

**Learning Project week 1 'North'**

Year 4

**Weekly Maths Tasks – aim to do one per day**

Try to do 10 minutes of arithmetic/ mental maths each day:

<https://www.topmarks.co.uk/maths-games/mental-maths-train> (Choose any of the addition activities)

- <https://www.timestables.com/rally.html> (a range of times tables games to test and challenge you!)

- **Year 4 skills check:** (answers published next week) *Reproduced by kind permission of [mathsbox.org.uk](http://mathsbox.org.uk)*

| Week 1 |   |
|--------|---|
| 1      | Work out $65 \div 100$                      |
| 2      | Express 0.4 as a fraction                   |
| 3      | Work out $\frac{2}{5}$ of £30               |
| 4      | Work out $254 \times 5$                     |
| 5      | Work out $6123 + 3872$                      |
| 6      | Round 0.295 correct to 1 decimal place      |
| 7      | Write in ascending order 5404, 5044, 5440   |
| 8      | Work out $2.54 \times 10$                   |
| 9      | Complete 5 hours = .....minutes             |
| 10     | Find the next 2 terms 1.6, 1.7, 1.8, 1.9 .. |

- White Rose Maths has daily maths lessons for you to work through:

<https://whiterosemaths.com/homelearning/year-4/>  
Watch the video, pausing to do the activities when you are told. The BBC are providing **free** worksheets to support the White Rose Maths lessons. Access these [here](#).

From May 4<sup>th</sup>, White Rose Maths are charging for their worksheets – your school may provide you with a code to access these – the BBC sheets are completely compatible with White Rose.

**Weekly Reading Tasks – aim to do one per day**

Try to read every day. There are some ideas here:

- This story is about an extreme blizzard:  
[https://readon.myon.co.uk/reader/index.html?a=uk\\_jm\\_blizd\\_s09](https://readon.myon.co.uk/reader/index.html?a=uk_jm_blizd_s09)

Read the story and put these events in the order they happened:

| Event   | Order |
|---|-------|
| a. Jerry found the boys.                        |       |
| b. Owen and Gray walk and lose the road.        |       |
| c. The boys drink from a stream.                |       |
| d. A helicopter saw the HELP! sign.             |       |
| e. Jerry decided to walk to the petrol station. |       |
| f. Owen and Gray make a bed from pine needles.  |       |

In the story, the relationship between Owen and Gray changes. Explain how and why this happens.

In the story, the boys make some good and bad decisions. Copy and complete the table:

| Decisions | Good | Bad | Reason |
|-----------|------|-----|--------|
|           |      |     |        |

- Audible have made all their children’s books free while schools are closed. Choose one and listen:

<https://stories.audible.com/discovery>

- Read a book of your choice to an adult. Talk about the story and the characters. Predict what you think might happen next. Explain why you like/ do not like the book.

- Read the text about polar bears:  
<https://www.twinkl.co.uk/resource/t2-e-4052-ks2-polar-regions-focused-reading-skills-comprehension-pack>  
Answer the questions. Ask an adult at home to mark your work for you using the answers provided.



**Weekly Spelling, Punctuation & Grammar Tasks – aim to do one per day**

- Choose some of these [tasks](#) to learn how to spell words ending with -sure or -ture.
- Look at this explanation of the 4 kinds of sentence and answer the questions below:

## 4 Kinds of Sentences

|  |  |
|--|--|
| <p style="text-align: center; color: blue;"><b>Statement</b></p> <ul style="list-style-type: none"> <li>A <u>statement sentence</u> tells about something.</li> <li>It ends with a <b>.</b></li> </ul> <p><u>Examples:</u><br/>I had a good time.<br/><br/>We ate pizza for lunch.<br/><br/>They went to the store.</p>            | <p style="text-align: center; color: blue;"><b>Question</b></p> <ul style="list-style-type: none"> <li>A <u>question sentence</u> asks something.</li> <li>It ends with a <b>?</b></li> </ul> <p><u>Examples:</u><br/>What is the rabbit eating?<br/><br/>When do we eat lunch?<br/><br/>How are you?</p>                        |
| <p style="text-align: center; color: blue;"><b>Command</b></p> <ul style="list-style-type: none"> <li>A <u>command sentence</u> tells someone to do something.</li> <li>It ends with a <b>.</b></li> </ul> <p><u>Examples:</u><br/>Please feed the dog.<br/><br/>Eat all your vegetables.<br/><br/>Do your chores after lunch.</p> | <p style="text-align: center; color: blue;"><b>Exclamation</b></p> <ul style="list-style-type: none"> <li>An <u>exclamation sentence</u> shows strong feeling.</li> <li>It ends with a <b>!</b></li> </ul> <p><u>Examples:</u><br/>The dog ate my homework!<br/><br/>He fell off the chair!<br/><br/>I just won 100 dollars!</p> |

