



# HOME LEARNING



## Billionaires - Week 11

W/C 29<sup>nd</sup> June 2020



Ongoing daily activities

### Reading

We would like your child to read daily. Please make sure that they read for at least 30 minutes a day. Ask your child questions to test their comprehension. Use the Canine Pal characters to help you do this.

For support with reading, you can access resources on our school website. [Click on the 'Our Curriculum' tab then click on 'Reading Information'.](#)

World Book Online have made over 3,000 books available!

You can also access eBooks on [Serial Mash](#) that can be found on the [Purple Mash Learning Platform](#).

### Times Tables

Practise your times tables daily on [TT Rock Stars](#). Check [Purple Mash](#) and [MyMaths](#) daily in case new tasks are added. There are resources available for this week's maths learning at:

<https://www.bbc.co.uk/bitesize/primary>

### Spelling

Practise your weekly spellings daily. See spelling lists for class 4 on our website.



**Purple Mash** - <https://www.purplemash.com/login/>

This week's learning activities to complete with your child are outlined below. There may be some activities to complete from our Purple Mash Platform. This can be accessed from the link on our website. Some of the work will come up as a 2Do, or the children may need to look for it in the CLASS 4 files located within the WORK folder. I have tried to attach as much as possible to this document 😊

<p><b>English</b></p> <p>Let's work on our <b>conjunctions</b>! See the sheets below.</p> <p>There are also extra SPaG activities on Purple Mash in the WORK folder.</p>	<p><b>Maths</b></p> <p>There are instructional videos and worksheets available for this week's maths learning at: <a href="https://www.bbc.co.uk/bitesize/primary">https://www.bbc.co.uk/bitesize/primary</a></p> <p>There are additional sheets in the work folder to reinforce learning and daily tasks on <b>MyMaths</b>.</p> <p><b>Oak National Academy</b> have also been putting lots of resources on their website. You can start with a quiz on the subject, watch a video, complete a worksheet and a final quiz at the end of the lesson. <a href="https://classroom.thenational.academy/subjects-by-year/year-4/">https://classroom.thenational.academy/subjects-by-year/year-4/</a></p>
<p><b>Science</b></p> <p><b>LO: What are conductors and insulators?</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z2882hv/articles/zxv482p">https://www.bbc.co.uk/bitesize/topics/z2882hv/articles/zxv482p</a></p> <p>See the sheet below.</p>	<p><b>Music</b></p> <p>See the sheet below.</p>
<p><b>History</b></p> <p><b>LO: Who was King Alfred?</b></p> <p>Find the reading resource below called 'King Alfred'. Use this to complete the 2Do on Purple Mash titled 'King Alfred' (or you can write about him on the sheet below).</p>	<p><b>RE</b></p> <p>Weekly <b>virtual assemblies</b> will be available for you to watch at home every Friday at 9am from the video channel: <a href="http://www.vimeo.com/channels/picturenews">www.vimeo.com/channels/picturenews</a></p>
<p><b>Art/DT</b></p> <p>I would like to revisit our Egypt topic so that you can make your own <b>Canopic jars</b>. Instructions are below.</p>	<p><b>PE</b></p> <p>Joe Wicks workouts 9am Mon-Fri live on <a href="#">YouTube</a>. <a href="#">Cosmic Yoga</a> makes mindfulness fun!</p> <p>I have attached 2 games to the bottom of this document.</p> <p>This week's games are <b>Balancing Act</b> and <b>Green Bowls</b>.</p>
<p><b>Computing</b></p> <p>New topic: <b>Hardware Investigations</b> Lesson 1 - <b>Hardware</b>. I have attached the guidelines below.</p>	<p><b>PHSE</b></p> <p>Chores at Home - <b>My Ideal Job</b>. See the sheet below. For this activity, you will need to do some research on the job/jobs you would like to do.</p>

# Adult Guide to Conjunctions

In Years 3 and 4, children are taught to use a range of conjunctions to extend sentences. They should be able to use **CO-ORDINATING** and **SUBORDINATING** conjunctions fluently in independent writing to help engage the reader. This activity pack is a great way to help to consolidate and reinforce the use of conjunctions.

**Conjunctions:** Conjunctions are the 'glue' that hold together words and different parts of a sentence. For example, in the sentence, '*Sandra bought a new bag and she bought some new shoes*', the conjunction **and** joins together the two clauses (Sandra bought a new bag. She bought some new shoes.).

