

Hello Year 4,

We hope you and your families are continuing to stay safe and well. Besides engaging with home learning activities, take time to relax and enjoy things that you like to do too! We hope you enjoyed the VE day activities and celebrated this special day at home.

We also hope you played your instrument on your doorstep on Thursday. Mr Guest played his piano, which just happens to be by his front door. Don't worry if you made any mistakes - just keep practising with the lessons provided by Mrs Kennedy and Mr Henton this week.

This week's home learning is in a similar format to what you're used to by now. You will have some daily tasks, which you can work on in any order but remember to work just as neatly and just as hard as you would at school. Answers can be found at the end of the PowerPoint (no cheating though!) so that you can self-mark.

This week we have gone back to the usual daily routine, so as well as English and Maths, there will be topic work on 'When in Rome...' and Science, PSHE, Music, French and Art tasks. There is also a life experience menu on the following slide which you can choose from as the things on there are learning also-if you're finding a daily task too tricky, don't get stressed about it; you can choose from the life experience menu instead! Do your best. Keep going! You're all amazing!

Best wishes,
Miss Adams, Miss Willams, Mr Guest & Mrs Layton-Boffey.



Life experience menu

In the table below you will find a range of experiences that once you know how to do them you will be set you up for life-they will come in handy as you get older. Try to find some time to tick some of them off over the next week or so. You might do these if you've tried a daily activity but it's too tricky for you. **You must ask an adult in your house before you do them.** They will, quite rightly, want to supervise you doing some of them, especially those in pink. They may also say no to some of them and that too is fine-their answer is final-there will be others you can do!

Know your full name, date of birth and address.	Safely peel and chop vegetables.	Make your bed or go one step further and change the bed linen.	Learn to tie shoelaces (if you can't already)	Learn to fold clothes ready to be put away.	Understand what to do in an emergency situation.
Bake a cake/cupcakes.	Change the toilet roll each time it runs out.	Set the table (if you have one)for dinner and be a waiter or waitress for your family.	Tell your parent/carer 3 things you like about them.	Hang clothes on a clothes hanger.	Carry out a random act of kindness.
Make breakfast.	Sew on a button.	Learn how to tell the time, in both analogue and digital, if you don't already know how to.	Learn how to tie a tie (which doesn't have elastic on it). You may need to ask an adult to borrow one of theirs.	Safely iron a pillowcase and put it on.	Learn how to use a mop or vacuum cleaner.
Do the washing up/load the dishwasher (if you have one).	Plan the weekly shop.	Learn how to change a battery e.g. in the TV remote.	Do or say something kind to someone in your house.	Sort clothes ready to be washed and learn how to use the washing machine (if you have one).	Use some items from your kitchen cupboards and label them up with prices (you may want to research accurate prices) and work out how much it would cost to buy them. How much change would you get from £10 or £20?
Learn your name in sign language (YouTube may help).	Learn to weed the garden (if you have one).	Plant it. Grow it. Eat it.	Send an email.	Make a healthy meal.	Learn 5 basic phrases in another language (Google Translate may help).

Monday 11th May
Daily Activities

Daily Physical Exercise

<https://www.bbc.co.uk/teach/superheroes/ks2-maths-handling-money-and-giving-change-with-the-next-step/zjr6kmn>



BBC



Reading at home

You should still be aiming to read for *at least 20 minutes everyday*.

Remember, you can now take Accelerated Reader quizzes from home by using this link [Howley Grange Renaissance at home](#) and logging on as usual using your username and password.

To check that the book you are reading has a quiz, you can check it using on [Accelerated Reader Bookfinder](#). It's okay to read books which haven't got a quiz - just keep a record of what you have read.

Keep reading and exploring new worlds and adventures!

