

Year 4 Learning Log

22nd April 2020



1. **English** - As a whole school, we have been using the Talk for Writing model for developing writing skills since September. The publishers of Talk for Writing have prepared a set of excellent home learning booklets which we are following. The year 4 unit is called 'The King of Fishes'. We have already looked at a similar version of this story in class, but the work here will take you further.



The work in the booklet is designed to be done over two weeks. If you follow it closely you can do it in ten sessions. If you want to, you can combine some of the sessions. I'm attaching the whole booklet to this learning log and I suggest you follow it for two weeks. To give you a bit more structure, here are my suggested five sessions for this week, with the page numbers. You might want to print out the booklet and write on the sheet, but you can also record your ideas on a notebook or on paper. It might be a good idea to look through the booklet with someone at home to get an idea of what you are working towards.

These are my suggested sessions for week 1:

Session 1 - Write your idea for three wishes on page 3, read the story on page 4 and 5 (there is a link to listen to it on Sound Cloud) and then write your response on page 6.

Session 2 - Complete the words work on pages 7-9.

Session 3 - Re-read the story and carry out the comprehension work on page 10.

Session 4 - Carry out the spelling work on page 11.

Session 5 - Follow the grammar work on pages 12-13.

All the Talk for Writing home learning booklets, with more information about them, can be found here:

<https://mailchi.mp/talk4writing/home-school-booklets>



2. **Maths** - We are following the Home Learning work from White Rose Maths. This is an excellent resource which breaks learning down into two parts. There is a daily video clip to watch online. This introduces a concept and gives examples for you to do. The video is then followed up by a daily activity sheet. Another file gives you all the answers.

The video and activities can be done independently or if you prefer, you can watch and work through them with someone at home. The activities can be printed out but if you don't have access to a printer or if you prefer not to print, you can look at the activity on screen and write the answers down on paper.

This week's theme is decimals. Have a look at Summer term week 1 (w/c 20 April). The week is split into five sessions which you can follow. Don't worry if you start the first one on Wednesday. You don't need to do them on the same days that they are listed. This week, the five sessions have the following titles.

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

Session 1 - Make a whole

Session 2 - Write decimals

Session 3 - Compare decimals

Session 4 - Order decimals

Session 5 - Maths challenge!

You can, if you wish, post pictures of work you have done from here on Seesaw, but don't feel that you need to photograph everything. It might be useful to use a notebook or a file to keep your work together. Please also feel free to get in touch if you would like me to explain anything from here.

3. **Spelling and Handwriting** - Here are the spelling words for this week. You can choose whether you want to work on just the 'must', the 'must' and the 'should' or all three lists. The handwriting task is to write sentences using these words in them in accurately sized and joined handwriting.

MUST	SHOULD	COULD
careful	till	fanciful
useful	until	bountiful
beautiful	welcome	slothful
youthful	welfare	mournful
thoughtful	fulfil	colourful



4. **Welsh** - Here is a sentence pattern which comes from the Continuum of Language Patterns for children in Year 4. You might like to try it out with someone at home. You could also record yourself using it on Seesaw or you might want to write out the pattern with your own answers. Perhaps you could

illustrate your work. I've made a video on Seesaw showing me using these patterns. Let me know what you think!

Dw i ddim yn hoffi... achos mae'n... ond...

I don't like... because it's... but...

Dw i'n dwlu ar... achos mae'n... ond...

I love... because it's... but...

Mae'n gas 'da fi... achos mae'n...

I really don't like... because it's...

Mae'n well 'da fi... achos mae'n...

I prefer... because it's...

You might find the Power Point of Welsh adjectives useful for this. You will probably recognise some of them from our displays in school.

5. **RE** - we are beginning our next topic in Come and See which is called Pentecost - Serving. The theme is 'good news brings new life'. There is a story to read called 'Cameron's Birthday Present'. Here it is!