**Co-ordinating conjunctions:** Children will first begin to use co-ordinating conjunctions in Years 1 and 2. They are usually used to join two independent clauses together (small sentences which make sense on their own). The conjunctions taught are **and**, **so**, **but** and **or**. For example:

*June likes coffee **but** she does not like tea.*

In the sentence above, '*June likes coffee*' makes sense on its own. Equally, so does '*she does not like tea*'. However, when we join these two together using **but**, they make one compound sentence.

**Subordinating conjunctions:** In Years 3 and 4, children are taught to use a range of subordinating conjunctions to extend their sentences such as **when**, **because**, **if**, **unless**, **although** and **while**. These are the first words within a subordinate clause (a sentence which doesn't make sense on its own), which join it to the main clause (the sentence which can make sense on its own). For example:

*Peter ate his dinner quickly **because** he was hungry.*

'*Peter ate his dinner quickly*' is the main clause because it makes sense on its own. However, '*because he was hungry*' is not a sentence which makes sense on its own. This clause only makes sense once it is joined to the independent clause, '*Peter ate his dinner quickly.*'

<https://www.youtube.com/watch?v=FK2Gyto5gTQ> -  
subordinate conjunctions song

# Cameron's Conjunction Challenge

Cameron needs your help. He has to underline the conjunction in each of these sentences but he is a little confused. Please help him by underlining the conjunction in each sentence below.



1. Nina had no coat on although it was very cold.
2. Jeremy likes to watch television when he gets home from school.
3. I'd buy a huge house if I had lots of money.
4. Aman was late for school because her alarm was broken.
5. When the plane landed, the passengers got ready to disembark.
6. Sandra couldn't hear her friend because the music was too loud.
7. The dog slept on the carpet whilst the cat lay on the sofa.
8. I'll be there although I may be a little late.

## Challenge

Write three sentences of your own using the conjunctions from the sentences above.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

# Colin's Co-ordinating Conjunction Challenge

Colin needs your help to complete the sentences below. He needs to place the best conjunction into each sentence to help him to join both of the independent clauses together. Help him by writing the best co-ordinating conjunction in each sentence.



and

so

but

or

1. I wanted to play outside \_\_\_\_\_ it was raining.
2. Gemma was feeling really tired \_\_\_\_\_ she went to bed.
3. Sergio didn't know whether he should tidy his bedroom \_\_\_\_\_ whether he should do his homework first.
4. I like to watch gymnastics \_\_\_\_\_ I cannot perform any of the moves.
5. Aaron fell over \_\_\_\_\_ he bumped his head.
6. I took my dog for a walk \_\_\_\_\_ we both got muddy.
7. Would you like to play with building bricks \_\_\_\_\_ would you prefer to play with your action figures?
8. Amina was feeling hungry \_\_\_\_\_ she ate a sandwich.
9. I wanted to go to the beach \_\_\_\_\_ Dad said that we couldn't today.
10. Charlie went to the shop \_\_\_\_\_ he bought some chocolate.



# Comic Book Capers

Now it is time to use a range of conjunctions in a comic book. Using the boxes provided, draw your own comic book superhero having an amazing adventure. They could rescue a cat from up a tree, help some children to get to school when their car breaks down, save animals at sea or do whatever your imagination creates! Below each scene in your comic, write a sentence to describe what is happening. Use the conjunctions provided to extend your sentences. Tick each conjunction that you use as you are creating your comic.

