

Year 4 Curriculum Summer Week 2

Throughout the week...


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| Wellbeing 'Thought for the day' | Question: Can kindness change the world? Is it more important to be kind to yourself or to others, or is it of equal importance? Activity: Do something kind for each person in your household including yourself! Give a compliment or help someone with a job. |
| Daily Exercise | Keep active! Make sure you do something active each day. Maybe try the exercises here . |
| The Great Eight | The Great 8 are fun challenges suitable for the whole family. See below. |

Here are the curriculum activities for the week. You can do in any order you choose. Try to do these this week as next week's activity will follow on in each subject.

| | |
|------------------|---|
| Science | <p>Classifying animals and linking to their habitats</p> <ul style="list-style-type: none"> • Create a food chain using these living things: snail, fox, dandelion, bird, frog (start with the producer). See an example of a food chain below. • Sort the animals (in the resources) into mammals, reptiles, fish, birds, amphibians – use definitions below to help you if needed. • Draw and label 4 animals and write an explanation of how they are suited to their habitat (where they live). |
| History | <p>Investigating artefacts</p> <ul style="list-style-type: none"> • Look at the pictures of artefacts (see below) and think about what they might be and what we can learn about Vikings from them. • Use the questions written underneath the artefacts to help investigate and make predictions about each artefact. Then use the answers (see Support below) to check if your predictions were correct. |
| Geography | <p>Where does food come from?</p> <ul style="list-style-type: none"> • Make a fruit salad with any fruits you have in the house (or watch Mrs Gulliver's video of her making a fruit salad). • Investigate the ingredients by looking at their packaging/labelling and find out where each item came from (see below or watch video). • On an interactive World map - Mapchart – locate & label the country where each fruit was grown. Watch guide to using MapChart here. |
| PE | <p>Jumping</p> <ul style="list-style-type: none"> • Investigate- the 5 different ways to take off & land. How many feet? Which feet? (Left or right foot?) • Explore-Which jump helps you jump the furthest? • Create your own jump sequence by linking 3 of the jumps together e.g. hopscotch-leap-hop. Which sequence helps you jump the furthest? |
| RE | <p>Journeys to Special Places</p> <ul style="list-style-type: none"> • Find out about the new Seven Wonders of the World. • Draw a sketch of your favourite Wonder and explain why you would want to make a journey there. • Explore more about the New Seven Wonders of the World |
| Art | <p>Drawing Negative Space For this project you will be drawing what is not there!</p> <ul style="list-style-type: none"> • Pick a simple-shaped object with a clear outline and put it against a plain background so you can see the outline clearly. • Using charcoal, crayons, chalks or paint draw the area around the object, not the object itself. • Keep on filling in the space until you get near to the outline of the object and then use a pencil and your colouring materials to shape and finish it. |
| Computing | <p>Coding in Scratch Part 1.</p> <ul style="list-style-type: none"> • Scratch is a fun, block-based coding language. • There are lots of tutorials to try on both the Scratch website and Code Club. • If you are new to coding, watch the how-to videos for some guidance. • Coding in Scratch with Code Club video and/or Introduction to Scratch video |

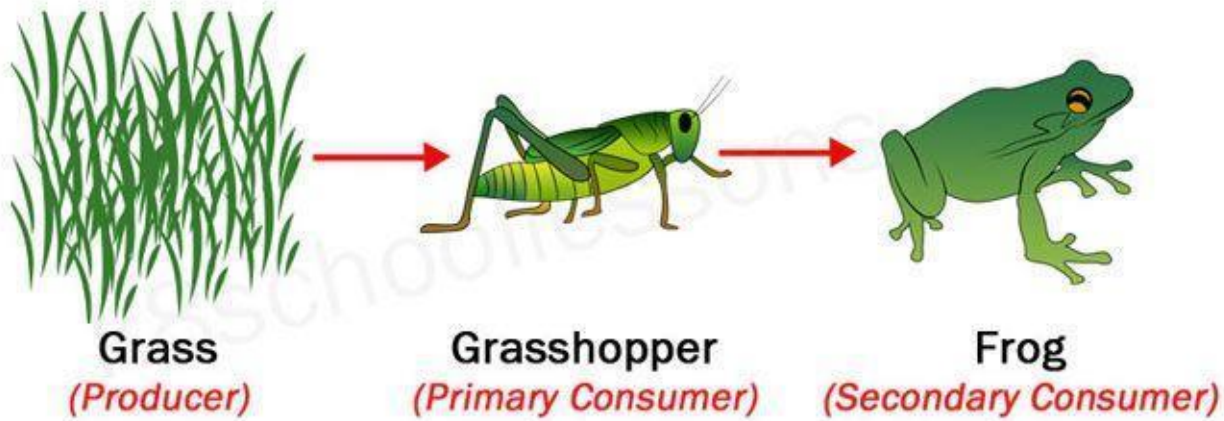


Here are some fun challenges suitable for the whole family.

