



Even Swindon Primary School

Learning Project Term 6 Week 8

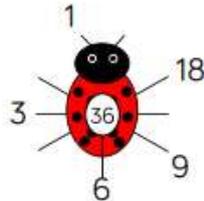
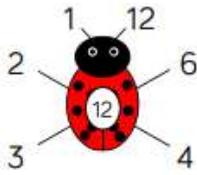
Year 4

Weekly Maths Tasks (Aim to do at least 1 per day)

- Times Table Rock Stars - use your individual login to access this. (At least 20 minutes each day on Sound Check).
- Use your TTRS log-in to play on NumBots and help rebuild Rusty!



- Create your own 'Factor Bugs' for common multiples that you know can be found in different times tables. Here is an example for 12 (e.g. 1x12, 2x6 and 3x4). Can you complete the bug for 36 before creating your own?



- Complete the White Rose Maths Home Learning activities - you could do one a day. <https://whiterosemaths.com/homelearning/> The activity sheets are available on the website for download.
- Choose your favourite operation and method from Year 4. Can you create an informative poster for next year's Year 4 children on how to use column subtraction or addition, grid method for multiplication or chunking for division.

Weekly Phonics/Spelling Tasks (Aim to do at least 1 per day)

- Use Spelling Shed to learn Y3/4 challenge word spellings. You can also challenge yourself to begin the Y5/6 words too. (accounts on page two).

Weekly English Tasks (Aim to do at least 1 per day)

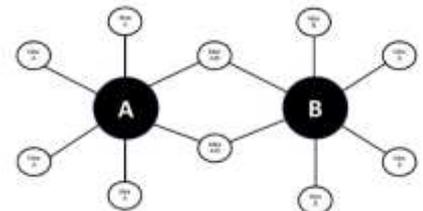
- The Hamilton Trust have produced brilliant home learning packs for Maths and English. All resources are included in the PDF documents: <https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

- Create your own Retrieval, Inference and Choice questions for a page/chapter of a book you are reading or that you have read. These can be answered by your adults at home or by a friend.



- Stop the Bus! Create a table similar to the one on page three. In pairs or a group, choose a letter and race against one another to list one adjective, noun, verb and adverb that begins with the chosen letter. Once you've completed a row, call out "Stop the bus!"

- Choose two books that you have read this year that are similar in some way. Create a 'comparison web' to show the similar themes that they both have as well as their differences.



Weekly Writing Tasks (Aim to work on at least 1 per day)

- Design your dream classroom! Annotate and describe each of the features with effective adjectives to form some amazing expanded noun phrases.

- Create your own word list of words you know you need to remember for Year 5. Practise these however you'd like to!
- Create some mnemonics to help you with those tricky spellings e.g.

Big Elephants Can Always Understand Small Elephants = because

- Create a short story of what your teacher may get up to in the school holidays. **Complete the story starter on page three.**
- Write a short reflection of your time in Year 4. How have you grown as a person? Which marvellous mistakes have you learned from along the way? What do you hope to achieve in Year 5?

Other activities (to be completed through the week)

- **Let's Create:** Create your own portrait of a member of your class! It may have been a long time since you have seen them, so do your best to remember what they look like and include any notable features. You can choose your teacher or TA to draw- be generous!



- **Be Active:** Create your very own home circuit workout! You could use the edge of your bed to do dips from, stairs to jog up and down (with your parents' permission!), full shopping bags to flex your arms and squat down onto your dining room chair!



- **Connect:** Write a short letter to a current Year 3 at our school giving them some advice on how to succeed in Year 4. You could include information on what they will learn, hints and tips on where to find items in the classroom as well as facts about your teacher.



- **Reflect:** Use the 'Check Your Battery' poster to help you reflect on how you are feeling each day this week. You can draw a different battery each day and colour in how charged you are or simply share how you feel through writing or talking with a family member.



- **Let's Think:** What would you like to be when you are older? Think of your dream job or a goal you would like to achieve. Which small steps do you need to take to make this dream/goal a reality? List your steps to success in any way you would like.



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English Activities - Stop the Bus!

Letter	Adjective	Noun	Verb	Adverb

English Activities - Teacher Story Starter

By 15:15, all was silent and still. On top of clean, gleaming table tops, blue, plastic trays had been emptied and the once congested, claustrophobic cloakroom was now free of bags, books and water bottles. The sound of children's chatter drifted away into the distance as a gentle breeze lingered through the open windows above the now barren worktops. Alone in the middle of the classroom, an adult stood staring into the middle distance. This exhausted character gazed around the room with tired eyes and exhaled deeply. Heavy hands grabbed at numerous bags and aching arms and legs slowly hauled them to the door in the corner of the space. In the doorway, the lone figure placed the heavy cargo on the carpeted floor and turned for one last look before it was time to leave. Gradually, a warm smile appeared. "What a year," the teacher proudly muttered as one by one the switches were flicked and the light left the empty room...



Writing - Year 4		✓ / X
<i>The pupil can write for a range of purposes and audience (including drafting and writing in narratives, creating settings, characters and plot) setting out work appropriately - eg, headings, subheadings</i>		
<i>I can use paragraphs to organise my writing</i>		
<i>I can use verb inflections accurately eg we were instead of we was</i>		
<i>I can use expanded noun phrases to add description to my writing.</i>		
<i>I can use fronted adverbials</i>		
<i>I can use a range of nouns and pronouns in my writing.</i>		
<i>I can talk about time, place and cause using conjunctions, adverbs and prepositions; when, before, after, while, so, because, then, next, soon, therefore, during, in, because of</i>		
Using mostly correctly	Full stops	
	Capital Letters	
	Question Marks	
	Exclamation marks	
	Commas for lists and after fronted adverbials	
	<i>Inverted commas and other speech punctuation</i>	
	Apostrophes for contraction, singular and plural possession	
<i>Use determiners appropriately - eg, a, an, the, my, your...</i>		
<i>Proof read for vocabulary, grammar, punctuation, spelling (using a dictionary), pronouns, expanded noun phrases, fronted adverbials</i>		
<i>I can spell most words correctly (Years 3 and 4 spelling list)</i>		
<i>I can use more of the diagonal and horizontal strokes I need to join letters and write my letters the same size and way up to increase the legibility and consistency of my writing</i>		

Check Your Battery

How are you currently feeling?

Feeling great!

Keep meeting your needs and practicing self-care.

Feeling okay.

How can you make your day a tiny bit better?

Struggling.

Practice triage. What area of your life is suffering the most right now? Focus on that one area today.

Feeling good!

How can you maintain the levels you're currently at?

Meh.

How can you love on your -self today? Be extra kind to yourself.

I'm empty.

Pinpoint what's draining you and try to create a boundary & then do one thing that fills you up.



BlessingManifesting