when

if

and

but

so

although

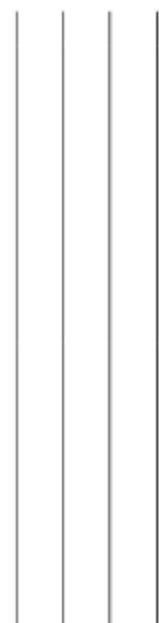
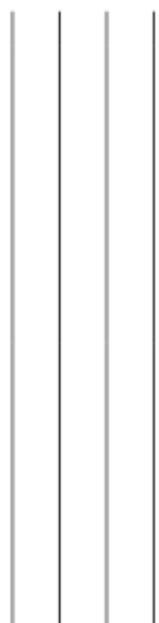
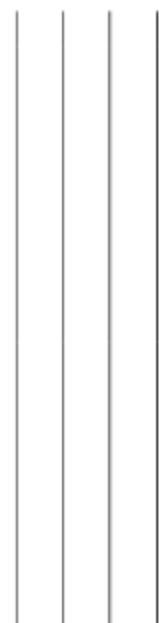
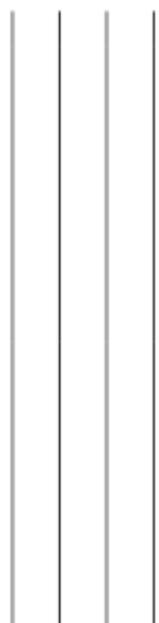
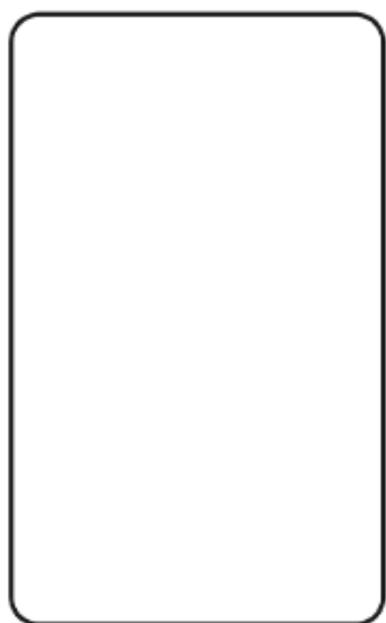
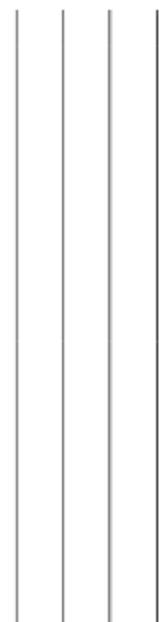
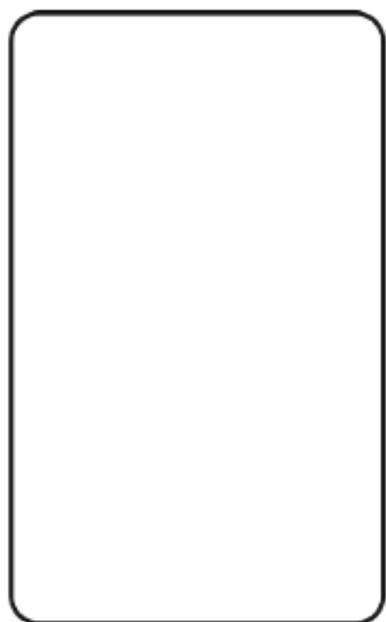
because

despite

as

since

until



## Computing

# Lesson 1 – Hardware

### Aims

- To understand the different parts that make up a desktop computer.

### Success criteria

- Children can name the different parts of a desktop computer.
- Children know what the function of the different parts of the computer is.

### Steps

1. Do you know what the words *hardware* and *software* actually mean?

**Hardware** refers to the physical parts of a computer or device. The parts inside the computer casing are often called the **components**. The parts that are attached to the computer case are called **peripherals**.

**Software** describes the programs that run on the computer.

2. On the image below, label the parts of a computer that you already know.



3. Open the 2Do called '*Computer Parts slideshow*' and read through it.
4. After the presentation, complete the 2Do '*Parts of a Computer Pairs Game*' with a member of your family. In this game, you need to match the image to the description.
5. Use 2Quiz to create your own quiz about parts of a computer.
6. If you have any other devices in your home, such as a tablet or laptop, research the similarities between the hardware in these devices and the hardware in desktop computers.

## Balancing Act

### How to Play:

Playing in pairs:

- ✓ One player stands with their arms outstretched.
- ✓ The other player has 1 minute to safely balance as many items on the first player as possible.
- ✓ When the time is up, count how many items are balanced and then swap over. Who can balance the most items on their partner?
- ✓ To progress – difficult items can be worth more points.

Playing in teams (e.g. 2v2):

- ✓ One person from each team stands with their arms outstretched.
- ✓ The other players race to safely balance as many items as possible on their teammate.
- ✓ The team with the most items balanced, wins a point for the round.
- ✓ Play 3-5 rounds to see who can win the most points.



### Equipment:

- ✓ Socks, tea-towels, books, coat-hangers, toys, etc.

