

GFM Primary Phase - Home Learning Provision for Gomer Junior School Year 4

Whilst children are away from school, during term time, we are keen for the children to continue with their school based learning where possible. Please use this document to guide your child through learning at home. We would recommend around 2 hours of work per day, alongside other enriching activities (e.g. see 60 STEM activities and practical ideas documents).

For those of you choosing areas of home learning, please do see our curriculum maps to help you make decisions e.g. being aware of the year group period of history will help your decision making.

These can be found: <http://gomerjuniorschool.co.uk/our-school/curriculum/>

| Maths | Reading |
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| <p>Daily:</p> <ul style="list-style-type: none"> ● Times tables (see links below to online resources) <p>Choose at least one other activity per day:</p> <ul style="list-style-type: none"> ● Play on Hit the Button - focus on number bonds, halves, doubles and times tables. ● Adding totals of the weekly shopping list or some work around money. This game could support work on adding money. http://flash.topmarks.co.uk/4020 ● Practise telling the time. This could be done through this game https://bit.ly/2WtQHxn Read to the quarter hour and the nearest 5 minutes. ● Get a piece of paper and ask your child to show everything they know about subtraction. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. ● Practise counting forwards and backwards from any number in jumps of 10, 100 and 1000. | <p>Use your reading plus account at home and earn awards. https://student.readingplus.com/seereader/api/sec/login Site Code: GOMERRP1</p> <p>Choose at least one other activity per day:</p> <ul style="list-style-type: none"> ● You could share a story together. This could be a chapter book where you read and discuss a chapter a day. ● Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation. ● Watch Newsround and discuss what is happening in the wider world. ● Get your child to read a book on Oxford Owl, discuss what your child enjoyed about the book. ● Get your child to read a book on Active learn and complete the activities. These focus on comprehension skills. ● Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word? ● With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers. |
| Spellings | Literacy |
| <p>Daily practise of the Year 3/4 for Common Exception words. (break them down into groups of 10 so you are not practising too many at a time)</p> | <p>Choose at least one activity per day:</p> <ul style="list-style-type: none"> ● Make up your own story on Book Creator (you will need to sign up using your gmail email address, and then enter the class code, 4VW - 6PFMZCR |

(there are many ways you can practise your spellings to make them interesting and memorable. A document can be found on google classroom with ideas but a few are listed below. How creative can you be to remember these tricky words?)

- Find the rule and highlight the rule in each of the words
- Write each word as many times correctly as you can in 1 minute
- Write each word in as many different colours as you can
- Bounce a ball, spelling the word on each bounce
- Using scrabble letters or similar, jumble up the letters and re-order
- Practise them on spelling shed <https://www.spellingshed.com/en-gb>
- Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified?
- Choose 5 Common Exception words and practise spelling them using green vowels. Write the word and every vowel complete in green, e.g. spelling.

and 4LF -6PCZKXM to join the class so you can share your story. This project may take a couple of days.

<https://bookcreator.com/>

- Write a diary entry summarising the events from the day/week.
- Write an information report about their local area. Remember to include headings and subheadings.
- Choose an interesting building they have found out about and write a list of questions they would like to ask.
- Write a story about a stranger coming to their local area. What happens? Is it a good thing? Or does something terrible happen?
- Write a setting description to describe their local area. What is in their local area? What do they like/dislike about it and why?
- Take part in a writing masterclass <https://authorfy.com/>

Project Learning

Let's be researchers

- **History/Geography: The History of Gosport:**

Task: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- **Gosport Fort Study**

The five forts, with a supporting battery, were built between 1853 and 1863 on the western side of Gosport to protect Portsmouth harbour from an invasion force attacking from the land.

Question to research and study: How effective were the forts at protecting Gosport?

Ideas to consider: research, writing, drawing, typing, modelling...

What are their names?
why?

Where are they using maps?

Who built them and

Construction of a fort?

What date in history?

Weapons in a fort?

Different rooms in a fort?

Different jobs in a fort?

Model of a fort?

Use Google slides - Add to your Gosport History presentation that we have started in school - to present your research and findings.

