

Inspire Home learning

Year Four

9th - 11th September 2020

English

LI: To discuss quotes from the text

This week you are going to develop your conversational skills by discussing some quotes taken from our core text this term ***The boy, the mole, the fox and the horse***. Discuss your thoughts on these quotes with someone from home, and make links to your own life experiences. Use the sentence starters below to help you respond respectfully.



This quote makes me feel... because....

I agree/ build/ challenge your point because...

This reminds me of.....

"We have a long way to go" sighed the boy.
"Yes but look how far we have come" said the horse.



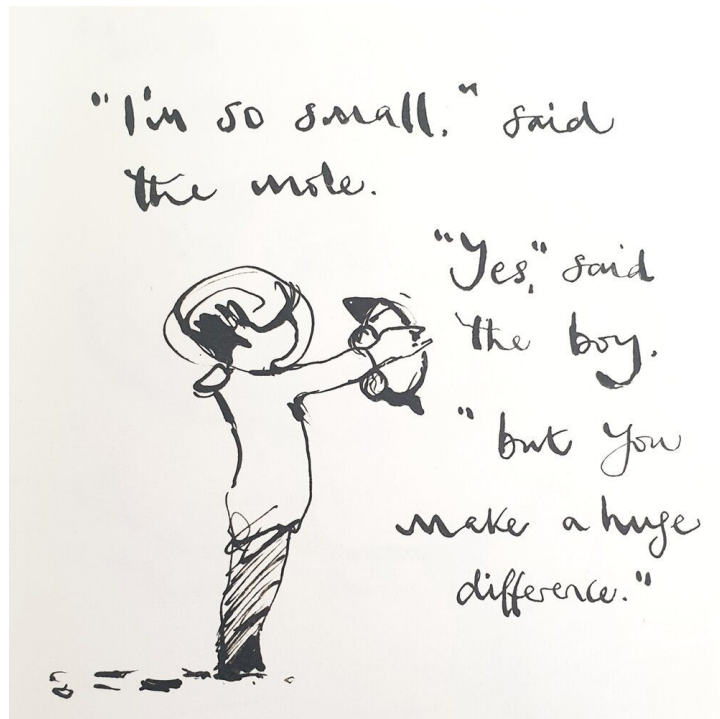
Example

This quote makes me feel happy and reminds me that I should never give up when I struggle.

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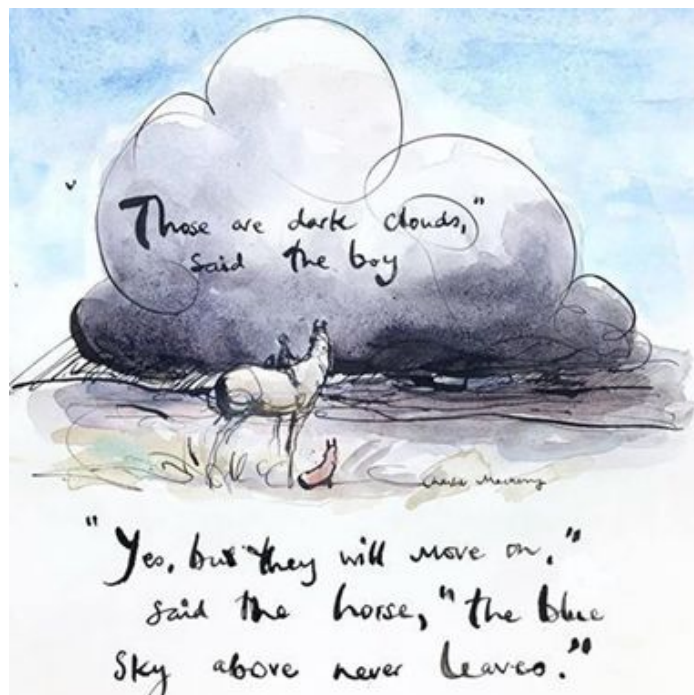
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This quotes makes me feel... because....

I agree/ build/ challenge your point because...

This reminds me of.....