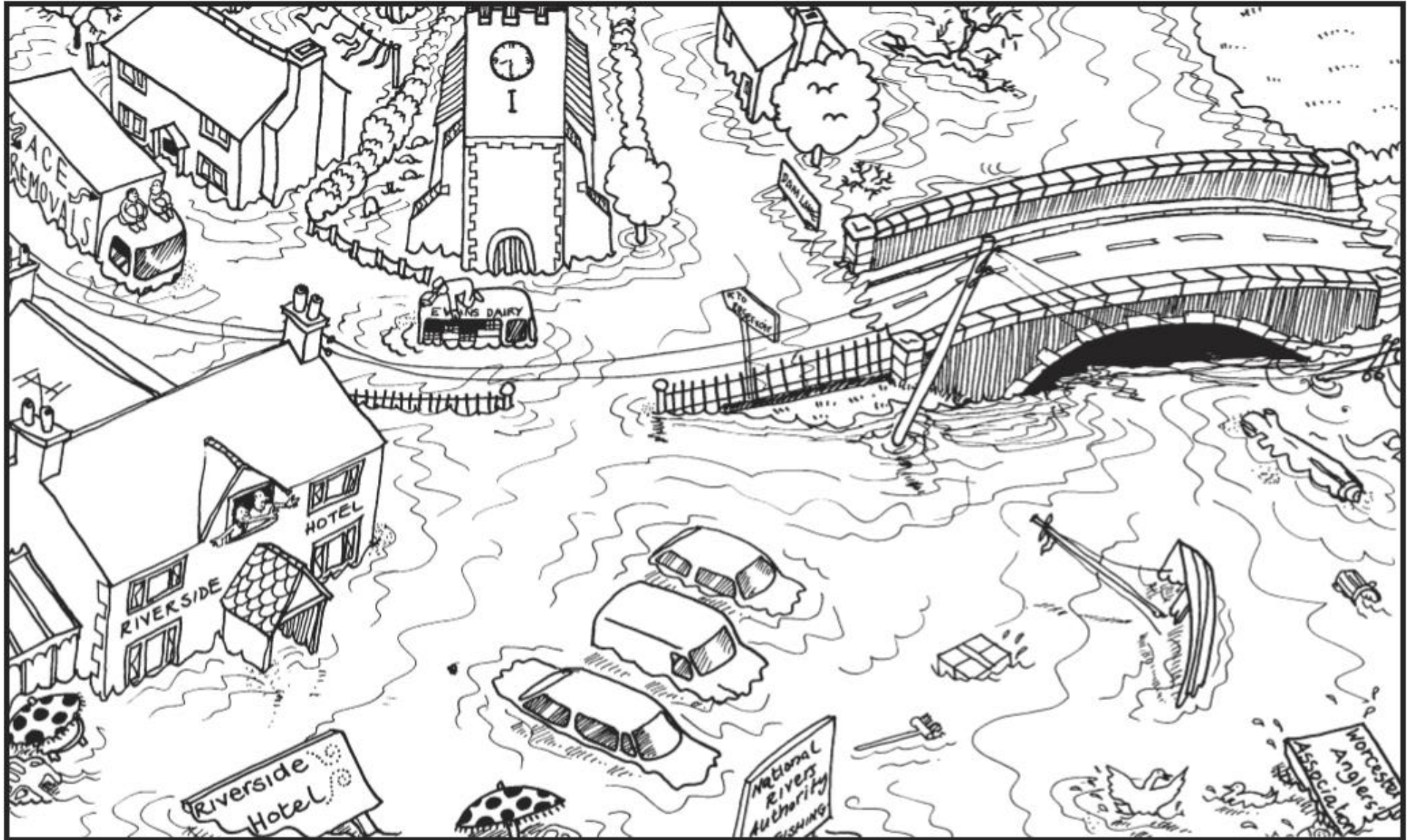
English



W.A.L.T: explain our understanding of what we have read.

- If you're often 1 star, in English, or you have attempted the comprehension: Persuasive letter: Whales in Captivity and found it too tricky, try this instead.
- Look carefully at the picture on the following slide (you don't have to print it out-but can and can colour it if you want to) and answer the questions that follow it.
- We don't expect you all to do this. We know some of you will be familiar with them as you've done them in school before and it's mainly those children that have done them before that we'd like to do it.

6. _____ Water, water, everywhere! _____



6. Water, water, everywhere! A. Questions

- Where is it?
Is it in a town?
Is it in the country?
- What has happened?
Is it a flood?
Is it an earthquake?
Is it a hurricane?
- What time of day do you think it is?
Is it morning?
Is it afternoon?
Is it evening?
- What buildings are in the picture?
a church a hotel a factory
a school a house a shop
- Before the flood, what would you have seen between the hotel and the river?
Would it be a car park?
Would it be a football pitch?
Would it be a duck pond?
- To whom do the cars belong?
Do they belong to local people?
Do they belong to people staying at the hotel?
Do they belong to people going to church?
- Is the road under water?
Yes
No
- Who or what seem to be enjoying the flood?
Is it the people on the roof?
Is it the milkman?
Is it the ducks?
- What is the likely cause of the flood?
Is it rain?
Is it a burst water pipe?
Is it a burst dam?



W.A.L.T: explain our understanding of what we have read.

W.I.L.F:

- Read the persuasive letter on the following slide before answering the questions to show you understand the text.
- Remember you can look back at the text and scan it to find your answers-you do not need to answer the questions from memory.
- You do not need to print out the text unless you wish to read it using a tracker or highlight it.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Persuasive letter – Whales in captivity

14 Dunbar Drive
Earley
Reading
Berkshire
RG5 4HA

Date: 12/01/2014
Re: Killer whales in captivity

Dear Sea Parks,

I am writing to complain about your policy of keeping killer whales in captivity for entertainment purposes at your venues. I strongly feel that you are not only breaching the most basic of animal rights by keeping the whales in your pools but also believe that you are harming them in the process too.

Killer whales are very large animals that, by their very nature, need vast room to swim and hunt within. It is a well-known fact that they can swim up to 100 miles a day whilst in the wild and I believe that you are restricting this instinct by holding them in small pools at your parks. Surely it must frustrate the whales and cause them stress being held in captivity like this.

In my opinion, making the whales perform to audiences on a daily basis is a cruel practice and one that you should be deeply ashamed about. Killer whales were not born to perform and should not need to be bribed to do the tricks that you ask of them. Would you enjoy being made to perform for food on a daily basis? Would this not be humiliating? I ask that you think carefully about the impact that these shows have on the whales' lives and put yourself in their shoes for a moment or two to consider how they must be feeling every single day.

Finally, I was shocked to find out recently that whales living in captivity typically live shorter lives than those in the wild. How do you feel knowing that you are responsible for this? It is not right that you are allowed to be involved in affecting the whales' lengths of life in this way.

In summary, I believe that you need to stop your shameful practice and release the whales back into the wild as soon as possible. It is outrageous that you have been allowed to get away with this for such a long time and I will do all I can to help ensure the safe release of the whales back into their natural habitat.



Jenny Pierce

Persuasive letter-Whales in Captivity: Questions

R	Who has written the letter?
S	What is the letter about? Can you sum it up in less than 10 words?
I	Where does Jenny Pierce live?
R/V	What type of letter is this? Choose from one of the following: a letter of apology, invitation, complaint or a letter of thanks.
R	According to the letter, how many miles can Killer Whales swim in a day in the wild?
V	What does the word captivity mean?
I/V/E	What do you think is meant by the phrase 'put yourself in their shoes...'?
R/E/I	What does the writer want Sea Parks to do after reading the letter?

Persuasive letter-Whales in Captivity: Questions

V	<u>Find and copy</u> an example of a rhetorical question used by the writer.
R/E	Explain two reasons why Jenny thinks that whales <u>should not</u> be kept in captivity.

Maths



- Aim to spend 15 minutes playing on TT Rock Stars. If you are unable to access TT Rockstars online, work through the paper booklet you were given.

10-4-10

Complete in the same way as we do in school. Aim to complete as many questions as you can in 10 minutes. Miss them out if you're spending too long thinking about how to tackle them. You don't need to write the question. Only show your workings if you need to. You should use the squares in your Maths homework book as this will help you set out any written methods.

1. $\underline{\quad} \div 6 = 4$

2. $\underline{\quad} \div 1 = 11$

3. $\underline{\quad} + 100 + \underline{\quad} + 4 = 7,124$

4. $9,000 + \underline{\quad} + \underline{\quad} + 1 = 9,211$

5. $10 \times 47 =$

6. $17 \times 100 =$

7. $\underline{\quad} \times 8 = 2 \times 48$

8. $5,783 + 3,875 =$

9. $4,914 + 199 =$

10. $7,033 - 378 =$

Extension

11. $3 \times 9 = \underline{\quad} + 7$

12. $100 \div \underline{\quad} = 10 \times 2.5$

13. $\underline{\quad} + 973 = 2,000$

14. $9502 - \underline{\quad} = 7,000$

15. $46.3 + \underline{\quad} = 60$

16. $61.1 - \underline{\quad} = 42$

17. $7 - \text{two thirds} =$

18. $8 - \text{three fifths} =$

19. Name the factors of 42.

20. $18.7 + \underline{\quad} = 100$

Just checking you still can...