### How to score:

- ✓ Award 1 point for each item balanced successfully. Or 1 point for easy items and 2 points for difficult items.
- ✓ The player with the most points wins.
- ✓ If an item falls off, it must not be counted.

### How to set up:

- ✓ Create a lane as shown in the diagram.
- ✓ Play in pairs or small groups.
- ✓ Give each player a small ball.
- ✓ You must also have 1 large ball (the jack).

## Green Bowls



### Equipment:

- ✓ Soft balls
- ✓ Large balls

### How to score:

- ✓ The player whose ball lands closest to the large ball wins 1 point.

### How to Play:

- ✓ One player rolls the large ball (the jack) down the lane.
- ✓ When the jack stops, players take turns to roll their ball to get it as close to the jack as possible.
- ✓ Players can knock their opponents balls out of the way.
- ✓ Once everyone has rolled their ball down the lane, the player with the closest ball to the jack wins 1 point.
- ✓ Repeat the game for several rounds, counting points up each time.



# My Ideal Job



What job would you like to have in the future? What skills will you need?  
To complete this activity, you may need to carry out some research.

## My ideal job

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## Why I am interested in this job

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## What skills I will need

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## Music

Dear pupils.

I hope you are well and keeping busy whilst at home. I have put together a list of various musical activities that will enable you to develop your musical knowledge and practice different musical skills including performing, composing and listening. You can try them on your own or work with members of your family. Singing, making music and listening to music can lift your mood and help you feel happier in these uncertain times. I hope you will enjoy the activities. Please let me know how you are getting on by posting a picture or a short video on the Tankersley music twitter page.

Stay safe and take care.

Mrs Cooper

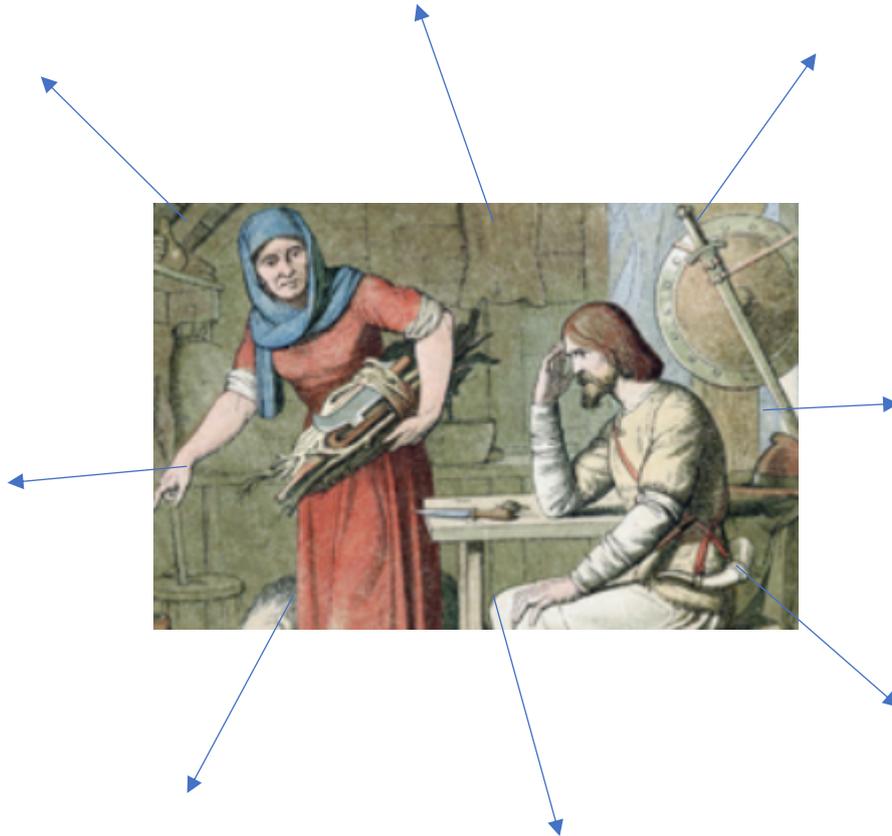
### Music at home

Musical skill	Activity
Singing	Visit <a href="http://www.outoftheark.co.uk">www.outoftheark.co.uk</a> and find the section Out of the Ark Music @ home Find the song of the day and listen to it. Learn to sing the song and complete the song activities. Perform the song to members of your family or record yourself.
Singing	Watch a Disney movie and choose a song that you really like. Learn to sing the song and perform it to members of your family or record yourself.
Composing	Write a short rap about your daily routine now that you are at home. Add clapping, tapping, patting and different body percussion sounds to make an accompaniment.
Composing	Choose a song that you know well. It can be a pop song, folk song, a song from a movie or a musical. Keep the melody but change the lyrics. Choose a theme for your words - it can be friendship, hobbies, favourite food and drinks or anything you like. Write new lyrics and practice singing them to the melody, making sure they fit. Perform the new song to the members of your family.

