



Year 4



Home learning plan WB 11/01/2

Chocolate!

Week 2

Lesson 1

Michael Rosen Chocolate Cake

Read the poem: <https://www.poemhunter.com/poem/chocolate-cake/>

Now watch Michael Rosen perform the poem:

<https://www.youtube.com/watch?v=7BxQLITdOOc>

- 1) Which do you prefer?
- 2) Why?

Michael uses onomatopoeia in his poem. Onomatopoeia is when a word imitates the sound of the object or action it refers to, e.g. guzzle.

- 3) Can you find some examples of onomatopoeia in the poem? Can you think of an action you might put with that word?

Learn to recite the poem putting your own actions and noises to it. Learn a section at a time and slowly build it up until you can recite it all! Perform the poem to people in your house.

Once you are feeling confident, video yourself saying the poem with your actions and upload/ post it to our online classroom.

We are so excited to see your amazing poems!

15

The Chocolate Room

‘An important room, this!’ cried Mr Wonka, taking a bunch of keys from his pocket and slipping one into the keyhole of the door. ‘This is the nerve centre of the whole factory, the heart of the whole business! And so beautiful! I insist upon my rooms being beautiful! I can’t abide ugliness in factories! In we go, then! But do be careful, my dear children! Don’t lose your heads! Don’t get over-excited! Keep very calm!’

Mr Wonka opened the door. Five children and nine grown-ups pushed their ways in — and oh, what an amazing sight it was that now met their eyes!

They were looking down upon a lovely valley. There were green meadows on either side of the valley, and along the bottom of it there flowed a great brown river.

What is more, there was a tremendous waterfall halfway along the river — a steep cliff over which the water curled and rolled in a solid sheet, and then went crashing down into a boiling churning whirlpool of froth and spray.

Below the waterfall (and this was the most astonishing sight of all), a whole mass of enormous glass pipes were dangling down into the river from somewhere high up in the ceiling! They really were enormous, those pipes. There must have been a dozen of them at least, and they were sucking up the brownish muddy water from the river and carrying it away to goodness knows where. And because they were made of glass, you could see the liquid flowing and bubbling along inside them, and above the noise of the waterfall, you could hear the never-ending suck-suck-sucking sound of the pipes as they did their work.

Graceful trees and bushes were growing along the riverbanks — weeping willows and alders and tall clumps of rhododendrons with their pink and red and mauve blossoms. In the meadows there were thousands of buttercups.

Chocolate!

'There!' cried Mr Wonka, dancing up and down and pointing his gold-topped cane at the great brown river. 'It's all chocolate! Every drop of that river is hot melted chocolate of the finest quality. The very finest quality. There's enough chocolate in there to fill every bathtub in the entire country! And all the swimming pools as well! Isn't it terrific? And just look at my pipes! They suck up the chocolate and carry it away to all the other rooms in the factory where it is needed! Thousands of gallons an hour, my dear children! Thousands and thousands of gallons!'

The children and their parents were too flabbergasted to speak. They were staggered. They were dumbfounded. They were bewildered and dazzled. They were completely bowled over by the hugeness of the whole thing. They simply stood and stared.

'The waterfall is most important!' Mr Wonka went on. 'It mixes the chocolate! It churns it up! It pounds it and beats it! It makes it light and frothy! No other factory in the world mixes its chocolate by waterfall! But it's the only way to do it properly! The only way! And do you like my trees?' he cried, pointing with his stick. 'And my lovely bushes? Don't you think they look pretty? I told you I hated ugliness! And of course they are all eatable! All made of something different and delicious! And do you like my meadows? Do you like my grass and my buttercups? The grass you are standing on, my dear little ones, is made of a new kind of soft, minty sugar that I've just invented! I call it swudge! Try a blade! Please do! It's delectable!'

Automatically, everybody bent down and picked one blade of grass — everybody, that is, except Augustus Gloop, who took a big handful.

And Violet Beauregarde, before tasting her blade of grass, took the piece of world-record-breaking chewing-gum out of her mouth and stuck it carefully behind her ear.

'Isn't it wonderful!' whispered Charlie. 'Hasn't it got a wonderful taste, Grandpa?'

'I could eat the whole field!' said Grandpa Joe, grinning with delight. 'I could go around on all fours like a cow and eat every blade of grass in the field!'

'Try a buttercup!' cried Mr Wonka. 'They're even nicer!'

Chocolate!

Suddenly, the air was filled with screams of excitement. The screams came from Veruca Salt. She was pointing frantically to the other side of the river. 'Look! Look over there!' she screamed. 'What is it? He's moving! He's walking! It's a little person! It's a little man! Down there below the waterfall! '

Everybody stopped picking buttercups and stared across the river.

'She's right, Grandpa!' cried Charlie. 'It is a little man! Can you see him?'

'I see him, Charlie!' said Grandpa Joe excitedly.

And now everybody started shouting at once.

'There's two of them!'

