Hello, Year 4. Hope you are all ok and ready for this weeks’ challenges. We have provided some guidelines for your child’s home learning. We appreciate that these are stressful times for all involved. Where possible, please encourage your child to complete the learning outlined below. We appreciate that in some cases this may not be possible. Please try your best and don’t get too worried about it. Most importantly stay safe and enjoy this time with your family. From Mrs Cornish and Mrs Emanuel

|  |  |
| --- | --- |
| **English**  | **Topic**  |
| Last week, we explored some information about the endangered Black Rhino, and you may have written your own report about an animal of your choice. Now, you can explore some more about other endangered animals.Choose an endangered animal (you may need to search ‘endangered animals’ on the internet) and create a poster to show why your chosen animal is endangered. Use the black rhino news story from last week, as well as the bullet points below to help you to explain the reasons why your animal is endangered. There will likely be more than one reason. Please write in full sentences with correct punctuation, and remember to use technical vocabulary to engage your reader’s interest.<https://www.independent.co.uk/news/world/africa/african-black-rhino-population-endangered-extinction-a9412341.html?gclid=EAIaIQobChMIl8b06_6y6AIVia3tCh13UwenEAAYASAAEgIjPvD_BwE> (News story- endangered black rhino)* Although numbers of the black rhino are slowly increasing, it is still classified as a critically endangered species. How does that make you feel?
* One of the reasons the black rhino became endangered was because it was hunted for its horn. It was used for medicines and as decorative, carved dagger handles. What do you think about this? There is still demand for the black rhinos horn meaning it is still hunted. This is illegal and we call it poaching.
* The other cause is a loss of habitat. Land has been cleared for agriculture, leaving less area for black rhinos to feed and roam.
 | Animals and their characteristicsWildlife watch1. Sit in your garden for 5 minutes each day and listen to the sounds you can hear (you might want to close your eyes as you do this). Try a different time each day to see if you can hear anything different. Challenge yourself to identify the sounds you are hearing e.g. do you know what type of bird is singing?
2. Create your own bug hotel in the garden (if you do not have access to a garden, why not design what your bug hotel would look like) Look at this link <https://www.rspb.org.uk/>
3. Can you classify any of the bugs/creatures that you find in your garden or see on your daily walks? Think about insects, arachnids, molluscs mammals, etc
 |
| **Maths**  |
|  For maths this week we would like you to look at the **week 2** home learning from white rose maths. Make sure you listen carefully to the lesson and continue with the challenges set. <https://whiterosemaths.com/homelearning/year-4/>Also, continue with TT Rockstars and we have set additional MyMaths challenges. |
| **Science- Sound** | **Spellings**  | **PE** |
| This week we are going to make our own string telephone from things around the house and explore how sound is made and detected. Use the sheet attached to help you with the instructions and try to answer the questions underneath. Watch the clips below afterwards to help you understand what is happening when we hear sound. <https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zstr2nb><https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zx9hcj6> | Please see below for a list of Year 4 spellings. We suggest practicing between six and ten words a week. Encourage your child to use them in a sentence and please check they understand the meaning of each word.If you are not confident with the Year 1/2 words- please focus on these first. | I know many of you have been enjoying the Joe Wicks morning PE sessions, so please feel free to continue with these. Try making an obstacle course in your garden or living room. Think about how you could challenge each other with different levels and time limits. You could include elements such as skipping, rolling, jumping, travelling through/under/over items that you can find in your house/garden etc. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Affixes |  | Words ending /er/ | Rare grapheme phoneme correspondences  | Less common digraphs | Different spellings of /sh/ | 2 syllable words |
| important describe occasion occasionally accident accidentally | potato potatoes busy business | quarter remember consider | minutebuild fruit guard guide | island knowledge | special pressure | promise purpose |
| Spellings of /shun/ | Polysyllabic words with unstressed consonants | Words ending /ar/ | Words ending /ear/ | Suffix -le to -ly |  | Polysyllabic |
| position mention question possess possession | answer often strange actual actually material natural various | particular peculiar popular calendar regular | appear disappear | probable probably possible possibly impossible | exercise experience experiment | difficult continue |