## History

### LO: Who was King Alfred?

Read the text 'King Alfred' and create a mindmap of key information below.



# Ancient Egyptian Canopic Jars

## You will need:

Empty cardboard tubes with lids

Air-drying clay

Black felt-tip pens

Beige paper to cover the bottom of the jars

White glue (such as PVA)

Paint

Varnish and gold paint (optional)

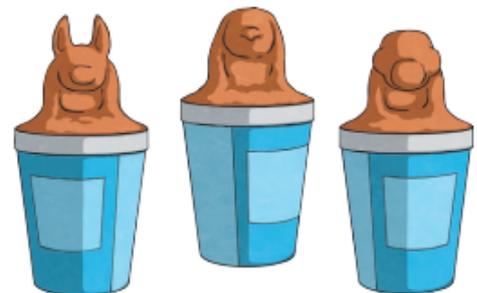


## Instructions

1. Use air-drying clay to create the head of one of the four ancient Egyptian gods. Use the lid of one of the jars as a base to stick it on. The following page will give you more information about canopic jars.
2. Leave the head to dry.
3. While the head of the jar is drying, cover the bottom of the jar in paper. This can be done using pieces of torn paper, glued and layered with white glue, such as PVA. (For a really strong finish, use papier-mache.) Leave to dry.
4. When the head is dry, paint the canopic jars using the following page to help you with colours and facial features.
5. When the bottom of the jar is dry, use a black felt-tip pen or paint to decorate it with hieroglyphics. You might want to spell out some words linked to ancient Egypt.
6. For an attractive finish, give the jar a final coat of white glue (such as PVA) or varnish to make the canopic jar shine.

## Extension Task

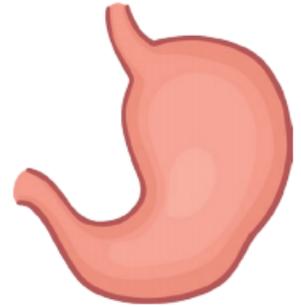
You could even make the organs to go inside the jars out of clay or papier mache.





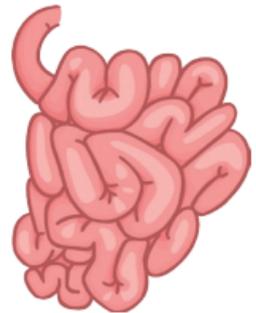
### **Duamutef**

The god Duamutef with the head of a jackal protects the stomach.



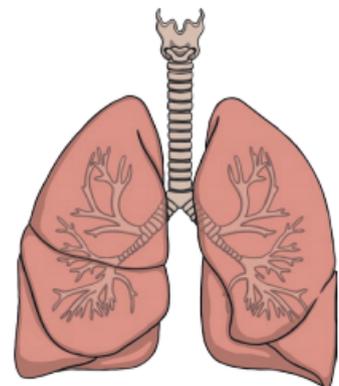
### **Qebhsenuf**

The god Qebhsenuf with the head of a falcon protects the intestines.



### **Hapy**

The god Hapy with the head of a baboon protects the lungs.



## Reading

# Ancient Egypt Canopic Jars

Read the passage below and then fill in:

In ancient Egypt, during the mummification process, canopic jars were used to store the dead body's organs. This was to make sure that they had them for the afterlife. The heart was left inside the body as it was believed that it would need to be weighed in the afterlife. This would determine whether the person had lived a good life or not.

Before placing the organs inside the jars, they were dried in a salt called natron. This was done to preserve them.

The Egyptians believed that the parts of the body would be pieced back together in the afterlife, just like the god Osiris. He was then re-assembled by the goddess Isis before he became the god of the afterlife.