'My gosh, so there is!'

'There's more than two! There's one, two, three, four, five!'

'What are they doing?'

'Where do they come from?'

'Who are they?'

Children and parents alike rushed down to the edge of the river to get a closer look.

'Aren't they fantastic!'

'No higher than my knee!'

'Look at their funny long hair! '

The tiny men — they were no larger than medium-sized dolls — had stopped what they were doing, and now they were staring back across the river at the visitors. One of them pointed towards the children, and then he whispered something to the other four, and all five of them burst into peals of laughter.

'But they can't be real people,' Charlie said.

'Of course they're real people,' Mr Wonka answered. 'They're Oompa-Loompas.'

Chocolate!

Week2

Lesson 2

Charlie and The Chocolate Factory by Roald Dahl Read and enjoy 'The Chocolate Room' Section 15

Read Chapter 15 of the book or the text above.

Now, watch the clip. <https://www.youtube.com/watch?v=OMFQtY6655E> (Note: PG certificate)

- 1) Imagine that you are there. Write a descriptive paragraph of what you can see. Use your senses to help you.

What can you see?

What can you hear?

What can you smell?

What can you touch?

What can you taste?

Think carefully about including: - Precise nouns, e.g. tulips instead of flowers. - Noun phrases/ similes/metaphors - First person (I) - Expanded noun phrases,

*e.g. Mr Wonka turned the key in the small wooden door that lay in front of us.
- How it makes you feel, e.g. I stopped and stared in awe.
- I couldn't believe my eyes.*

Write in the past tense. Think about all the Year 4 writing skills that you have been taught. Read your passage back through out loud and edit any spelling or punctuation.

Chocolate!

Week 2

Lesson 3

How is chocolate made?

Have a look at these websites. Read all the information.

<https://miniyummers.com/how-is-chocolatemade-a-guide-for-kids/>

<https://kids.kiddle.co/Chocolate>

- 1) Jot down any new/ unfamiliar vocabulary, e.g. ferment, bitter, mass, created.
- 2) Use a dictionary/online dictionary such as Word Hippo to find out the meanings of these words.
- 3) Create your own glossary.

- 4) Watch this clip: <https://www.youtube.com/watch?v=PGaLWuLzHBU>

and/or this one:

https://www.youtube.com/watch?v=4vXb8Tt_VCU

Make notes from the websites and clips about chocolate.

You may want to use these headings to help organise your notes:

Information about where chocolate come from

Information about the beans

Information about shipping

Any important dates

From bean to chocolate (the process)

Types of chocolate

If you are allowed and have an adult with you, why not have a go at baking the delicious cookies in the recipe!

English - Chocolate!

Week 2

Lesson 4

Create your own information page all about chocolate for a children's magazine.

Using the information from yesterday, can you create your own information page for a magazine all about chocolate?

Things you could include:

- A heading
- An introduction for your page
- Subheadings
- Images
- Captions
- A diagram with labels
- Bullet points
- Fun facts
- Your own chocolate recipe!
- Some of the new words you learned yesterday.

Think about all the Year 4 writing skills that you have been taught. Read your information page out loud and edit any spelling or punctuation.

This work can be done on the computer or in our blank books.

English

Week 2

Lesson 5: Use your Home learning books to write your story.



Piece by piece, the street was disappearing.

In the distance a portal shone, sending soft, golden beams of light out across the evening sky. As the light kissed the clouds they blushed, becoming pink illuminations that stood and watched the street below like nosey spectators.

All that was now left of the street was the door. It was still open. There was still time. The figure in the distance began to run, but was he too late?

Your task today is to carry on this story. Look at the amazing vocabulary used to describe the picture and continue to use exciting vocabulary within your own story.

Does the figure in the distance make it?

Who is it?

You must have a main character.

You must be imaginative with where this story is going to go.

Write in third person (you are not the character, you are the narrator)

Maths: Week 2

Monday

Watch the link and answer the questions below:

<https://vimeo.com/461777711>

- I** Dora makes a number on a place value chart.

Th	H	T	O

a) What number has Dora made?

b) Add 3 ones to Dora's number.

What number do you have?

c) Add 2 tens to Dora's number.

What number do you have now?

d) Subtract 2 hundreds from Dora's number.

What number do you have now?

e) Add 5 thousands to Dora's number.

What number do you have now?

Maths: Week 2

Monday

2 Complete the calculations.

Use the place value chart to help you.

1,000s	100s	10s	1s
5	3	7	8

a) $5,378 + 200 =$ e) $5,378 - 60 =$

b) $5,378 + 20 =$ f) $5,378 - 3,000 =$

c) $5,378 + 2,000 =$ g) $300 + 5,378 =$

d) $5,378 - 6 =$ h) $5,378 - 300 =$

3 Complete the calculations.

a) $6,058 + 1 =$ b) $6,058 + 20 =$

$6,058 + 2 =$ $6,058 + 30 =$

$6,058 + 3 =$ $6,058 + 40 =$

$6,058 + 4 =$ $6,058 + 50 =$

$5 + 6,058 =$ $60 + 6,058 =$

4 Mo is going to add 100 to each number.

Circle the numbers where the 1,000s will change.

