



## Year 4 Home Learning - week beginning 29<sup>th</sup> June

The Year 4 home learning this week was set by Mrs Moss. Please email me at [sheridan.moss@stbertelines.co.uk](mailto:sheridan.moss@stbertelines.co.uk) if you have any queries relating to the work.

However, continue to send your lovely photos and pictures to your class teacher who will share them on your class page.

Do not feel like you have to do everything on this list! Choose the level of challenge in maths and make sure you do some times tables practise and the arithmetic tests. Keep reading and learning your spellings; do as much of the other areas as you can fit into your week. Oak Academy and BBC Bitesize all have an excellent range of lessons, you could pick and choose from there too if you want to.


### Maths:

Learning objective:

- Measure capacity using l, ml
- Compare capacity using l, ml
- Add and subtract units of capacity
- Convert between different units of measure


*(The stars beside each task indicate the level of challenge; one star is the first level, with it becoming progressively more challenging. Choose which challenge you want to do!)*

### Measuring Capacity



**Millilitres**

We can use a measuring cylinder to measure very small capacities.



We measure these in **millilitres**.  
We write this as **ml**.

**1000ml = 1l**

Learn about how we used to measure in history and why we needed a common system of measurement.

<https://www.bbc.co.uk/bitesize/clips/ztj2hyc>

What is capacity? What does a litre look like? Watch the following clip to find out.....

<https://www.bbc.co.uk/bitesize/clips/zp6pvcw>

**\* Estimate the capacity of objects in your kitchen**

Write the name of the item in the first box. Then write in the second box whether you think it holds less than 500ml, more than 500ml or the same as 500ml. Now look at the capacity of the item and write if it is actually more than 500ml, less than 500ml or the same as 500ml in the third box.

Item	Estimate	Actual
Fresh orange	more than 500ml	1l (1000 ml) (500ml more!)

You could order the items when you have finished from least to most capacity.

**\*/\*\*** Help Buttons from Pantoland solve the problem of how to fill his bucket, follow this link:

<https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-capacity-and-measure/z7gkqp3>

**\*\* / \*\*\***

Have a go at these four tasks using your knowledge of capacity.

**Measuring capacity 2**

Discover

a) How many millilitres does each watering can hold?  
b) Write the capacity of watering can B in whole and half litres.

**Measuring capacity 3**

Discover

a) The recipe asks for 1,200 ml of water. Where will that be on the scale?  
b) The baker uses 3 l 250 ml of cream for the filling. How many millilitres is this?

**Think together**

1 How much milk is in the jug?

I know it is half-way between 1 l and 2 l. How do I write that?

I could use a number line to help me.

2 l (= 2,000 ml)  
1 l (= 1,000 ml)  
200 ml = 1 l 200 ml  
100 ml = 1 l 100 ml

There is  whole litre and  ml in the jug.  
There are  ml in the jug.

**Comparing capacities**

Discover

orange juice 2 l 400 ml  
water 2,500 ml  
lemon squash 1 l 450 ml  
apple juice 1 1/2 l

a) Is there more orange juice or more lemon squash? Show how you know.  
b) Put the drinks in order of amount, from the most to the least.

Have you tried a tables check recently? You would have been doing this online test in school, what would you have got? Go on, give it a go!

[www.timestables.co.uk/multiplications-tables-check](http://www.timestables.co.uk/multiplications-tables-check)



Also – you will find the Y4 arithmetic paper attached. If you want to try another year groups test, simply click on that year group’s home learning page. (Keep those calculation skills sharp!)



## English:

Learning objective: understand the difference between formal and informal language, fact and opinion and write a formal written report

Use these BBC Bitesize lessons to be able to write a formal written report on badgers. Maybe you could research for some extra information on badgers to include in your report.