W.A.L.T: accurately tell the time.

•In year 3, you will have begun learning how to tell the time but that was a long time ago and we're just checking you still can before we move on. Don't worry if you can't, now's your chance to learn.

•You should click and follow the following link:

<https://www.bbc.co.uk/bitesize/topics/zhk82hv/articles/zcmdwxs> (which will take you to BBC Bitesize home learning).

Once you reach the website you should see: **How to tell the time.**

Click and watch the short video and then scroll down to and click the next image, where you will be able to interact with the computer to practise telling the time.

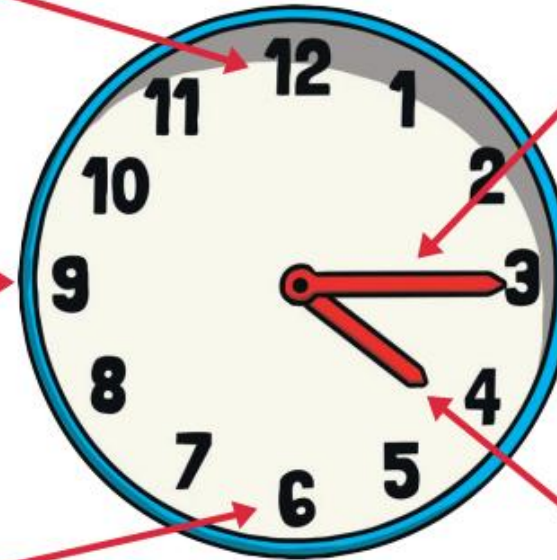
•The next few slides are for you to look at to remind you what you covered in year 3. There are some clocks showing various times to get you thinking-you can write down the answers to these but you don't have to. Once you've looked at them (some of you will only need to flick through them where others will need to spend much longer reminding themselves-this is fine) there will be some starred worksheets for you to have a go at. Start with the star you often start on, in maths, and then you can always continue on if you feel confident but do not pressure yourself to.

Telling the Time

O'Clock
A new hour begins when the minute hand points to 12.

Quarter To
45 minutes into the hour and 15 minutes before a new hour begins.

Half Past
30 minutes into the hour. 30 is half of 60.



Minute Hand
The long hand points to the minutes past or to the hour.

Quarter Past
15 minutes into the hour. 15 is one quarter of 60.

Hour Hand
The short hand points to the hour. If this hand is pointing in between hours, it is the earlier hour of the two.

Reminder...



You may remember seeing this in Key Stage 1. We have included it to remind you that an analogue clock is divided into 12 5 minute sections. There are 60 minutes in 1 hour. Each time the, long, minute hand moves to the next digit, 5 minutes have elapsed.

Time

60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

7 days = 1 week

365 days = 1 year

52 weeks = 1 year

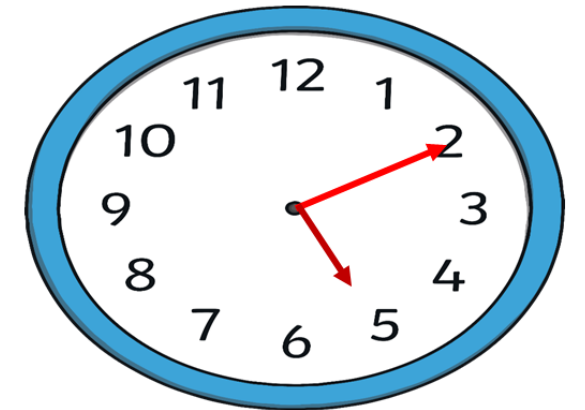
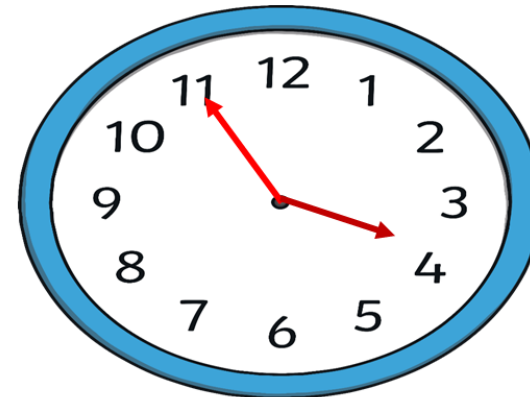
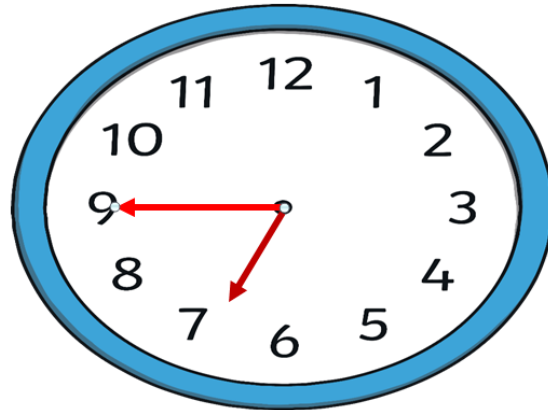
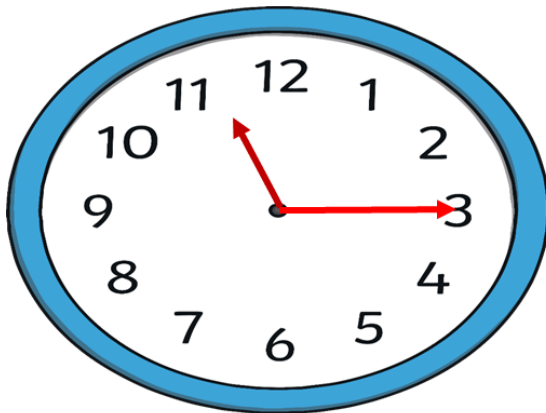
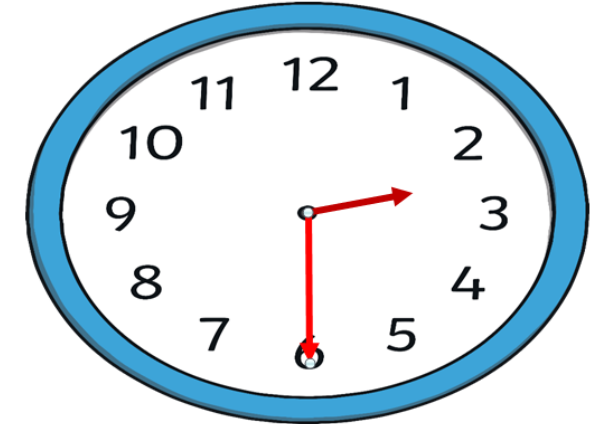
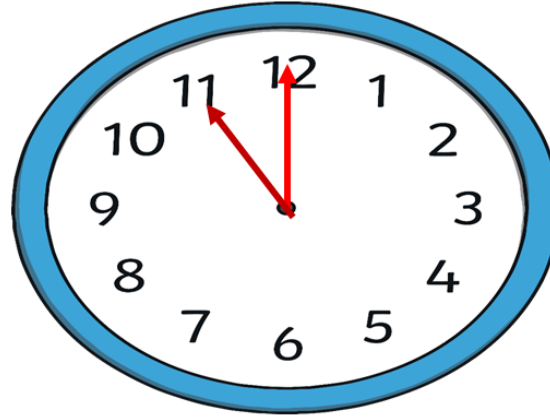
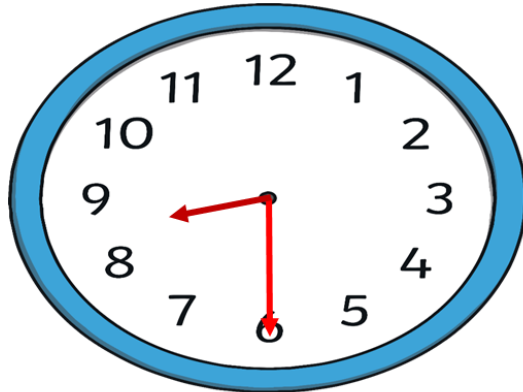
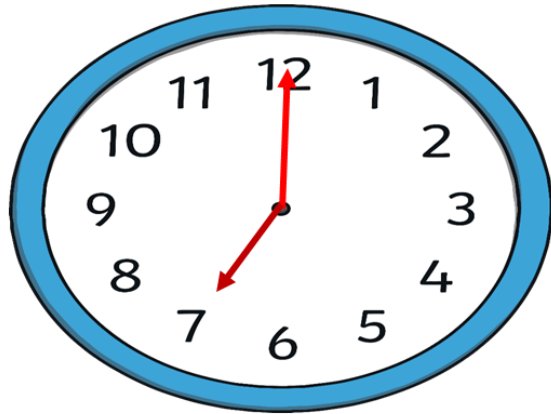
10 years = 1 decade

