the _____. All other living things either eat plants or eat something that eats plants, they are called _____. Animals that only eat plants are called _____. Animals that eat other animals are called _____. Animals that eat plants and animals are called omnivores. Humans are _____.

Food Chains

Key words - try and learn the spelling of these words.

prey habitat predator vertebrates
backbone nutrition herbivores
reproduction reproduce omnivore

Complete the food chain.

cabbage → caterpillar → bird → _____

Match up the animal to its characteristic.

Whale

Is an amphibian; lays eggs in shallow pools of water.

Cat

Lives in the sea and uses gills to breathe in water. It lays eggs.

Frog

Is a predator: eats other small animals like mice and birds.

Fish

Lives in the sea, but comes to the surface to breathe. It gives birth to live young.

Year Four

WEDNESDAY 13th MAY

- 1) Read for a minimum of **30 minutes**. Be sure to record it in your reading record, plus any new or interesting words.
- 2) Spelling task: without looking back, list all your 15 group 1 spellings. Now write them in compound or complex sentences in your additional learning book. Check them with the list and self-mark / correct or ask an adult.
- 3) Maths - Watch the video '**Halves and quarters**' on White Rose Home Learning – Year 4 – Summer Term Week 2 – Lesson 2
<https://whiterosemaths.com/homelearning/year-4/>
Download and complete in your additional learning book. The answers are also available so you can mark your work with an adult.
- 4) Spend 15 mins today on Time Tables Rockstars – aim to improve on your last score!
- 5) Test yourself about your knowledge of food chains using the power point on the class page entitled '**Science Food Chain Power Point Quiz.**'

Next - Match the vocabulary to its definition. Using the examples on the following slide. Write them in your additional learning book to create a glossary of terms.

Finally - Create a poster that tells you all about food chains and contains the key vocabulary that you need to remember. You might draw a food chain in the middle and label it with the terms producer, consumer, predator, prey, carnivore, herbivore and omnivore.

Food Chain Vocabulary and Definition Cards

Herbivores	A green plant that produces its own food
Carnivores	An animals that eats plants and animals
Omnivores	Eat plants and / or animals
Producers / Autotrophs	An animal that eats plants
Consumers	Animals that predators feed on
Predators	An animal that eats other animals
Prey	Animals that kill for food

Year Four

THURSDAY 14th MAY

1) Read for a minimum of **30 minutes**. Be sure to record it in your reading record, plus any new or interesting words.

2) Writing task – Visit pobble 365 - <https://www.pobble365.com/the-magic-tree>

Look at the image of the magic tree:

The tree was all that remained. A solitary figure, it stood there in defiance of the destruction surrounding it. The bark had begun to peel away, one piece at a time, joining the wreckage of other trees that lay scattered across the scorched earth.

This tree was different to the other trees. It contained magic. It contained hope...

Can you continue the story? What is so different about this tree? What has happened to the other trees around it?

Remember to use your Year 4 targets (adjectives, fronted adverbials, time openers, speech, compound and complex sentences).

3) Maths - Watch the video '**Pounds and pence**' on White Rose Home Learning – Year 4 – Summer Term Week 2 – Lesson 3

<https://whiterosemaths.com/homelearning/year-4/>

Download and complete in your additional learning book. The answers are also available so you can mark your work with an adult

4) Spend 15 mins today on Time Tables Rockstars – aim to improve on your last score!

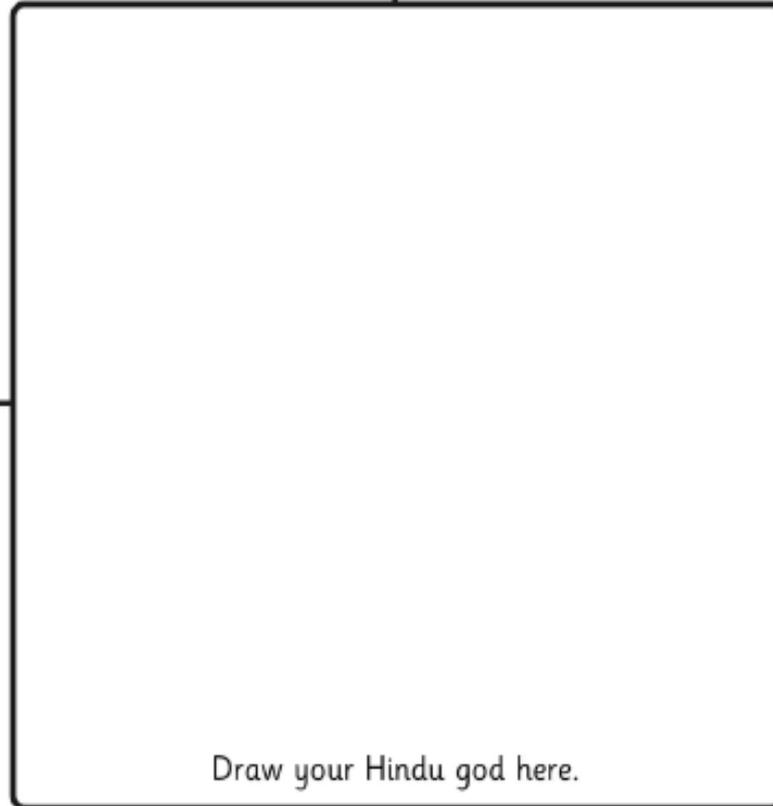
5) R.E. - Please look at the two power-points on the class page entitled: Hindu Gods and Goddesses and Hindu Gods Information. Think about the qualities of each God, and about the help that we might need from a God today. Design your Hindu God, to help us get through these unusual times. You can print the sheet off or draw it in your additional learning book. Don't forget to underline each heading and present it beautifully. You might want to consider some of the values that Christianity and Hinduism share, like hope, love, courage, compassion and perseverance.

Hindu God Worksheet

Name: Date:

What does your Hindu god look like?

What are the powers of your Hindu god?



Draw your Hindu god here.

What do they look after?

Is your god evil or good? What do they like doing?

Year Four

FRIDAY 15th MAY

- 1) Read for a minimum of **30 minutes**. Be sure to record it in your reading record, plus any new or interesting words.
- 2) Test yourself on the group 1 spellings set earlier this week. No cheating!
- 3) Spend 15 mins today on Time Tables Rockstars – aim to improve on your last score!
- 4) Maths - Watch the video '**Ordering money**' on White Rose Home Learning – Year 4 – Summer Term Week 2 – Lesson 4
<https://whiterosemaths.com/homelearning/year-4/>
Download and complete in your additional learning book. The answers are also available so you can mark your work with an adult
- 5) Enjoy some exercise and relaxation by taking part in a Harry Potter themed Cosmic Kids Yoga session. Ask an adult to help you find the video on Youtube: <https://www.youtube.com/watch?v=R-BS87NTV5I>
- 6) Get creative. Look at the images of different animals on the following slide. Thinking back to the artist, Franz Marc, that you studied last week, choose a picture of an animal or find one of your own. Now, recreate this animal in the style of Franz Marc, using bright colours and geometric shapes and angles. You can use any art materials that you like, to add a splash of colour. There are a couple of his art works, at the bottom of the page, to help you.

We hope you and your families are keeping well and enjoying the sunshine. We hope to see you soon.

Take care & stay safe,

Mrs Burke and Mrs Booth

Franz Marc