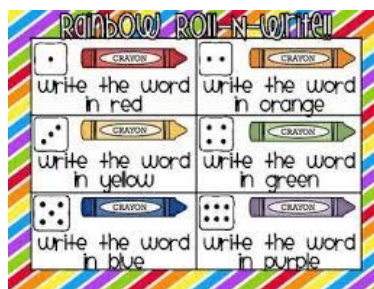
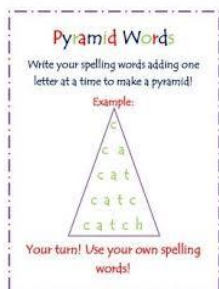
<https://www.bbc.co.uk/bitesize/articles/zmnvgwx>

<https://www.bbc.co.uk/bitesize/articles/zkvg47h>

<https://www.bbc.co.uk/bitesize/articles/zrb48xs>



## Spellings:



### Spelling Tic-Tac-Toe

Write each word 3 times	Write each word in bubble letters	Rainbow write each word 2 times
Write each consonant in blue & each vowel in red	Write each word in ALL CAPS	Write each word with dotted letters
Write each word 2 times <i>really fast!</i>	Write each word 2 times <i>slowly</i>	Write each word 2 times in <i>teeny tiny</i> letters

Goal: Make tic-tac-toe as you practice!

You will see the Year3/4 word list attached and the expectation is that a year 4 can spell all these words by the end of the year. This week I want you to focus on learning the next 12 words. (Which should mean that the first 36 words are secure.) Use lots of different strategies to help you learn.

## Science: States of Matter

Learning objective: Understand what the states of matter are (solid / liquid/ gas)

solid	liquid	gas
● rigid	● not rigid	● not rigid
● fixed shape	● no fixed shape	● no fixed shape
● fixed volume	● fixed volume	● no fixed volume
cannot be squashed	cannot be squashed	can be squashed

Follow this link to understand the differences between a solid, liquid and gas. Make a poster to help you remember and take the quiz to see what you have learnt.

[https://www.bbc.co.uk/bitesize/topics/zk\\_gg87h/articles/zsgwwxs](https://www.bbc.co.uk/bitesize/topics/zk_gg87h/articles/zsgwwxs)

## History:

### The Romans.

Did The Romans Conquer Scotland? Find out how and why the Romans came to Scotland.

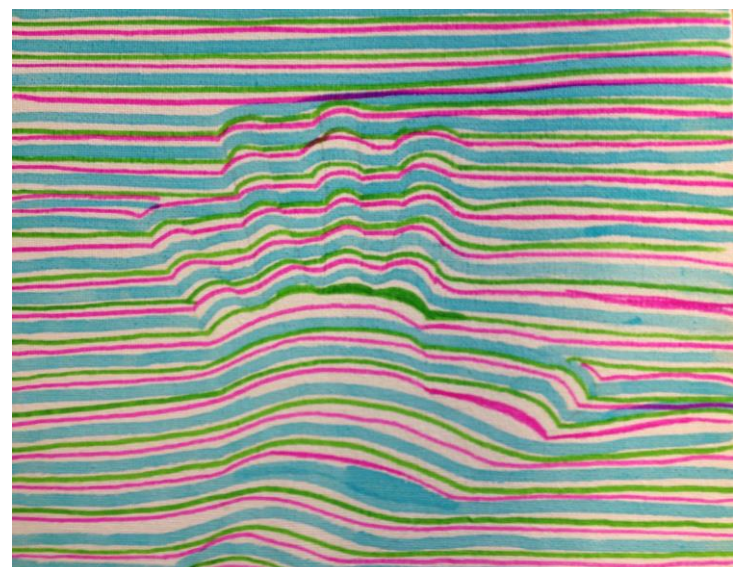
<https://www.bbc.co.uk/bitesize/articles/zc99ydm>



## Art:

In this lesson, we will look at an Optical Illusion artwork before creating our own. You will learn to shade in to show that an object is three-dimensional. Follow the steps to create an amazing piece of art!