- Copy out the sentence that must end in a question mark:
  - Max asked me about my dog
  - Your new car is shiny, isn't it
  - What a beautiful day
- Copy out the sentence that is a command:
  - You must put the bin out for it to be emptied.
  - There are a lot of books that need sorting out.
  - Please pick up all your litter.
- Write a question that would give this answer:  
*Early yesterday morning.*
- Copy out the sentence below that is a statement:
  - Stop writing now and put away your pencil.
  - What time are you going home?
  - Children start school when they are 4.
- Copy out the sentence and underline the imperative:  
*Follow these instructions and you will catch the thief.*
- Copy out the 2 sentences that must end with an exclamation mark:
  - You must leave now to catch the train
  - What big ears you have
  - What kind of dog is that
  - How exciting to be seeing the Queen
- [Play and practise](#) words from the year 3 and 4 statutory spelling list.



**Weekly Writing tasks – aim to do one per day**

Focus: writing an adventure story

- Setting: draw your own fictional map. You are creating an Arctic world so think about including icebergs, glaciers, frozen lakes and snowy mountains. Things to think about: Where might my main character live? Mark that spot on the map Where might my villain live? Mark that spot on the map. Name any places of interest on your map. Remember to think about the effects of your place names and to use techniques like alliteration to bring them to life. Example: the Forbidden Forest of Fear. Below are a few words to trigger place names for your world.
  - Mountains: Crag Cliff Peaks Ridges Jagged Mount Valley Dagers Cloud
  - Forests: Thorn Gnarled Twisted Knotted Dense Rotten Oak Ivy Trunk
  - Seas: Waterfall Cove Ocean Depths Waves Swell Churning Froth Anchor Swirling
  - Caves: Tunnels Shadow Echo Deep Bones Mouth Scream Underground Labyrinth Crystals
- Your story will need a main character. Choose one of the pictures below to be yours:



Write a description of the character you have chosen. Think about what s/he looks like and what type of personality they have: brave, kind, generous, cruel, weak, etc. Use similes, powerful adjectives and expanded noun phrases. E.g. *As cunning as a fox, he catches silvery fish in the ice-holes he cuts with his steel dagger.* Write at least 5 sentences.

- Your main character has to want something for there to be a plot. Charlie from Charlie And The Chocolate Factory wanted a golden ticket. Decide what your character wants: Do they want to rescue a person or animal? Do they want to find an object? Do they want to find a cure for someone who is ill? Do they want something else entirely? Draw the person/ item/ animal they are seeking and write a detailed description of it. Choose interesting vocabulary that makes the object sound attractive and makes your reader want to find it too.

- Draw a line through your fictional world (starting from where your main character lives) mirroring the journey your character might take to find the person/item/animal they want. Take them to the most exciting places on your map. Create detours. Let your character get lost. Imagine traps...What might happen at each place your character visits? What characters/magical creatures might your main character meet? At which place will your main character encounter the villain? Create a plan for each place in your story. Each place can be a new paragraph in your story.
- Now write your Arctic story! Remember to include exciting vocabulary, some speech, description and lots of action!

### Learning Project to be done throughout the week

- Science: Polar bears are perfectly adapted to live in the Arctic. Find out how they survive by watching [this video](#). Make a note of at least 5 things that help polar bears to survive the extreme cold and ice. Draw a picture of a polar bear and label the features that enable it to survive in the Arctic. The Arctic is changing very quickly and the ice is decreasing in area so polar bears have less space to live. This video explains why. <https://www.youtube.com/watch?v=E6zW43U7yqM> . What will happen if the ice continues to melt? How can people help polar bears to survive in the future?

CHALLENGE: if you want to find out more about polar bears, do some research on this amazing website: <https://polarbearsinternational.org/polar-bears>

- Art and Design: look at this piece of artwork: The Enchanted Owl by Kenojuak Ashevak. Kenojuak Ashevak, Canada's most famous Inuit artist, was born at the south Baffin Island camp known as Ikirisaq in 1927. She grew up living in igloos and skin tents on south Baffin and Arctic Quebec. She spent most of her life living on the land in the traditional ways of her ancestors. You can see many more of her works in [this video](#). What do you notice about her work? Use the common themes and features of her work to create your own piece of artwork. Strong colours and bold outlines are important so use thick paint or felt-tips.