Cameron had just had a birthday. His parents had given him what he really wanted, a remote-control stunt monster car. He was really thrilled and had spent the weekend

learning how to use it and doing lots of stunt manoeuvres. He took it to bed with him and looked at it sitting on his window sill, sparkling in the light from the street.

Monday morning arrived and his Mum reminded him that he had to leave his stunt monster car at home and not take it to school. Cameron nodded, hoping his Mum would not notice the large shape in his school bag. When he got to school, he told all his friends about his present. He knew he could not show them in school, so suggested that they walk home through the park so he could demonstrate his monster car manoeuvres. The other boys watched as Cameron made his stunt monster do incredible things and go really fast. Someone was watching this, an older boy called Gary. Slowly he got nearer and no one noticed him until he ran over snatched the monster and ran off with it. Cameron felt sick. What could he do? It was no good running after Gary. He would never catch him. He and his friends all went off to their homes.

Mum commented that he was a bit late, but Cameron just muttered something, and went to his room. His Mum shouted up that if he got on and did his homework now, he would have time to play with his monster after tea. That made Cameron feel even worse. His Dad thought Cameron looked sick and thought he had better go to bed rather than play with his monster car. Cameron agreed. Next morning, he was still feeling rotten. He knew his parents had saved for his present and his Dad was as excited as Cameron with it. He knew he had been really stupid – not to mention disobedient. All day in school, he was quiet. His friends were sympathetic, but he felt lifeless.

Another day went on like that. He heard his Mum and Dad talking about him, wondering what was wrong with him. He looked unwell and he didn't even want to play with his monster car. They wondered if they should take him to the doctor. His elder sister, Danielle, came into his bedroom and asked him what was wrong. She asked him where his monster car was. At first, he said nothing was wrong, but his sister had a kind way of talking to him, and eventually he told her his sad story and how awful he had felt about it, especially because his parents had been so generous and he had let them down.

Next evening, after another miserable day, when he got home he went straight up to his room and there to his surprise was his monster car sitting on his bed. He picked it up and

hugged it. Tears of joy ran down his cheeks. He quickly brushed them away. He felt like a new person. He called his sister to tell her and ask her what had happened. Danielle smiled, and told him she knew Gary's Mum and had been round to his house. Gary's Mum gave her the monster car and told her she wondered where Gary had got it from and that it was useless to him as he didn't have the radio to make it work. Gary was going to be in trouble when he got home.

Cameron was jumping up and down. He was so excited that his Mum came up to see what was wrong. She said she was glad to see him looking happy and alive again. He told her the story and said he was very sorry. She said she thought he was fortunate to have such a good sister and he had learnt an important lesson.

Here are some questions to think about:

- ★ How did Cameron react to something really bad happening?
- ★ Why was Cameron upset about how his parents would feel?
- ★ How was Cameron rescued and what effect did it have on him?
- ★ What effect did it have on the people who knew Cameron?
- ★ What lesson do you think he learnt?
- ★ What do you think happened in school next day?
- ★ What do you do when life is difficult?
- ★ How does good news change the way you feel and how you react?

If you want to, you can write answers to the questions.



ACTIVITY:

Make a good news board. Collect some good news from everyone and record in some way why it was good news and how it made them feel. You could collect the good news from everyone in your family and perhaps get in touch with friends and other family to find

out their good news. You can record this in any way you choose. If you want to, you can share it with me using Seesaw.

6. **Science** - We are continuing with our work on Sound this week. I've uploaded an activity on Active Learn called 'Sound Bingo'. There are also two short video clips to watch about sound and pitch. Remember to get on Active Learn, you need your user name as well as the password which is 2015 and the school code which is g39r.

It's great to hear from you on Seesaw and to see what you have been doing. I will try to respond to work that is posted on there as well as via email. I am speaking to families on the phone this week so I can answer any questions you have when I talk to you. Also look out on Twitter for examples of high quality work that I am posting. Finally, keep looking on Active Learn for the Bug Club books that you can read and answer questions about. Enjoy your learning!

Best wishes,

Mr Wright