<https://classroom.thenational.academy/lessons/optical-illusions-and-using-shading-to-show-form-b592d5>





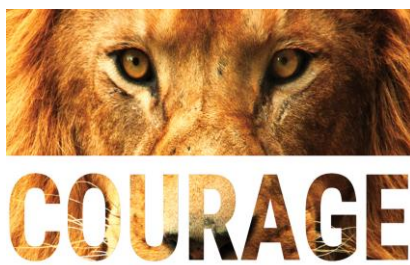
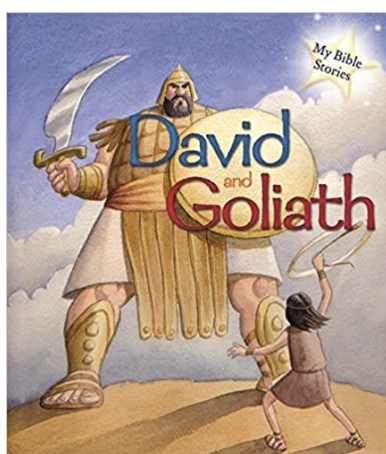


## RE and Worship:

Our assembly this week is based on the theme **courage**. Do you ever find it difficult to be courageous? What or who inspires you and gives you courage to carry on? How does it make you feel when you see someone else showing courage? How can you encourage others to be courageous, when they are having a hard time? What stops you from being courageous? What can help overcome this?



<https://www.churchofengland.org/faith-action/faith-home/faith-home-videos/collective-worship-primary-schools-episode-2-courage>



Awaken your inner bravery. Courage doesn't always roar. Sometimes courage is the little voice at the end of the day that says I'll try again tomorrow.

Please watch the following video:

<https://www.churchofengland.org/faith-action/faith-home/faith-home-videos/resources-church-leaders-episode-1-courage>

### You may wish to listen to:

'Something inside so strong' This version is by the Lewisham and Greenwich NHS Choir

<https://www.youtube.com/watch?v=4zef15fEPE>

### Derek Redmond's Olympic Story:

<https://www.youtube.com/watch?v=t2G8KVzTfw>

Derek Redmond didn't win a medal at the 1992 Olympic games in Barcelona, but he did bring 65,000 spectators to their feet in a standing ovation recognising his incredible act of courage. Derek Redmond found courage in himself but also through the support of his father.

**Or watch** Captain Tom Moore completing his 100th Lap <https://www.bbc.co.uk/news/uk-england-bedsbucks-herts-52333127>

### **Courage is a common theme in many family films.**

Watch 'Finding Nemo' or 'Finding Dorey' & talk about the many times these two small fish face up to their fears in the course of their journeys, for the sake of friendship. This clip focuses on the moment that Nemo shows courage in saving Dorey from the fishermen's net:

<https://www.youtube.com/watch?v=ulucJnxT7B4>

Story from the Bible –**David and Goliath.** <https://www.youtube.com/watch?v=m0yVluM1ASg>

Listen carefully to the things that David says in the story, as they show us what gave David courage. So, what was it David said?

I wonder how David felt when he faced Goliath. In some ways, David felt no differently facing Goliath than he would have facing a lion or bear that was threatening his sheep...he believed that the same God who gave him courage to do this would be with him in facing Goliath. That was the secret of his courage.

**Let us Pray, hands together and eyes closed:**

Dear God, you know that I often feel frightened at the moment. Frightened about what will happen to me, to those I love and to our school community. But I know that you have been with me, I know that you will be with us today and I know that you will be with me in the future. Give me courage to do the big things, the little things and the difficult things that will make a difference to someone else today. Amen

1. GIVE THANKS for something that was good today
2. ASK FOR HELP with something that scares you at the moment
3. REFLECT on your day and think about the things that have given you courage and the things that have discouraged you
4. SAY SORRY for the times you have lacked courage, or discouraged someone else
5. DECIDE how you will keep hold of your courage tomorrow

**Church Links:**

Take a look at the church web-site. Steve Torr is celebrating services from his study on-line. You can join him at: <https://www.stbertschurch.org.uk/>

The Church of England have weekly collective worship resources, with the Archbishop of Canterbury leading the opening worship. It will be available for live stream through the TES YouTube channel.