100 years = 1 century

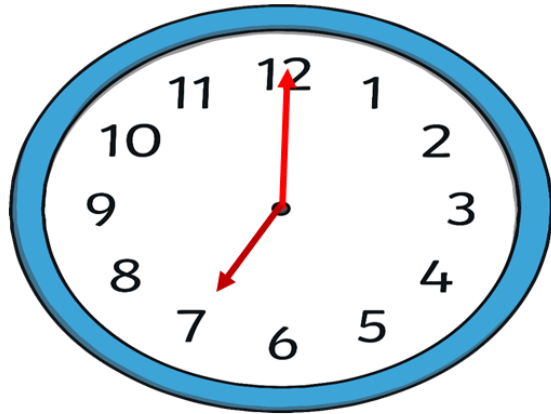
1000 years = 1 millennium



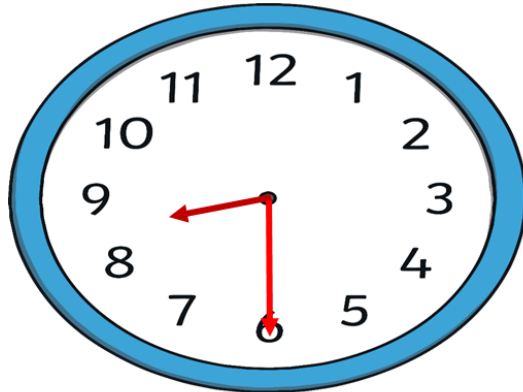
What Time Is It?



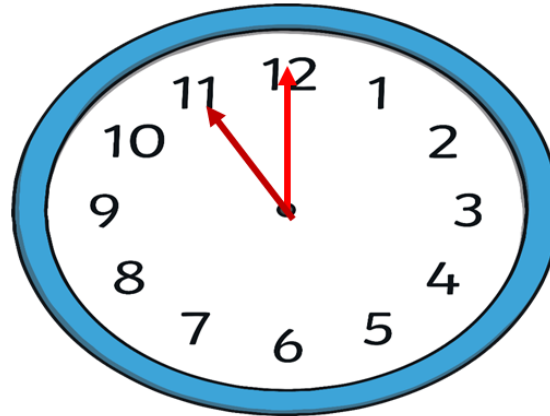
What Time Is It?



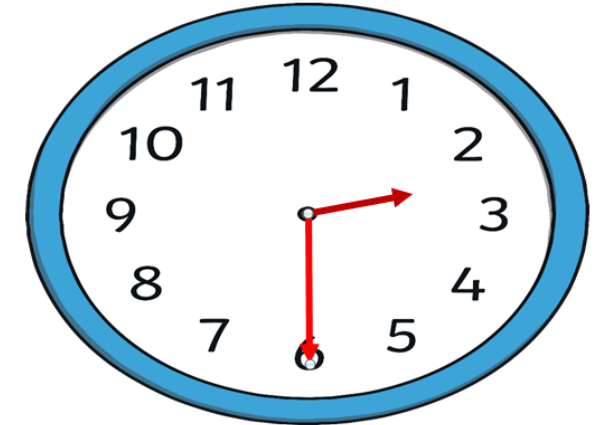
It is 7 o'clock.



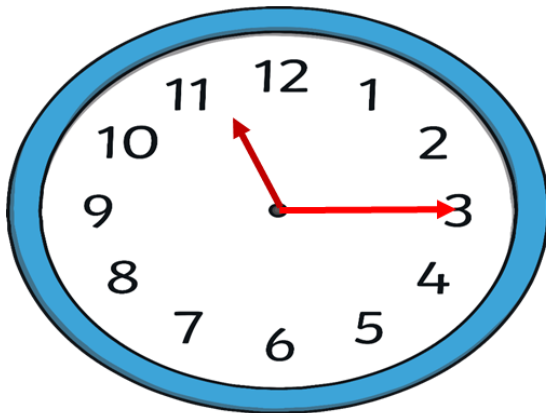
It is half past 8 or 8:30.