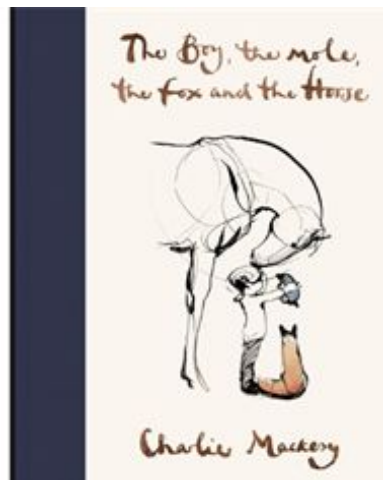
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LI- To make predictions based on images from the text

Today we are going to make predictions about our core text. When we make predictions we use our inference skills to say what we think the story is about or what might happen next. We also look for clues in the text or illustrations to help us justify our answers.



Question prompts

What do you think the characters are thinking?

How do you think the characters are feeling?

Where do you think the story is set?

What do you think the story is about?



Speaking frames

I can see.....

I predict thatbecause.....

I think that.....because.....

I wonderbecause

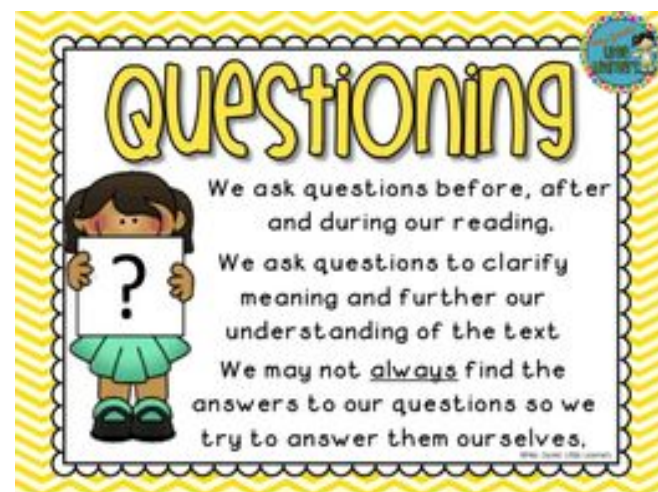
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Example I *predict* that the boy has a trusting relationship with the animals because the boy is holding the mole and is standing close together with the other animals. This also makes me imagine that the story is going to be about the adventures the boy has with the animals.

In Reading, this week our focus will be on questioning. This week I would like you to look at the front cover and think of questions you would like to ask to expand your knowledge further about the book.



Example

How old is the boy in the picture?

Who is poking their head out of the door?

Why has it got the number 10 written on the door?

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Who ...?

What...?

Where..?

Why...?

How...?

In Maths, our topic of focus will be Place Value. This week will be assessing your understanding of place value. We will be exploring how to identify and build your skills on recognising the value of each digit in a four digit number and using this knowledge to solve different Place Value problems. Before each lesson you will need to complete the arithmetic task followed by an independent task.

Lesson one

Arithmetic

Complete this number pattern:

1. 0, 6, 12 _____, _____, _____, _____,

2. 30, 36, _____, _____, _____

3. $6 \times 2 =$

4. $6 \times 3 =$

5. $6 \times 4 =$

6. $6 \times 5 =$

7. $6 \times 6 =$

8. $6 \times 7 =$

9. $6 \times 8 =$

10. $6 \times 9 =$

11. $6 \times 10 =$

12. $6 \times 11 =$

13. $6 \times 12 =$



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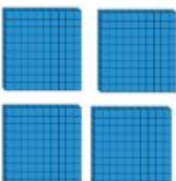


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What do you notice? Can you spot any patterns?

I notice that...

Assessment

Anna has made a number.

Hundreds	Tens	Ones
		

What number has Anna made?

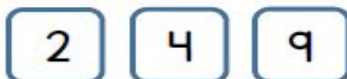
Is the number odd or even?

How do you know?

5 Complete the missing numbers.

255	265	275				
-----	-----	-----	--	--	--	--

6 Here are some digit cards.



Max uses the cards to make a 3 digit number.
Write down all the numbers between 250 and 550 Max can make.