2,450

3,928

4,180

5,905

972

What do you notice?

Maths: Week 2

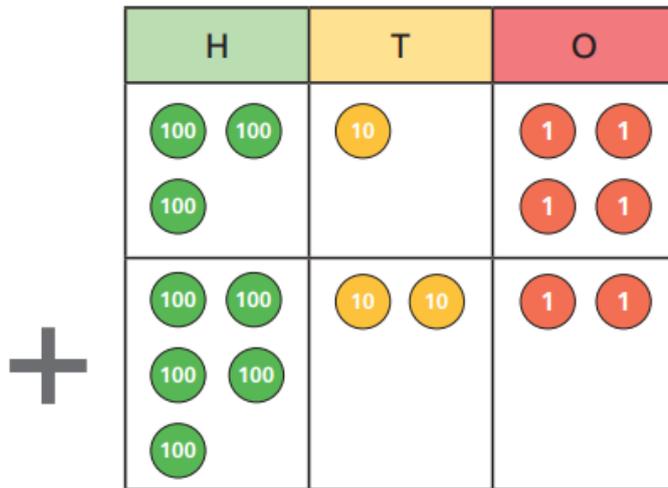
Tuesday – Adding two 4-digit numbers (no exchange)

Watch the link and answer the questions below:

<https://vimeo.com/461778690>

1 Calculate $314 + 522$

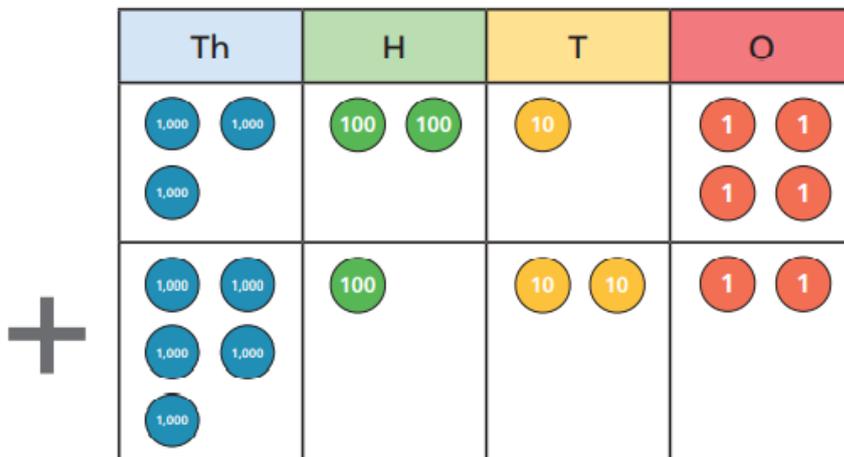
Use the place value chart to help you.



$314 + 522 =$

2 a) Calculate $3,214 + 5,122$

Use the place value chart to help you.



$3,214 + 5,122 =$

Maths: Week 2

Tuesday

3 Complete the calculations.

a) $4,122 + 2,605 =$

b) $3,709 + 4,160 =$

c) $247 + 1,032 =$

d) $3,007 + 560 =$

4 Alex is calculating $5,702 + 125$

		Th	H	T	O	
		5	7	0	2	
	+	1	2	5		
		6	9	5	2	

Do you agree with Alex? _____

Explain your answer.

Complete the calculation.

$5,702 + 125 =$

Maths: Week 2

Wednesday – Adding two 4-digit numbers (one exchange)

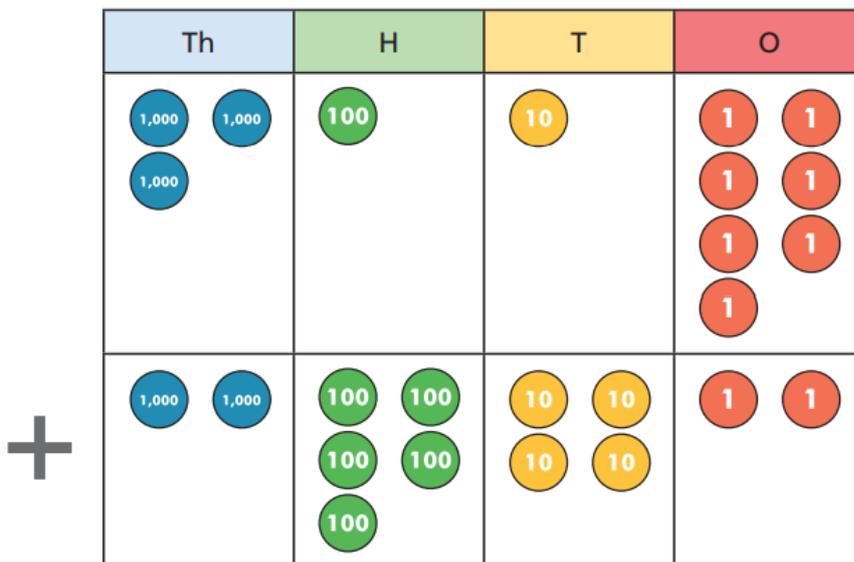
Watch the link and answer the questions below:

<https://vimeo.com/461778690>

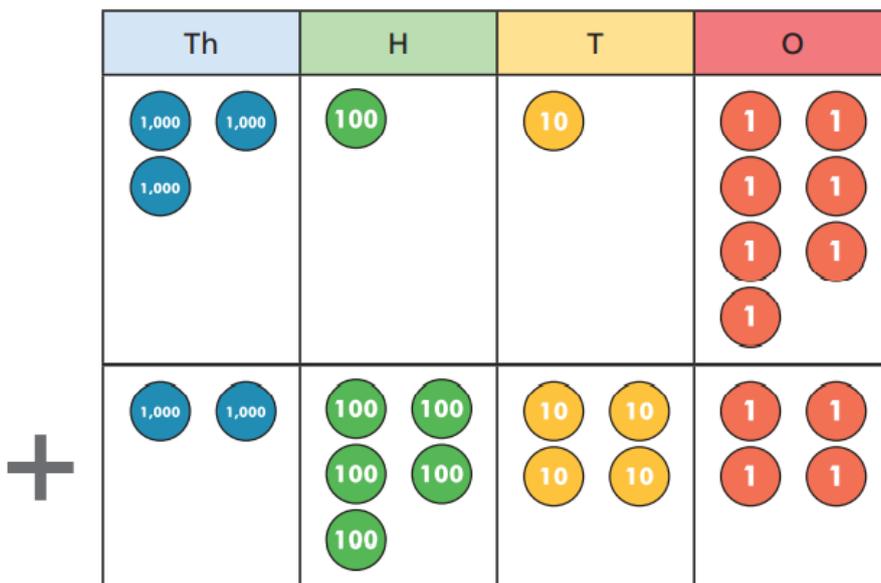
1 Complete the calculations.

Use the place value charts to help you.

a) $3,117 + 2,542 =$



b) $3,117 + 2,544 =$



Maths: Week 2

Wednesday

- c) What do you notice about the calculations in part a) and part b)?

Which did you find easier and why?

- d) What happens when you have more than 10 counters in one column?

2 Complete the calculations.

a) $4,365 + 2,617 =$

b) $1,907 + 5,068 =$

c) $6,792 + 163 =$

d) $3,247 + 1,930 =$

3 Complete the calculations.

a)

		Th	H	T	O		
		5	1	6	3		
	+	2	4	5	1		
		<hr/>					
		<hr/>					

b)

		Th	H	T	O		
		7	2	6	1		
	+	1	0	2	9		
		<hr/>					
		<hr/>					

Maths: Week 2

Thursday - Adding two 4-digit numbers (more than one exchange)

Watch the link and answer the questions below:

<https://vimeo.com/462718069>

1 Complete the calculation.

Th	H	T	O
1,000 1,000	100	10 10 10 10 10	1 1 1 1 1 1
+			
1,000 1,000 1,000	100 100 100 100	10 10 10 10 10	1 1 1 1 1 1 1 1

	Th	H	T	O
	2	1	7	6
+	3	4	5	8

2 Who has got each question correct? Tick your answer.

a) Nijah

	H	T	O
	4	4	5
+	3	4	8
	78	1	3

Scott

	H	T	O
	4	4	5
+	3	4	8
	7	9	3
		1	

Maths: Week 2

Thursday

b) Nijah

		Th	H	T	O	
		4	8	2	6	
	+	1	7	8		
		6	6	0	6	
		1	1			

Scott

		Th	H	T	O	
		4	8	2	6	
	+		1	7	8	
		5	0	0	4	
		1	1	1		

What mistake has the other person made in each calculation?

Talk about it with a partner.

3

Complete the additions.

a)

		Th	H	T	O	
		4	7	1	2	
	+	3	4	9	2	

c) $3,784 + 2,526$

b)

		Th	H	T	O	
		6	0	7	5	
	+		9	4	8	

d) $79 + 654 + 1,312$

Maths: Week 2

Friday – Add two 3-digit numbers crossing 10 or 100.

Watch the link and answer the questions below:

<https://vimeo.com/461779078>

1 Complete the column addition.

a) $235 + 157$

Hundreds	Tens	Ones

	H	T	O
	2	3	5
+	1	5	7

+

b) $372 + 144$

Hundreds	Tens	Ones

	H	T	O
	3	7	2
+	1	4	4

+

2 Tick the additions that need an exchange of ones for a ten.

	H	T	O		H	T	O		H	T	O
	2	3	8		4	2	7		3	0	8
+	1	4	1	+	2	6	8	+	1	5	1

How do you know if an addition needs to exchange 10 ones for a ten?