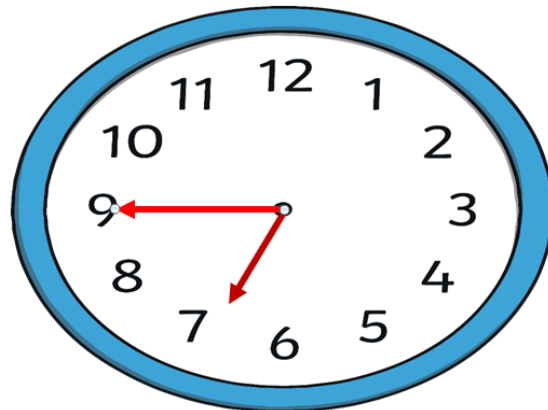
It is 11 o'clock.



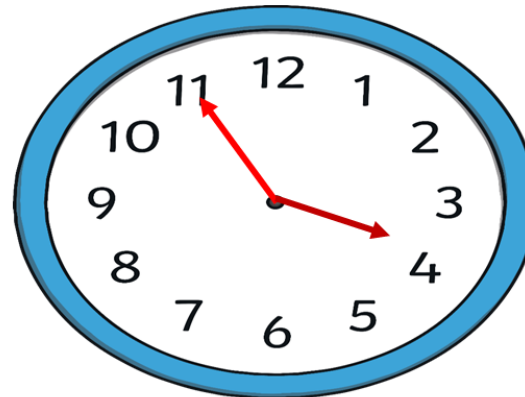
It is half past 2 or 2:30.



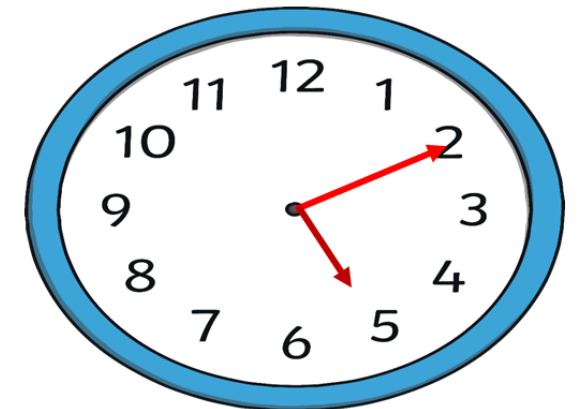
It is quarter past 11 or
11:15.



It is quarter to 7 or
6:45.



It is five minutes to 4 or
3:55.



It is 10 minutes past 5
or 5:10.



Task 1: Write the times shown on the analogue clocks.









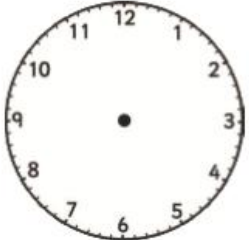




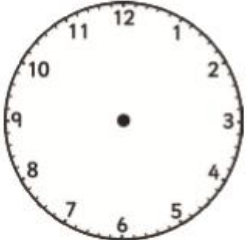




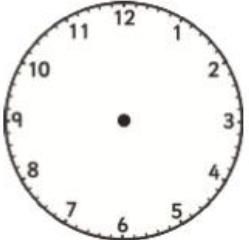
Task 2: Draw the hands on the clocks so that they show the given time. Remember to ensure the minute hand you draw is longer than the hour hand.



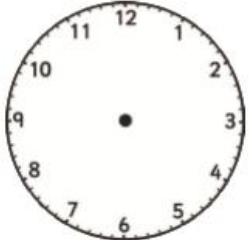
2 o'clock



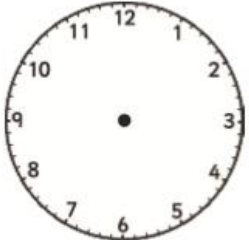
half past 11



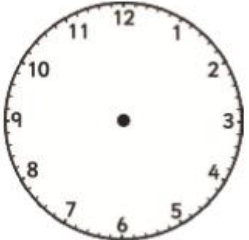
quarter to 3



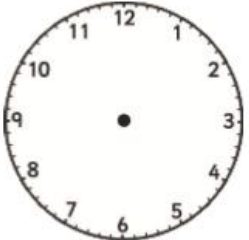
quarter past 8



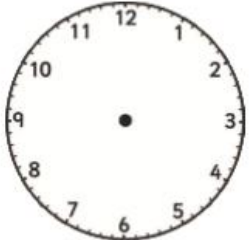
10:20



3:40



1:55



6:05



Task : Write the times shown on the analogue clocks.





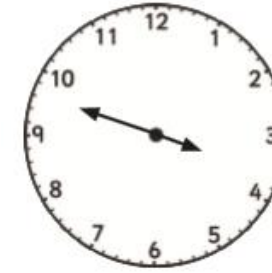
















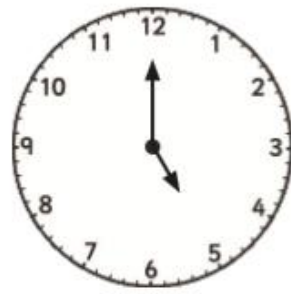




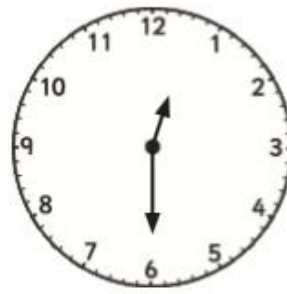


Task : Work out what time the analogue clock is showing before following the instructions below and writing the correct time.

Remember: there are 60 minutes in 1 hour. If you know this then you can work out how many minutes in half an hour and a quarter of an hour.



45 minutes before:



1 hour after:



35 minutes before:



an hour and
a half after:



25 minutes before:



55 minutes after:



40 minutes before:



an hour and a
quarter after:



19 minutes before:



48 minutes after:



62 minutes before:



94 minutes after:

Just checking you still can...

W.A.L.T: accurately tell the time.

- If you're still finding telling the time tricky, you could create a diary of your day or week and note down the different times that you do things

e.g.

- Eat breakfast at 8:30.
- Have a shower at 9 o'clock.
- Home learning-English 9:20 until 10 o'clock.
- Home learning-Maths 10:10 until 10:55.
- Play in the garden 11 o'clock.

