

KEY VOCABULARY

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| Condensation | Drops of liquid formed from vapour that has condensed. |
| Evaporation | The change from liquid into steam or vapour. |
| Precipitation | Precipitation is rain, snow, sleet or hail where any weather condition results in something falling from the sky. |
| Transpiration | The process of water movement through a plant. |
| Vertex | Each angular point of a polygon, polyhedron, or other figure. |
| Faces | A flat or curved surface on a 3D shape. |
| Dimensional | A measure of length in one direction. |

KEEPING IN TOUCH

If you have any questions or queries regarding remote learning tasks, please contact your child's class teacher through the email address below.

We invite you to submit photographs of your children's experiences and photographs of completed paper-based tasks to:

year4@sherwood.lancs.sch.uk

ARTS FOCUS

As we are looking at inspirational people again this week we thought you could look at drawing a graffiti inspired piece of artwork linked to the topic. Using the word 'INSPIRATION' watch the video <https://www.youtube.com/watch?v=IVyz90JDrFA> and then draw the word as you would like. Surround the word with pictures or names of the people that have or do inspire you.

SCIENCE AND TECHNOLOGY/HUMANITIES FOCUS

This week we are continuing the focus from our Water cycle dance and research from our prior learning and using this to enhance our understanding. Again, explore the pages on espresso dealing with the Water cycle, <https://central.espresso.co.uk/espresso/modules/search/index.html?source=espresso-home-mixed-topnav-search#/search/the%20water%20cycle?sortKey=Relevance>

Using the understanding you have gained we would like you to use this dramatically. We would like you to take each stage in the cycle and put actions to the process. Think how the song developed and either use the actions but make them your own or come up with completely different actions. Act out your ideas and send your actions to us.



Task 2. Using the 3D shapes made can you make the catapult shown on the image with instructions shown on the remote learning page? You might have to think the process through yourself, looking at the image to help build the catapult. Once achieved we would like you to measure the distance you achieve with a small ball of paper.

CORE LEARNING

Monday 13th July – Friday 17th July 2020



ENGLISH CORE LEARNING TASKS

This week you will be continuing your exploration of the people who inspire us. Can you name the six inspirational characters on the front of the core learning document? You will find out about and identify people that are an inspiration to you so this week might be quite personal to you. You'll also have an opportunity to think about all role models that INSPIRE YOU culminating in the production of your own 'Inspiration Book' of those individuals that inspire you.

We are going to think about people who inspire YOU. In these unprecedented times who has really stood out with their attitude and inspired you. Maybe Captain Tom has inspired you. (Captain Tom <https://www.bbc.co.uk/newsround/52673271>) Maybe a family member is the person that inspires you, a grandparent, a friend or a local hero. Perhaps more than one person inspires you but for different reasons.

TASK

Think about who inspires you and write about who they are and what it is that they do that inspires you. How does it make you feel about them? Do you want to use their inspirational qualities as something to follow? What is special about them or are they unassuming? Think about writing a page detailing the particular person in greater detail.

After researching the inspirational people this week, how do you feel? Have you been inspired? Write another paragraph to explain who and what has inspired you this week and how this might influence your actions in the future, e.g. After reading about Eugenie Clark has it made you consider our actions and how we treat the planet we live on? How might you change your habits to help protect the Earth?

MATHS CORE LEARNING TASKS

Hopefully you have kept some of the representations of 2D shapes from last week as we will be using them again this week but to take us onto 3D shapes. You will also need to keep these shapes to produce our model linked to Roman times where we will be building a catapult.

Using similar resources look at producing a range of 3D shapes and, similarly to the previous week, think about and name the properties attributed to each one. Think about including number of faces as well as the types of angles, vertices and edges. You may also want to draw a net for the shape produced.

Watch the following video to revisit some of the 3D shapes you might come across,

https://www.youtube.com/watch?time_continue=3&v=3-QwWfKz5hw&feature=emb_title&safe=true

Task

Complete as many 3D shapes as possible and name all of the properties associated with each. You will need a number of constructed 2D shape representations for your Forest school task.

Complete the Shape challenges from the PDF.

SPELLING/PHONICS FOCUS

Over this half term, we will be concentrating on the Year 4 Statutory word lists. Log on to Spelling Frame and choose one or two activities for spelling rule 29

<https://spellingframe.co.uk/spelling-rule/47/29-Word-list-years-3-and-4---fo--to-h>

Once you are confident with the spellings, write them in sentences in your Remote Learning book.

Forward, fruit, grammar, group, guard, guide, heard, heart, height, history.

KEY MENTAL MATHS SKILLS TO REHEARSE ORALLY

To support your continued pace, carry on practising your times table facts – in particular, when presented in a different format.

<https://www.topmarks.co.uk/maths-games/daily10>

Choose Level 6, Multiplication and division, Mixed Tables: up to x12.

Start with either 5 or 7 seconds, increasing until you can achieve 10/10 at 3 seconds.