- French: Watch the story of [Ours Blanc a Perdu sa Culotte](#) It's the story about a polar bear who has lost his pants! Watch carefully and find the French for these words and phrases:

|                      |           |        |
|----------------------|-----------|--------|
| "I've lost my pants" | zebra     | cat    |
| "whose are they?"    | pig       | squid  |
| "They are my pants"  | butterfly | rabbit |



Now write your own story in French using the sentences above about a polar bear who loses his socks (mes chaussettes). Illustrate it with pictures of the animals wearing their socks.

- History: This map shows an area of northern Europe. 3 countries shown make up an area called Scandinavia. These countries are very cold and farming is difficult. In 793 AD, a group of invaders called Vikings decided to leave Scandinavia and invade Britain so they could settle there. They travelled across the North Sea to the east coast of Britain and raided the villages and monasteries along the coast. Monks living at the time wrote about the attacks in the Anglo- Saxon Chronicle: *"In this year came dreadful forewarnings over the land of Northumbria, terrifying the people most woefully: these were immense sheets of lightning and whirlwinds, and fiery dragons were seen flying through the sky. A great famine soon followed these signs and not long after in the same year, on the sixth day before the ides of January, the harrowing inroads of heathen men destroyed the church of God in Lindisfarne by robbery and slaughter."*





Do you think this account is historically accurate? Why do you think this?

**CHALLENGE:** how could historians find out if this recount is true? What would they need to find?

- **Geography:** Watch [this video clip](#). Use the information you have learnt to draw on the map the lines of longitude and latitude. Add the Equator and the Prime Meridian. Label these lines. Did you know the Prime Meridian goes through England in a place called Greenwich? Find out where the Arctic Circle is and mark it on your map.



**Arctic Circle**  
**North Pole**

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

| Match and Label |           |                                |
|-----------------|-----------|--------------------------------|
| Russia          | Greenland | Alaska                         |
| Scandinavia     | Canada    | Arctic Ocean/<br>Arctic Region |

Now use an atlas or [https://www.google.co.uk/intl/en\\_uk/earth/](https://www.google.co.uk/intl/en_uk/earth/) to identify these countries/ areas that make up the Arctic. How does seeing the Earth from above the North Pole change your view of the World?

- **PSHCE: Climate change (or global warming)**, is the process of our planet heating up. Scientists estimate that since the **Industrial Revolution**, human activity has caused the **Earth** to warm by approximately **1°C**. While that might not sound like much, it means big things for people and wildlife around the globe. Unfortunately, rising temperatures don't just mean that we'll get nicer weather – *if only!* The changing climate will actually make our weather more **extreme** and **unpredictable**. As temperatures rise, some areas will get wetter and lots of animals (and humans!) could find they're not able to adapt to their changing climate.

**How will climate change affect wildlife?**



Climate change is already affecting wildlife all over the world, but certain species are suffering more than others. **Polar animals** – whose icy natural habitat is melting in the warmer temperatures – are particularly at risk. In fact, experts believe that the **Arctic sea ice** is melting at a shocking rate – **9%** per decade! **Polar bears** need sea ice to be able to hunt, raise their young and as places to rest after long periods of swimming. Certain **seal** species, like **ringed**

**seals** make caves in the snow and ice to raise their pups, feed and mate. Watch the presentation <https://vimeo.com/140200000> to learn more about Climate Change. Discuss climate change with your family. Create a poster to show how your family are going to commit to improve climate change.

- RE: North **What do different people believe about God?** Our world is special and some people believe that it was created by God. Within the Arctic, the Northern Lights (or Aurora Borealis) is a natural light display. Watch here:



<https://www.youtube.com/watch?v=NKtEvGyh8q0>

In Europe, in the Middle Ages, the auroras were commonly believed to be a sign from God. What do you believe? Do you believe that this glorious display of light has been created by God? Find some examples of how we know about something even though we have not seen or experienced it for ourselves. How do we know this is real if we haven't experienced it?

What do people believe about God? What do you believe? What about members of your family?

- PE: Every day, Joe Wicks has a 30-minute workout at 9 am. Join in via youtube.



### Family learning



- Use large Cardboard boxes/ bed sheets, towels etc and work as a family to build an igloo. Try and make it warm inside and if possible waterproof. Send a picture into school with as many people as possible from your house in the igloo!