7 What is 100 less than 719?

What is 10 more than 47?

What is 10 less than 205?

2 Circle the number that has the digit 7 in the tens column.

725 572 257

3 Max is making a number using some counters.
Max chooses 6 counters.
He makes a number greater than 300
Circle the counters Max could have chosen.



4 Match the numbers.

Six hundred and six 676

Six hundred and sixty 606

Six hundred and seventy-six 660

Circle how confident you felt
using the place value chart.

1 2 3 4 5

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Lesson 2

Arithmetic

Fill in the blanks.

1. $36, \underline{\quad}, 24, \underline{\quad}, 12$

2. $6, 12, \underline{\quad}, 24, \underline{\quad}$

3. $6 \times 5 =$

4. $6 \times 6 =$

5. $6 \times 12 =$

6. $3 \times 6 =$

7. $4 \times 6 =$

8. $8 \times 6 =$

9. $9 \times 6 =$

10. $12 \times 6 =$

How many 4 digit numbers can you make using these four digits?

What's the **biggest** number you made? What is the smallest number you made?

5	6	2	1
---	---	---	---

How do you know it's the biggest number?

I know it's the biggest number because...

How do you know it's the smallest number?

_____ is the smallest number because...

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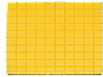


Using the numbers you created,
can you represent these numbers
on a place value chart?

For example,

6521


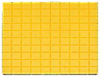


$6000 + 500 + 20 + 1 =$
6521

Place Value Chart

			
thousands	hundreds	tens	ones


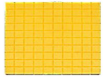


_____ + _____ + _____ + _____

Place Value Chart

			
thousands	hundreds	tens	ones





_____ + _____ + _____ + _____

Place Value Chart

			
thousands	hundreds	tens	ones

_____ + _____ + _____ + _____

Place Value Chart

			
thousands	hundreds	tens	ones





_____ + _____ + _____ + _____

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Place Value Chart

			
thousands	hundreds	tens	ones

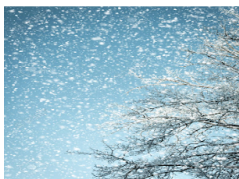
_____ + _____ + _____ + _____

Science

L1: To use scientific vocabulary to describe observations of states of matter

Today we are going to be thinking about and observing the three states of matter. The three states of matter are: solids, liquids and gases.

Look at the pictures below. For each picture identify whether you think it is a solid, liquid or gas. Can you explain why you made your choices? Are some a little more difficult to classify than others?



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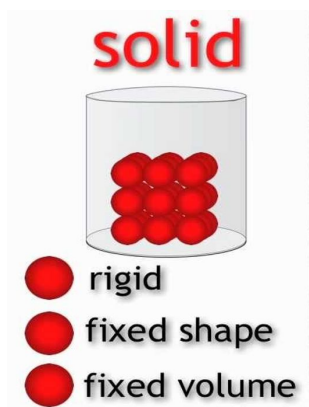
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Why is a solid a solid?

The particles within a solid structure are arranged so that they are within a fixed shape that is very rigid. This means that the particles are not free to move around amongst each other.



Why is a liquid a liquid?

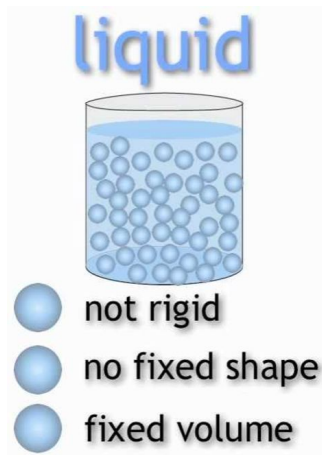
The particles within a liquid structure are not rigid. Therefore, there is no fixed shape for a liquid but the volume (amount) stays the same.

For example, if I poured the same amount of water into a thin glass and a wider glass, the shape of the water would be different but the amount of water is the same in each.