Canopic jars were four decorated clay pots, each with a different head of the sons of the god Horus on top. These gods were Hapi the baboon who protected the lungs, Qebehsensuf the falcon who guarded the intestines, Duamatef the jackal who guarded the stomach and Imsety the human guarded the liver.

\_\_\_\_\_ jars were used to protect the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ of the deceased.

These jars had the heads of the sons of \_\_\_\_\_, carved on to the lids.

To preserve the organs, \_\_\_\_\_, was used to dry them out before storing them in the jars.

It was thought that the \_\_\_\_\_, would be weighed in the \_\_\_\_\_, to see if the deceased had lived a good life or not.

Which organs did each god protect?

\_\_\_\_\_ protects the lungs.

\_\_\_\_\_ protects the liver.

\_\_\_\_\_ protects the intestines.

\_\_\_\_\_ protects the stomach.



# King Alfred



Alfred is the most famous of all the Anglo Saxon kings. He is the only king in English history to have the words 'the great' added to his name.

Alfred was born in 849AD in the village of modern-day Wantage, which is in the county of Oxfordshire. He was the youngest son of King Æthelwulf of Wessex.

Alfred became the king in 871AD when he was 22 years old. All his older brothers had been king before him but had died.

For all his life, Alfred had been fighting the Vikings and this continued when he became king. At first, the battles did not go his way and, at times, everything seemed lost. However, in 878AD he won an important battle at Edington in Wiltshire. After that, although there was still some fighting, many of the Vikings agreed to live in peace with the Anglo-Saxons.

In 886AD, Alfred and his army captured London back from the Vikings. Alfred became known as King of the English.

There are many stories about King Alfred. One of the most famous involves burnt cakes. Legend has it that, while hiding from the Vikings in Somerset, he was given shelter by an old woman. In return, she asked him to keep an eye on some of the cakes she was baking. However, Alfred was preoccupied with his problems and allowed the cakes to burn. The old woman, not knowing who Alfred was, told him off on her return home.

Another story involves a challenge he and his brothers were given by his mother. She challenged the four boys to learn some poetry and the winner would be given a book as a prize. Alfred, despite being the youngest, won the prize by reciting poetry to his mother from memory.

Alfred was a good king. He made good laws and had books translated into English from Latin. Alfred also built warships to defend the country from Viking raiders and built a series of walled forts and towns. He also made sure he had an army, or Fyrd, ready to

fight the Vikings should they be needed. He did this by making sure half the men could stay at home on the land and the other half was armed and ready for battle.

In 868AD, Alfred married Ealhswith and they had 5 or 6 children.

Alfred died on 26<sup>th</sup> October 899AD. How he died is unknown, although he suffered throughout his life with a painful and unpleasant illness. The location of where he is buried is now lost and people are not sure where it is.