- Eat tea/dinner at 5:45 p.m. Etc.

- You can ask your adults to help you tell the time throughout the day. If you decide to do this activity, you don't need to write down every single thing you do-it's just to give you some extra practice.

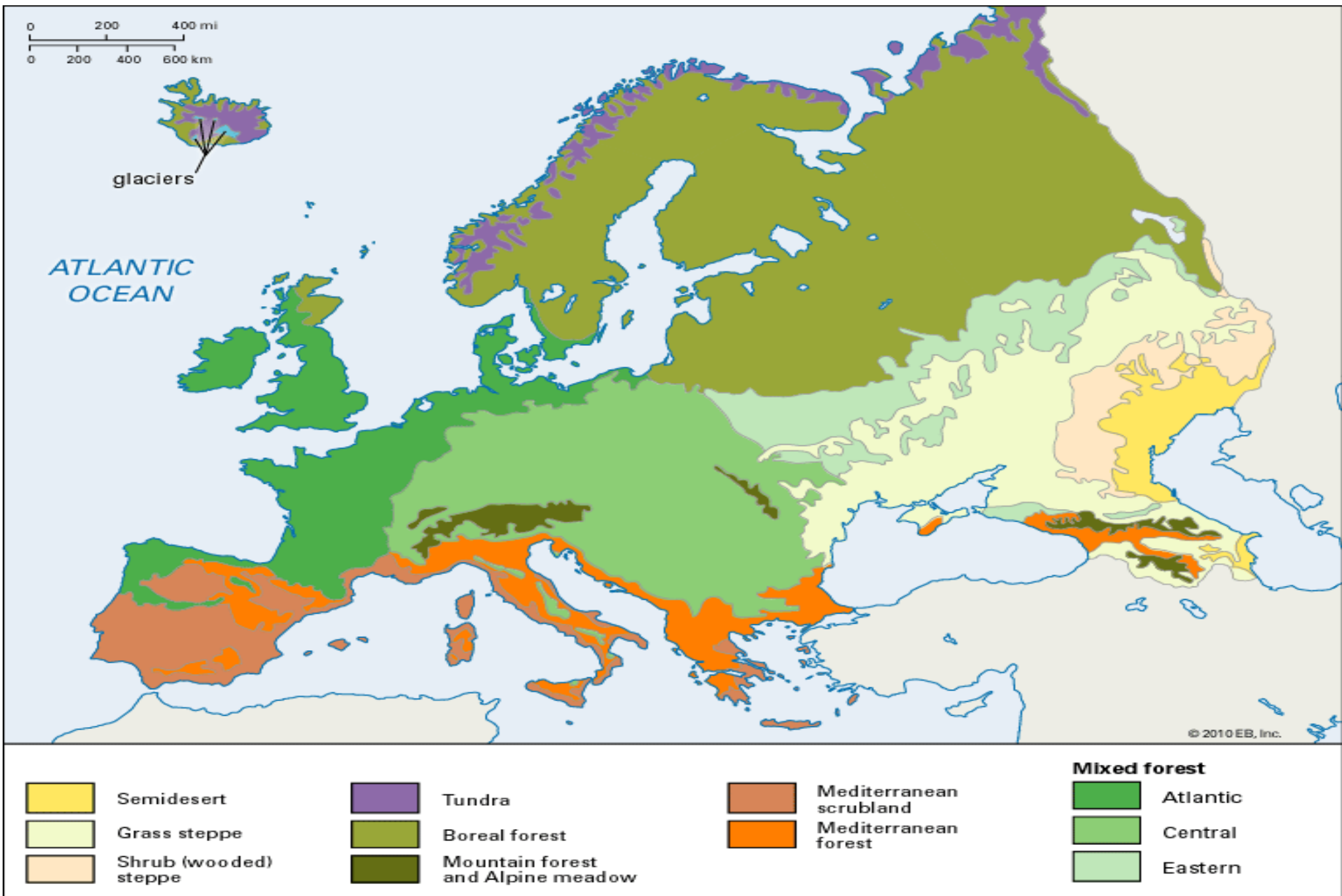
Topic

WALT: use maps and atlases to locate countries and identify and compare their geographical features.

What do you already know about Italy? e.g. the Roman Empire started there. Italy is part of Europe just like Britain. Using an atlas or the internet, find Italy on a map. It is in southern Europe whereas Britain is in northern Europe → now find Britain on a map.

What does this tell us about the weather? On a map find the equator. Italy is closer to the Equator therefore it is much hotter. However, in the Alps (northern Italy), the mountains are cold and snowy.

On the following slide there is a climate map of Europe. Discuss the key and colours for Italy and Britain. Why are they different?



• Watch the following links to help you identify and compare differences in geographical features.

<https://www.youtube.com/watch?v=qWH0wPzzhtw>

(up to 1:20-as the information given after this time is now outdated).

<https://www.youtube.com/watch?v=nsbthExJoDo>

- What runs through the centre of Italy?
 - Apennine Mountains.
- Why are Italy's large cities built in the north?
 - Built along the River Po.

• Look at the following slides of Italy's and Britain's landscape. Discuss similarities and differences with Britain.

Task: use the pictures of the Italian and English landscape to draw similarities and comparisons between the two countries. Make a chart with two headings - different/similar.

Italian Landscape



Italy is very mountainous with mountains covering a third of the country. Its most famous mountain ranges are the Alps, the Dolomites and the Appenines. Italy's tallest mountain is Mont Blanc, which towers 4810m tall. Italy has 8 mountains over 4000m tall.



The River Po is the largest river in Italy at 652,000 metres long. The river flows through many important Italian cities, including Turin, Piacenza, and Ferrara, and it is connected to Milan through a net of water channels called navigli. These cities have used the water from the rivers for farming, drinking, and industry.

Etna



Italy has 3 active volcanoes: Vesuvius, Stromboli and Etna (shown in red on the map). This means that they could erupt at any time. The volcanic soil around volcanoes is very fertile and great for growing crops. Mount Vesuvius is famous for the destruction of the Roman town of Pompeii in 79 BC. Italy has 15 volcanoes in total.