| Summer Week 2 | | What to do What you need |
|---------------------------|--|--|
| 1. To talk about | Would you rather have wings or four legs? Why? | |
| 2. To do | Master the Crow pose  | Space A soft surface |
| 3. To investigate | Are people's left and right feet the same length? | Compare your own feet Compare the feet of your family members |
| 4. To find out more about | The fastest things on the planet | Ask someone in your house or research online |
| 5. To design | A new logo for your school | |
| 6. To learn | Five or more bones of the human body | Ask someone in your house or research online |
| 7. To draw | Your teacher | Draw from memory Use the school website |
| 8. To create | An origami animal | Use a website. Be creative and make your own |

Resources

Science: Food chains



Fish

- Breathe underwater using gills
- Lay eggs
- Cold-blooded
- Have scales and fins

Birds

- Have feathers and wings
- Lay eggs
- Warm-blooded

Reptiles

- Have scales, not fur
- Dry skin
- Usually lay eggs, sometimes live young
- Cold-blooded

Amphibians

- Live on land and in water
- Cold-blooded
- Webbed feet
- Moist skin
- Lay eggs

Mammals

- Gives birth to live young
- Has fur or hair
- Mammal mothers nurse young with milk
- Warm-blooded



History:

VIKING ARTEFACTS



Use these questions to guide your investigation of each artefact.

1. What do you notice about it?
2. What might it have been used for?
3. Who might have used it? (man/woman, rich/poor etc)
4. What materials might it be made from?
5. How might it feel? (rough/smooth/light/heavy etc)
6. What can it tell us about the lives of the Vikings?
7. How is it similar or different to a modern version of it?
8. What might be the reasons for these similarities or differences?

When you have recorded all your ideas have a look at the attached answer sheet and see how close your predictions were.

VIKING ARTEFACTS ANSWERS



Drinking horn and spoon

Horn was an important part of a cow or sheep as it could be used to make various items from armour to spoons. To use the horn it would be cleaned. If used for a drinking horn then it could be decorated. If you wanted a flat shape you would cut off the tip and then boil the horn to soften it. The horn would then be cut in half and boiled again. The boiled horn would then be pressed flat and the shape of the item would then be cut out and moulded as necessary.



Flint and Steel

The Vikings could use a flint and steel to start their fires. When the flint is struck against the steel it produces sparks. The hard flint edge shaves off a particle of the steel. This particle, heated by the friction, ignites. The sparks fall onto prepared tinder which can begin the fire.



Ring Money

As well as coins, the Vikings would also use ring money. This was a silver bangle that would be worn on the wrist. The richer the person the more bangles would be worn. Money wouldn't be used for buying everyday items like bread and mead but for more expensive items like livestock, weapons and land. On the whole the Vikings lived in a bartering society, so for everyday items they would barter for the goods and services they wanted.



Tools for Leatherwork

Leather was an important material that was used for various items including water bottles and boots. Some Vikings were skilled leather workers, but a lot of people would have been able to produce essential items for themselves and their family. When out raiding or trading a Viking would have to be able to keep his equipment and clothing in good condition so repairs would have to be made on the go. The **awl** was used to make holes in the leather, the **beeswax** helped the **linen thread** pass through the holes. For a stronger seam they used two needles. Each **iron needle** passed through the same hole, this doubled the thickness of the stitching and meant if a thread snapped there was still a solid seam.



Geography:

Look at these example labels and packaging to help you find where each ingredient was grown.



These bananas were grown in Ecuador.

These grapes were grown in Spain.



This apple was grown in New Zealand.

Art

When filling in the space around the object, look for simple shapes that you can see – circles, triangle, squares and fill them in (see fig i)- this will help you to create the right shape for your object.

Always keep your mind on the shape of the space.



Why not try using two objects standing together? You could also experiment with doing your artwork using newspaper to draw/paint on. It will need quite thick coats of whatever colouring material you are using (several coats of paint or chalk for example) but will leave a striking image with the object being covered in newsprint.

As you get more confident why not try objects with more detailing? A houseplant or a vase of flowers for example.?



I can jump!

- Go and jump! Explore the 5 different ways
- Think about take of foot and landing foot (or feet)
- How many different combinations can you do?
- Can you name these types of jumps?

Get your trainers on! Find a safe space.
Use your arms for balance
Soft landing, bending your knees to land



DID YOU DO ALL 5 ?

Now lets explore these 5 jumps more

1. Find a good space where you can jump several times for distance
2. Starting with number 1 (hop left-left) count how many hops it takes you to reach the end of your area

For each jump- see if you can jump over the area in less jumps

What will help you jump further?

Remember to- swing arms

Bend knees

Reach up and forwards in the jump

Use speed to help momentum

1. HOP
2. HOP
3. LEAP (AL)
4. HOPS
5. 2 FOOT