Let's be scientists:

- **What's that living thing?**

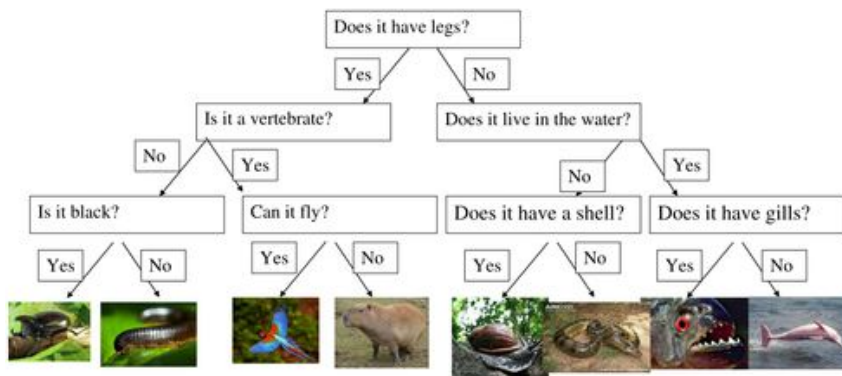
Careful observations of living things are needed so that scientists know which group they belong to. Take leaf images - how would you sort these out to determine what species they are?



Play a 'yes/no' game with your adult to get them to identify which leaf you're talking about.

Create a branching database for a living thing: spiders, insects, fish, birds, leaves... and spiders they observed in the previous session.

WALT - To use a classification key to identify animals



Task: Observe features of living things and sort them into different groups.

Activities

1. Understand why it is useful to classify living things.
2. Answer questions about the features of insects, arachnids and plants found in the local area.
3. Create a branching database/dichotomous key to sort and identify local invertebrates.
4. Understand why it is important to make accurate observations when describing features of living things.

Weblinks

[Explains different animal classes](http://www.kidzone.ws) from www.kidzone.ws

[Clip about classification of living things](http://www.bbc.co.uk) from www.bbc.co.uk

[Minibeast id](http://www.woodlandtrust.org.uk) from www.woodlandtrust.org.uk

[Leaf identification PDF](http://www.woodlandtrust.org.uk) from www.woodlandtrust.org.uk

[Software programme that creates branching data](http://www.flexible.co.uk) from www.flexible.co.uk

[New species of jellyfish](http://news.nationalgeographic.com) from <http://news.nationalgeographic.com>

[New species of mantis](http://www.eurekaalert.org) from www.eurekaalert.org

[New species of frog](http://www.theguardian.com) from www.theguardian.com

Let's be active:

- The Body Coach home workouts for children <https://bit.ly/2QqC9dN>
- Try some Cosmic Yoga <https://www.youtube.com/watch?v=R-BS87NTV5I&vl=en>
- Just Dance https://www.youtube.com/watch?v=8-9Sm6_yE98

Let's be creative:

- Create a piece of artwork entitled 'Family'. This could be a drawing, a self portrait, a sculpture or collage. Could you copy another artist's style? Which materials have you chosen to use and why? How do you feel about your piece of artwork? What would you change or not? Can you do another piece in a different style? Which one do you prefer and why?

Let's try something new:

- Using the list of 60 STEM activities below, pick an activity to complete. Tick when you have done each one. How many activities can you complete?

When you return to school we can't wait to hear about what you have done in addition to maths and English learning. You might like to bring in examples of your project with you in any way that best works for you.

Online resources

- Rapid Reader (if already accessing this in school)
- Sparx Maths <https://www.sparxmaths.uk/student>
- Times Table Rock Stars <https://trockstars.com/>
- Hit the button <https://www.topmarks.co.uk/maths-games/hit-the-button>
- My Maths <https://login.mymaths.co.uk/>
- Google Classroom <https://bit.ly/3cX9eYn>

To log into the resources above, the children need to click on the links provided and enter their username and password, which can be found on the password sheet that has been sent home.

Other FREE Resources

Story books:

- <https://www.storylineonline.net/> A free literacy programme where actors read to children
- <https://www.worldbookday.com/world-of-stories/> Free audio books to listen to from World Book Day
- <https://bookcreator.com/> Free online book creator. You will need to enter your gomer gmail email address to sign up and then enter your class code to join your class.

Due to the current closure, some companies are offering access to their resources for free for a month.

- <https://www.twinkl.co.uk/> - if you access their website, create an account and you can access a range of tutorials and activities
- <https://www.emile-education.com/> - if you access their website, create a free trial account and you can access a range of tutorials and resources
- <https://mailchi.mp/hamilton-trust/free-packs-for-children-at-home?e=cbb13dd1f6>
Hamilton Trust have a lot of free resources incase of a closure