Vesuvius

Lake Garda



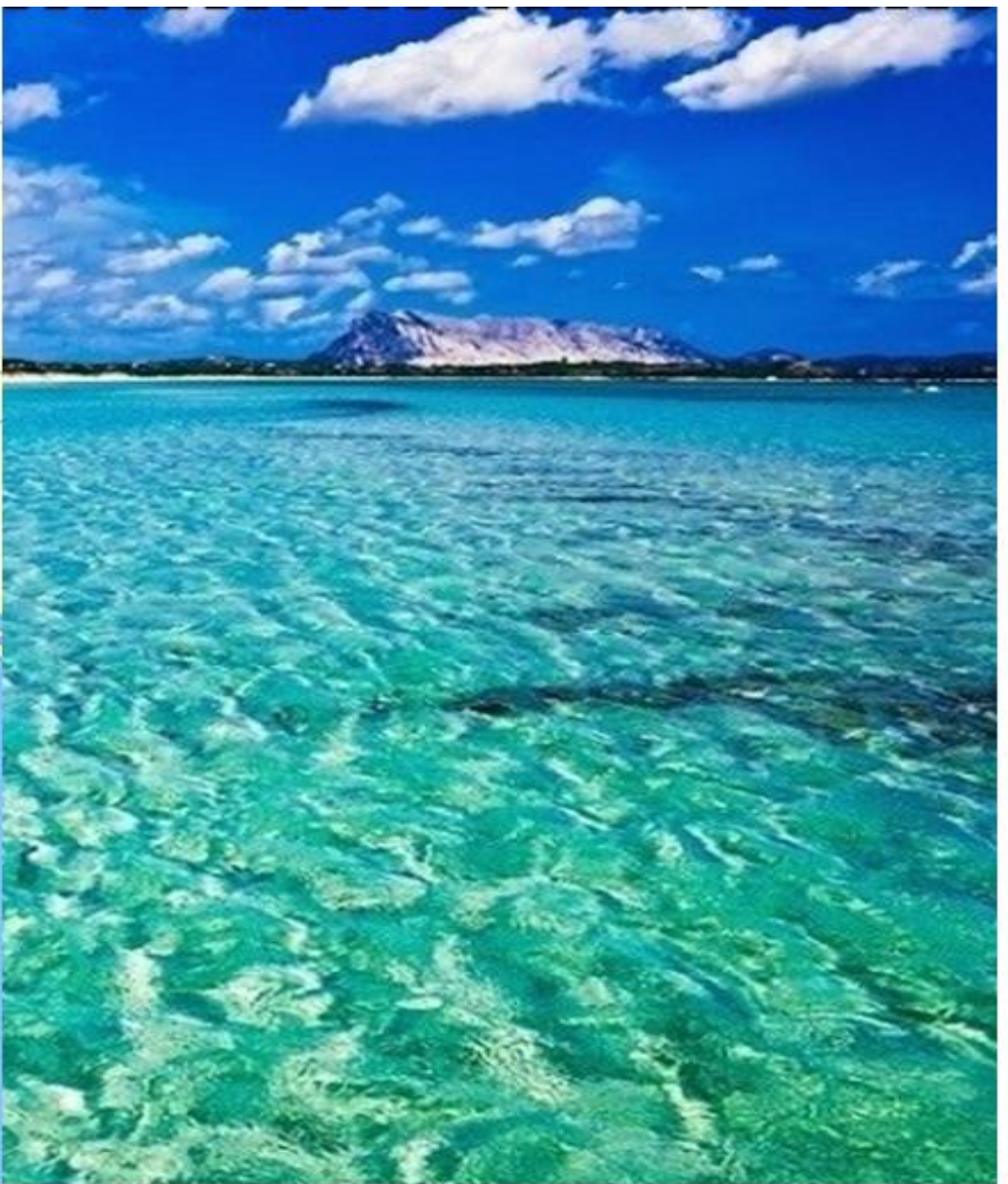
There are about 1,500 lakes in Italy. Some of these are formed in the craters of extinct volcanoes. The largest and most important of the Italian lakes are Lakes Garda (370 km²) and Como (146 km²), which are in the north of Italy near the city of Milan. These lakes are in a hot climate, surrounded by olive and citrus trees.



Lake Como



Including islands, Italy has a total coastline of 7,600 kilometres, with a mixture of rocky and white sand beaches. Italy is surrounded by the Mediterranean, Ligurian, Adriatic, and Ionian Seas. The sea water reaches 26 degrees Celsius in the summer, which makes it a great holiday destination.



Venice's streets are made of water!

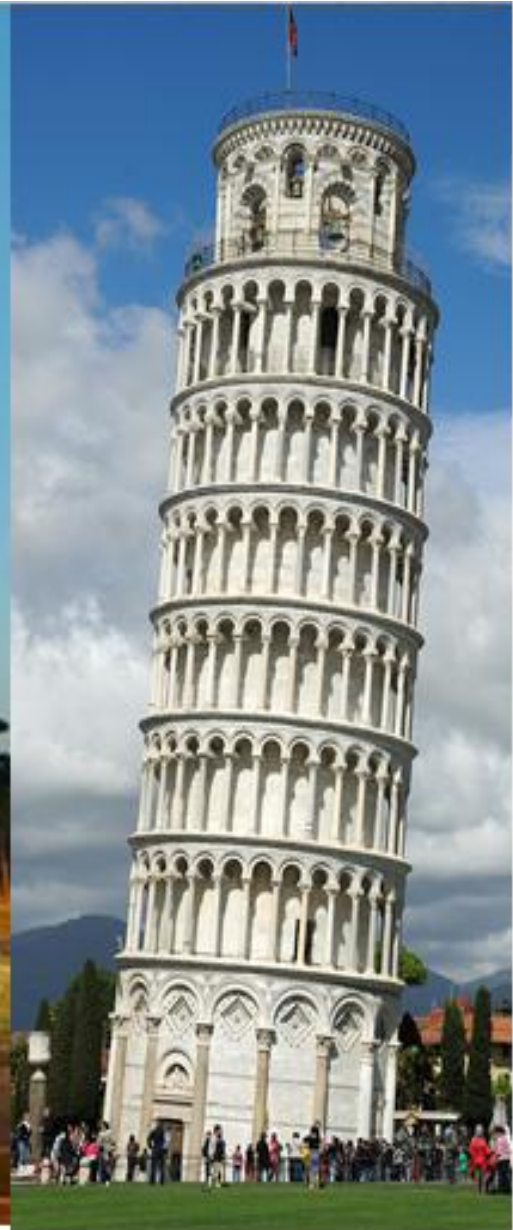


Italy has a population of 60.7 million people. Italy's largest city is Rome with 2.8 million people. Three other cities, Milan, Naples and Turin, also have more than a million people.