Maths: Week 2

Friday

4 Work out the additions.

a)

	H	T	O	
	1	8	7	
+	4	7	1	

c) $718 + 108$

b)

	H	T	O	
	5	1	7	m
+	2	3	4	m

d) $526 + 294$

5 a) Tick the additions with an answer that ends in zero.

$317 + 203$	<input type="checkbox"/>	$192 + 784$	<input type="checkbox"/>	$390 + 177$	<input type="checkbox"/>
$455 + 165$	<input type="checkbox"/>	$386 + 184$	<input type="checkbox"/>	$319 + 501$	<input type="checkbox"/>

b) Did you have to work out all of the additions?

c) Complete the sentences.

The answer to $175 + 212$ ends with a

The answer to $609 + 175$ ends with a

The answer to $334 + 178$ ends with a

The answer to $716 +$ ends with a 3

Geography – The UK

Imagine you have visited London for the very first time.

Watch the video in the link below and use the sheet to write about your experience.

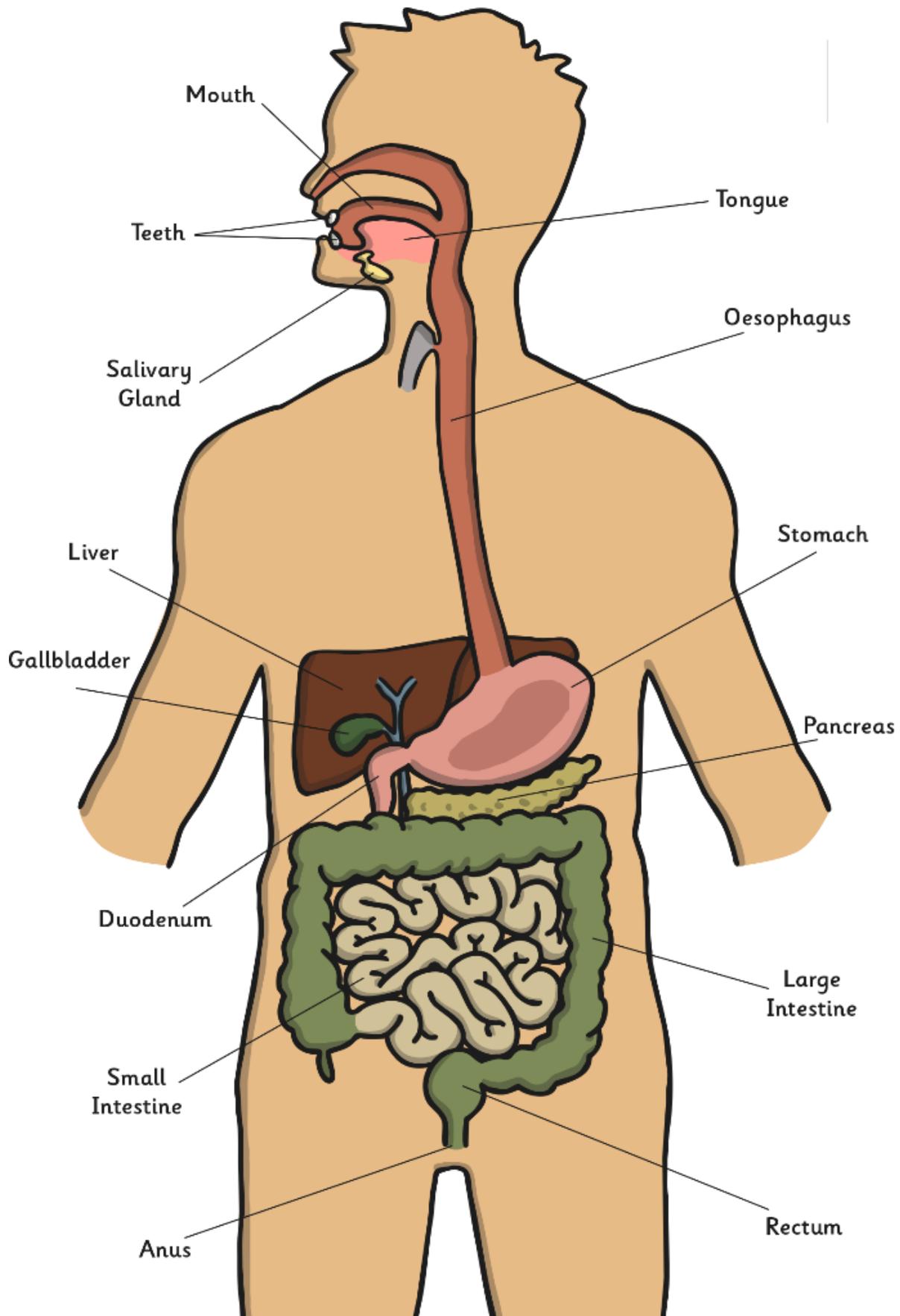
https://www.youtube.com/watch?v=X8zLJIU_-60