### **Questions:**

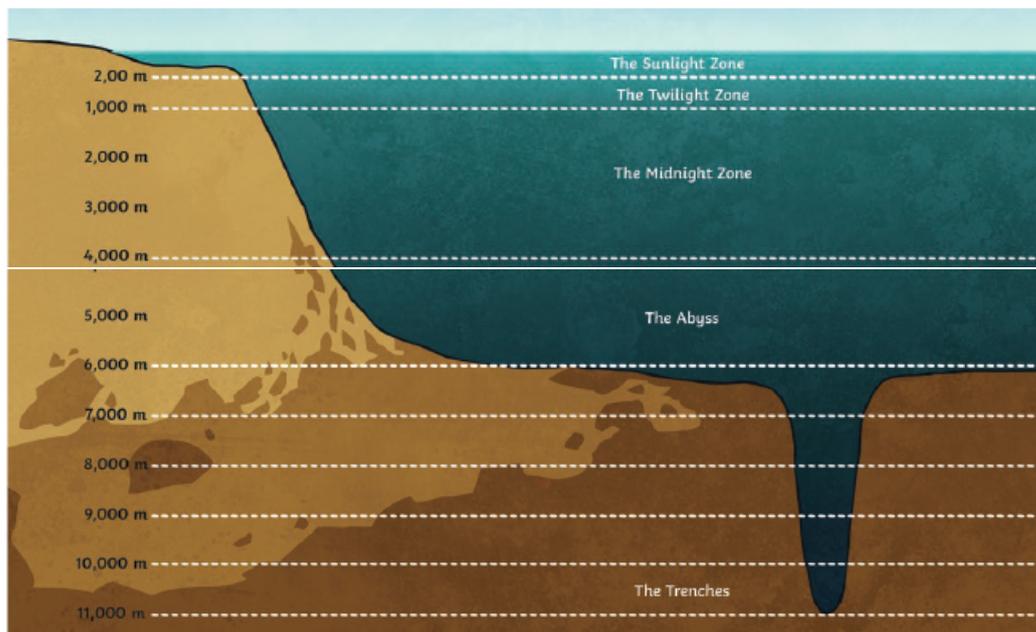
- 1) Where was Alfred born?**
  
- 2) Look at the paragraph starting 'For all his life...'. Give a synonym for the word 'captured'.**
  
- 3) Why would it have been surprising that Alfred won his mother's challenge?**
  
- 4) What is another name for Alfred's army?**
  
- 5) Why do you think the Vikings agreed to live in peace with the Anglo-Saxons?**
  
- 6) Look at the paragraph starting 'There are many stories...'. Why did the author use the word 'legend' and what effect does it have on the rest of the paragraph?**

# Layers of the Ocean

Oceans cover two-thirds of our Earth. There are five main oceans which all flow into each other: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern or Antarctic Ocean.

## What Are the Layers of the Ocean?

Oceans are made of five layers or depths. Each layer has different characteristics, such as the temperature and the amount of light. They have unique creatures living within them.



## The Sunlight Zone – up to 200m below the surface of the ocean

There is plenty of sunlight and heat in this zone although both decrease as you go deeper. There are many different living things within this layer, including:



seaweed



dolphins



fish



coral reefs

Humans enjoy this warm layer for activities such as swimming and fishing.

### The Twilight Zone – up to 1,000m below the surface of the ocean

Only faint sunrays reach this deeper layer. No plants grow within this layer. It is home to sea animals which often have large eyes, including:

- the sea cucumber;
- the wolf eel;
- the swordfish;
- the octopus.

Humans can dive to this layer wearing protective suits.



### The Midnight Zone – up to 4,000m below the surface of the ocean

The Midnight Zone is pitch-black because sunlight cannot reach this layer. Some light can be seen from creatures that make their own light, such as:

- anglerfish;
- jellyfish.
- viperfish;

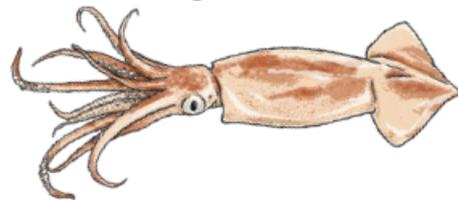


Some creatures, such as the sperm whale, dive to these depths to hunt for food.

### Abyss – up to 6,000m below the surface of the ocean

The sunlight cannot reach this layer at all so it is pitch-black and near freezing. Very few creatures live here but those that do are mainly transparent, blind invertebrates, such as:

- lanternfish;
- squid
- amphipod;



### The Trenches – up to 11,000m below the surface of the ocean

The Trenches are narrow, underwater valleys of the ocean floor which have high pressure and near-freezing temperatures. There is no natural light in this zone but different creatures can be found, such as sea stars.

#### Did You Know...?

The deepest part of the ocean ever to be explored by humans is the Mariana Trench. It is almost 11,000m deep! Specialist scientific equipment had to be used.

# Questions

1. How much of the Earth do oceans cover? Tick one.

- one-third
- two-thirds
- three-quarters
- half

2. Match each layer of the ocean to its depth below the surface.

Sunlight Zone	up to 11,000m
Midnight Zone	up to 4,000m
The Trenches	up to 200m

3. In the Sunlight Zone, what do humans enjoy doing? Tick **two**.

- diving
- fishing
- swimming
- warming up

4. Which of these is **not** a creature you might find in the Abyss? Tick one.

- sperm whale
- lanternfish
- amphipod
- squid

5. Fill in the missing words in this sentence:

The Trenches are narrow, underwater \_\_\_\_\_ of the ocean floor which have high \_\_\_\_\_ and near \_\_\_\_\_ temperatures.

6. Give **two** examples of creatures found in the Midnight Zone.

1. \_\_\_\_\_

2. \_\_\_\_\_

7. Which layer would you most like to visit? Give **two** reasons.

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