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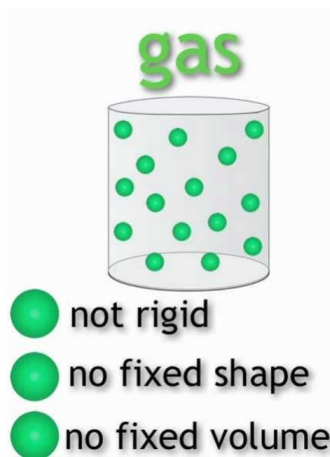
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Why is a gas a gas?

The particles within a gas are not rigid and are more spaced apart than liquids. This means that they have no fixed shape and no fixed volume.



Your task today is to carry out some investigations that demonstrate how states of matter sometimes behave. There are 6 investigations in total and your challenge is to do as many as you can! The links below explain what you need for each investigation and how to prepare it properly.

VERY IMPORTANT: Make sure you carry out these investigations with a responsible adult to ensure you are working safely!

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Yeast blowing up balloon

<https://sciencebob.com/wp-content/uploads/2015/02/Blow-Up-Balloon-With-Yeast.pdf>

Oobleck

<https://sciencebob.com/wp-content/uploads/2015/03/oobleck.pdf>

Slime

<https://sciencebob.com/wp-content/uploads/2015/02/How To Make Slime Two1.pdf>

Dancing Raisins

<https://coolscienceexperimentshq.com/dancing-raisins/#:~:text=How%20Does%20the%20Dancing%20Raisins,the%20raisins%20begin%20to%20rise>

Lava Lamp

<https://sciencebob.com/wp-content/uploads/2015/04/Blobs-In-A-Bottle.pdf>

Volcano

<https://sciencebob.com/wp-content/uploads/2015/02/Volcano1.pdf>

After each investigation consider some of the following questions:

- What does it look like?
- What does it feel like? Does the way it feels change?
- Can its shape change?
- How does it move?
- Does the way it moves change? Do you have any idea why?

For the super scientists it would be great if you can film yourself carrying out your investigations and discussing your thoughts and observations!

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Art

This week we will be looking at the art of two artists and comparing and contrasting their work.

The artists that we will be looking at are Charlie Mackesy and Pablo Picasso.

Please see the Art PowerPoint provided to support this activity.



Well Being

Mindfulness and Relaxation



What is Mindfulness?

Have you heard this word before?

Have you practiced mindfulness before?

What would you do to be mindful or relax?

This week we are going to practice our breathing and concentration techniques.

Even though we all know how to breathe (you're doing it right now!)

We very often don't do it correctly.

By thinking about our breathing and concentrating on our bodies and how they move/feel, we can calm ourselves down.

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To practice our breathing and concentration, we will watch these videos and follow along with them:

Focus your mind:

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=YX_8BNRYL08](https://www.youtube.com/watch?v=YX_8BNRYL08)

Let's focus on our breathing:

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=YX_8BNRYL08](https://www.youtube.com/watch?v=YX_8BNRYL08)

CONCENTRATION



How did the video clip help you to concentrate?

Did you find this made you feel calmer?

What did you think about when you were concentrating?

Try it again! Following these instructions...

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- Get your bodies comfortable in a sitting or lying position, either cross your legs on the floor or sit up straight in your chair. Put both hands on your belly and close your eyes if you feel comfortable enough to do that, if you don't want to close your eyes, just look down towards your hands instead.
- Take three deep breaths, in and out. Imagine smelling a flower while you breathe in and then blowing out a candle as you breathe out. If you want to you can count in your head 1,2,3 as you breathe in and then 1,2,3 as you breathe out. Keeping doing this over and over again.

Think to yourselves about how it feels while you are breathing, think about:

- What is moving your hands? Is it the air filling your lungs?
- Can you feel the air moving in through your nose?
- Can you feel it moving out through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath? What does it sound like?

HOW DO YOU FEEL?

- What parts of your body did you concentrate on?
- How did your stomach/ head/ fingers/ toes/ arms/ legs feel?
- Are you calmer now or before we did this session? Why do you think this is?
- How do you think these meditation/breathing techniques could help you?
- Will you try using them again? When?