<p>Location - Use the OddPod map. Use compass directions in your description.</p>	<p>First Impressions - Can you use at least three descriptive words?</p>
<p>Key Landmarks - Name and describe three.</p>	<p>On The Move! - Plan a journey between your home and this capital city. Hint: use the Oddpod map!</p>

Capital:

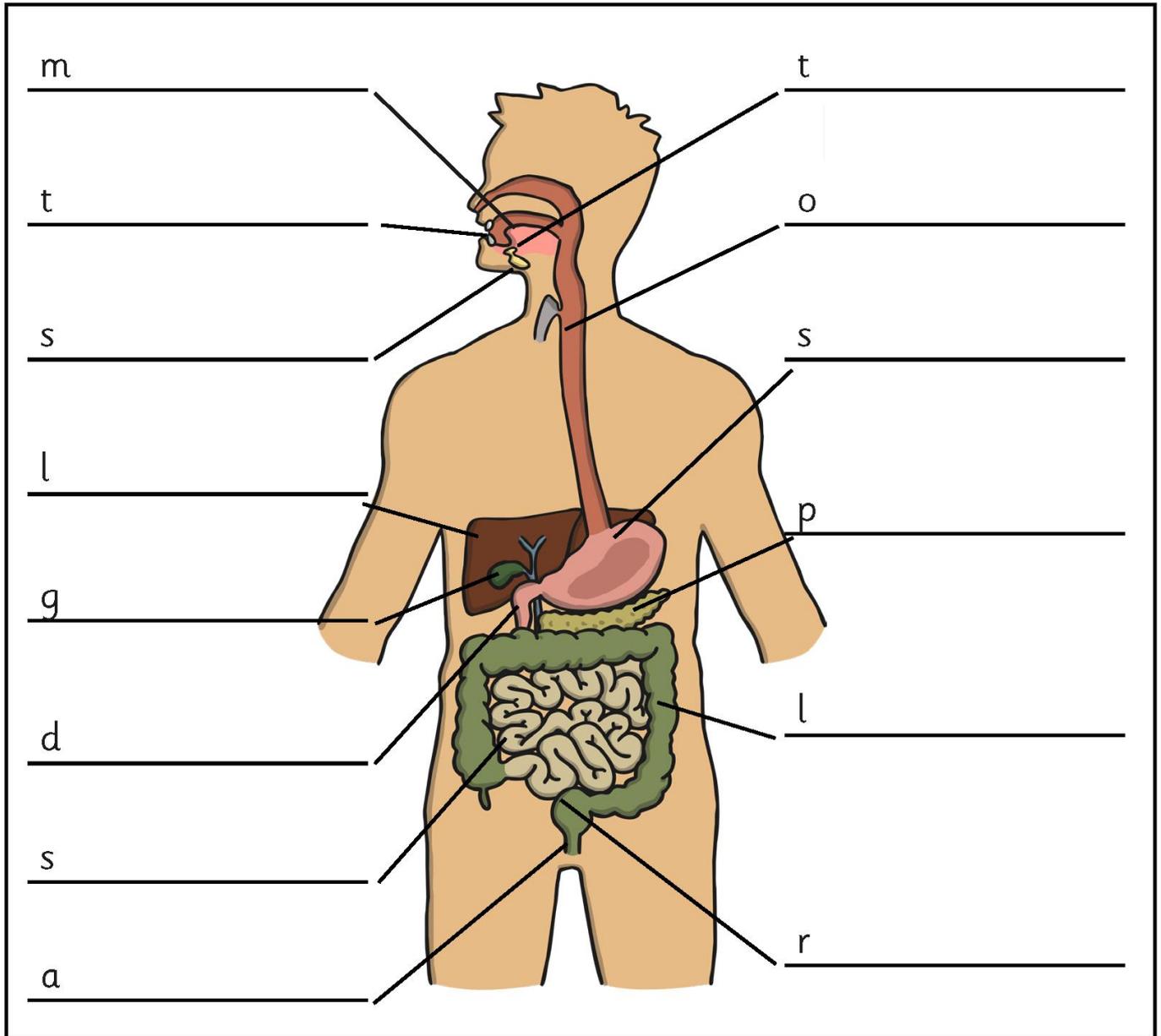
Science – The digestive system

Have a look at the diagram below and research the different organs and parts of the digestive system with an adult.



Science

Once you have found out what the different parts of the digestive system do, complete your own diagram of the human digestive system.



Key words: mouth, tongue, teeth, salivary glands, oesophagus, stomach, duodenum, small intestine, large intestine, gallbladder, pancreas, liver, rectum, anus.

RE- Key Questions

Why inspires you?

Courage, confidence and overcoming a big problem.