Rome has thousands of years of history!



English Landscape



The River Thames is the largest river that is entirely in England, and it is 346,000 metres long. It flows through many important towns and cities, including London. London has relied on the Thames for hundreds of years for washing, farming and industry.



The coastline of England is 8982 km with a mixture of pebble and sand beaches.

England is surrounded by the North Sea to the east, the English Channel to the south, and the Celtic and Irish seas to the west.

The sea reaches a temperature of 17 degrees Celsius in the summer.



There are 387 lakes in England over 5 hectares. Lake Windermere is the largest natural lake in England with a surface area of 15 km^2 . The second largest lake is a man made reservoir called Rutland Water. These lakes are popular tourist destinations.



England is a rather flat country and not very mountainous. England's tallest mountain, Scafell Pike, is only 978m tall. Its most famous mountain ranges are the Pennines and the Lake District in the north of the country.



England has a population of 53 million people. England's largest city is London, which is home to 8.4 million people. Birmingham is the only other English city that has more than a million people. England has fewer people than Italy but also much less space, which means that it feels more crowded!



Answers

Persuasive letter-Whales in Captivity: Answers

R	Who has written the letter? Jenny Pierce
S	What is the letter about? Can you sum it up in less than 10 words? A persuasive letter to release killer whales from captivity
I	Where does Jenny Pierce live? 14 Dunbar Drive, Earley, Reading, Berkshire.
R/V	What type of letter is this? Choose from one of the following: a letter of apology, invitation, <u>complaint</u> or a letter of thanks.
R	According to the letter, how many miles can Killer Whales swim in a day in the wild? Up to 100 miles a day
V	What does the word captivity mean? It means being imprisoned or confined. Kept in one place that isn't where you would naturally be.
I/V/E	What do you think is meant by the phrase 'put yourself in their shoes...'? Imagine how you would feel if you were in the situation that they're in.
R/E/I	What does the writer want Sea Parks to do after reading the letter? Release the whales back into the wild.

Persuasive letter-Whales in Captivity: Answers

V	<p>Find and copy an example of a rhetorical question used by the writer.</p> <p>Any question which the writer has asked the reader. It is a question the reader need not answer but is designed to get the reader thinking about their answer. E.g. Would you enjoy being made to perform for food on a daily basis?</p>
R/E	<p>Explain two reasons why Jenny thinks that whales <u>should not</u> be kept in captivity.</p> <p>Any of the following either copied directly or summarised in your own words: whales don't have their animal rights; they are being harmed by being kept in small pools; they are being stopped from swimming as much as they need to; she thinks the whales might be frustrated or stressed; it's cruel to make them perform for food; they don't live as long in captivity and that whales should be in their natural habitat.</p>

Water, Water, Everywhere! Answers

1. Country
2. Flood
3. Morning
4. Church, hotel, house
5. Car park
6. People staying at hotel
7. Yes
8. Ducks
9. Burst dam

10-4-10 **Answers**

1. $24 \div 6 = 4$
2. $11 \div 1 = 11$
3. $7000 + 100 + 20 + 4 = 7,124$
4. $9,000 + 200 + 10 + 1 = 9,211$
5. $10 \times 47 = 470$
6. $17 \times 100 = 1700$
7. $12 \times 8 = 2 \times 48$
8. $5,783 + 3875 = 9,658$
9. $4,914 + 199 = 5,113$
10. $7,033 - 378 = 6,655$

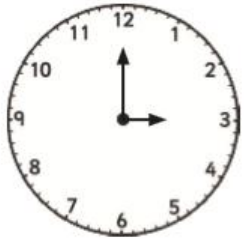
Extension

11. $3 \times 9 = 20 + 7$
12. $100 \div 4 = 10 \times 2.5$
13. $1,027 + 973 = 2,000$
14. $9502 - 2,502 = 7,000$
15. $46.3 + 13.7 = 60$
16. $61.1 - 19.1 = 42$
17. $7 - \text{two thirds} = 19 \text{ thirds or } 6 \text{ whole ones and one third}$
18. $8 - \text{three fifths} = 37 \text{ fifths or } 7 \text{ whole ones and two fifths}$
19. Name the factors of 42. **1, 2, 3, 6, 7, 14, 21, 42**
20. $18.7 + 81.3 = 100$



Answers

Answers can be written in any correct format.



3 o'clock



quarter past 2



quarter to 12



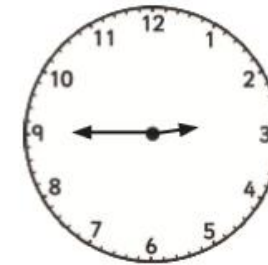
half past 6



2 o'clock



half past 11



quarter to 3



quarter past 8



5:25



3:55



2:40



11:05



10:20



3:40



1:55



6:05



Answers



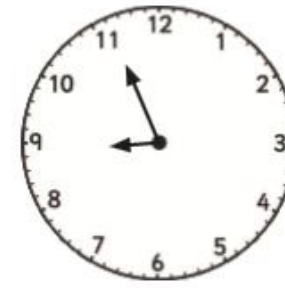
23:41



18:02



14:39



20:56

We will accept 12 hour clock too as many of you may not know 24 hour clock (but you hopefully will by the end of this week's home learning).

To check if your answers are correct subtract 12 from the hour digits (before the colon) e.g. 23:41 could also be written as 11:41 as $23 - 12 = 11$.



19:42



22:22



13:51



15:48



21:09



17:32



18:17



20:08



Answers



45 minutes before:

16:15
Or 4:15



1 hour after:

13:30
Or 1:30



35 minutes before:

15:40
Or 3:40



an hour and
a half after:

21:40
Or 9:40



25 minutes before:

13:15
Or 1:15



55 minutes after:

21:15
Or 9:15



40 minutes before:

17:30
Or 5:30



an hour and a
quarter after:

23:55
Or 11:55



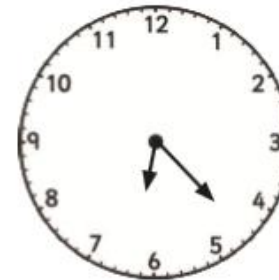
19 minutes before:

13:53 Or 1:53



48 minutes after:

18:39 Or 6:39



62 minutes before:

17:21 Or 5:21



94 minutes after:

21:27 Or 9:27