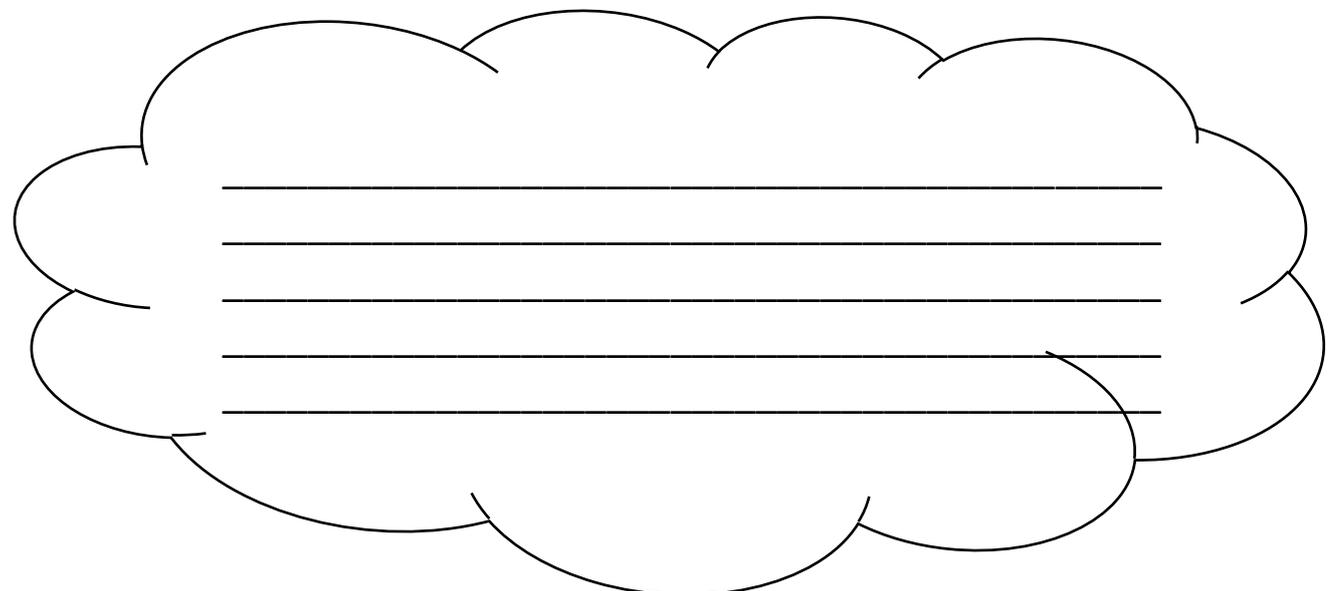
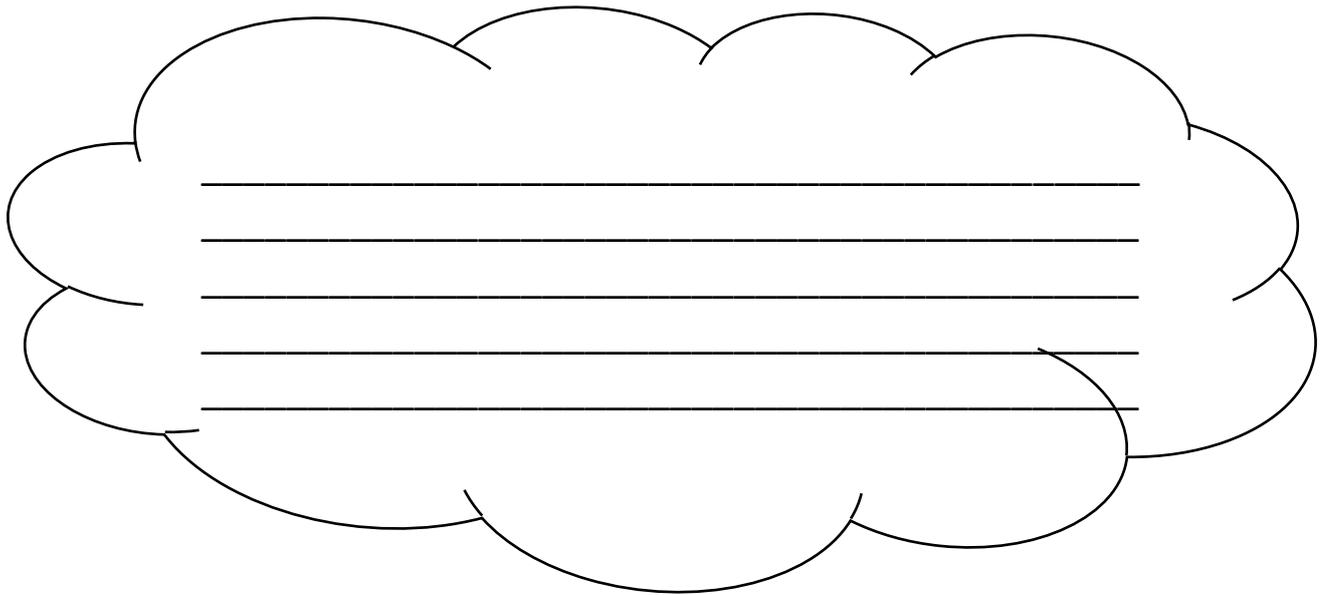
Discuss problems the children have faced and overcome. e.g. tying laces, riding a bike, maths, reading in front of others, making friends in a new place or being lost somewhere etc.

1. How did they overcome their problem?
2. Did someone help them? Why?
3. Did they need courage and confidence?
4. What does it mean to have courage?

Read the story of David and Goliath.

1. Did David have courage? Why?
2. In what ways could this story inspire people?
3. Have you ever read or heard a story that inspired you?

Use the comment clouds below to answer these questions.



Day	Handwriting	Spelling
Monday 11/1/2021	<p>Recap any letters that you don't feel as confident with. <i>Take your time to get the formation correct.</i></p> <p>A, b, c, d, e, f, g, h, I, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.</p>	<p>Both groups: Practice all spelling words for your group. Use the look, cover, write technique.</p>
Tuesday 12/1/2021	<p>Make sure your handwriting is neat when practising your spellings.</p>	<p>Miss Butler's group: Look at the first four spelling words and use them in a sentence.</p> <p>Miss Lund's group: Have a chat with someone in your house about your spelling words. Find the meaning of the words you don't understand.</p>
Wednesday 13/1/2021	<p>Write the following sentence in your neatest handwriting:</p> <p><i>The quick brown fox jumps over the lazy dog.</i></p> <p>Keep writing the sentence until you are happy with your letter formation.</p>	<p>Miss Butler's group: Look at the next four spelling words, use a dictionary to find the meaning of the words and use them in a sentence.</p> <p>Miss Lund's group: Use your spelling words in their own sentence.</p>
Thursday 14/1/2021	<p>Make sure your handwriting is neat when practising your spellings.</p>	<p>Miss Butler's group: Look at the final four spelling words, use a dictionary to find the meaning of the words and use them in a sentence.</p> <p>Miss Lund's group: See if you can use more than one of your spelling words in a sentence.</p>
Friday 15/1/2021	<p>Recap the letters: f, g, j, p, q and y. Remember that these letters all have tails that must sit under the line they are written on.</p>	<p>Both groups: Create a whole page of spellings in your home learning books. Use all of your spelling words and decorate each word with images that remind you of the word.</p>

Miss Butler's group

Schwa (o)

1. lemon
2. carrot
3. agony
4. coconut
5. purpose
6. handsome
7. opposite
8. button
9. violin
10. method
11. apostrophe
12. homophone

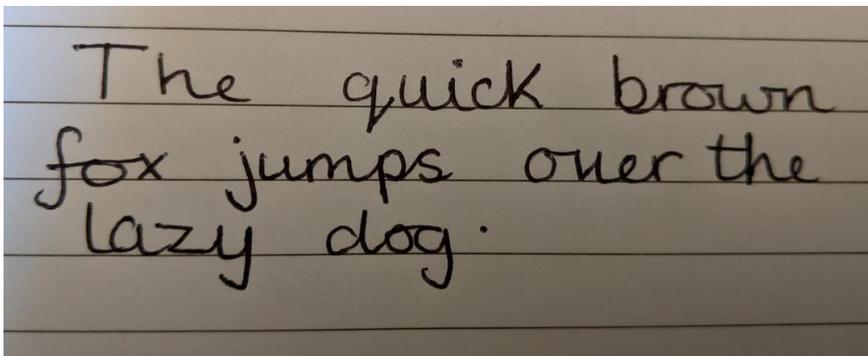
Miss Lund's group

The sound /l/ spelt with
'-le' at the end of words

1. table
2. apple
3. bottle
4. little
5. middle
6. dazzle
7. riddle

Handwriting:

Use the picture below as a guide for your own handwriting.



Remember to use your rounded letters.

We want them to look like round, water balloons, not deflated balloons.

P.E

Have a look at some of the different activities available on this website.

There are some fantastic activities. Maybe some that can be done as a whole family.

<https://www.weareteachers.com/virtual-pe-classes/>

Computing

Please feel free to use the links below to improve your computing skills on a weekly basis.

Scratch - <https://scratch.mit.edu/>  Google 'Scratch' and it is the first option. On the website, click 'Create' to access the coding stage which the children are used to using in class. They can watch tutorial, step-by-step guides on the website by clicking 'ideas' and this will teach them different skills.

Minecraft Coding- <https://code.org/minecraft>  Google 'Minecraft coding'.

This screen will show up - the orange START buttons are how you access different activities. Introductory videos from one of the makers at Mojang will pop up - this isn't necessary to watch. The children will be able to code using their instructions.

Lightbot - www.lightbot.com

This is a coding game using a robot and problem solving. A favourite in year 4.