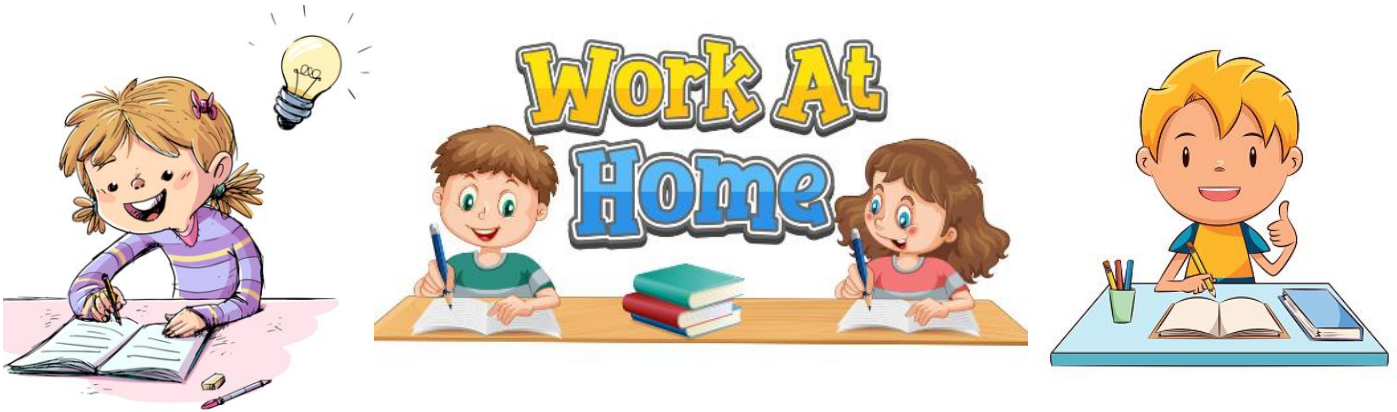


Year 4 Home Learning Pack

2nd June 2020



Reading Activities:

Read each extract carefully then answer the questions:

First Man on the Moon

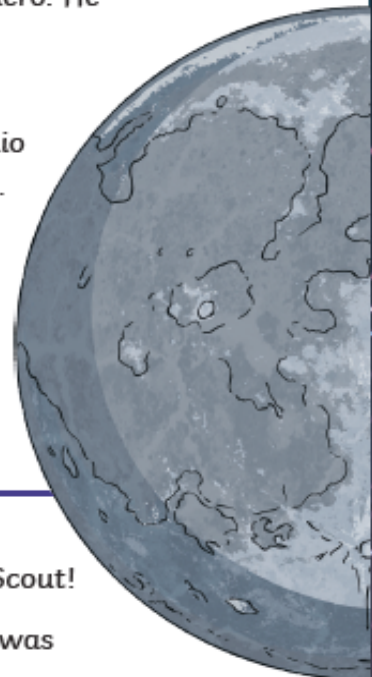
In 1969, Neil Armstrong became a worldwide name and a hero. He was the first person to walk on the Moon.

His Early Life

Neil Armstrong was born on 5th August 1930, in the state of Ohio in the USA. His passion for flying blossomed at a young age. When he was two years old, his parents took him to Cleveland Air Race which was where he saw his first ever aircraft up close. At the age of six, Neil was taken by his dad for a ride in an aeroplane. He worked hard to achieve his dream of being a pilot: Armstrong was only 16 years old when he received his first pilot's licence, before he could even drive a car!

Fun Facts

- He was an eager Boy Scout and earned the rank of Eagle Scout!
- As a child, he suffered from travel sickness, but luckily he was absolutely fine on the journey to the Moon!
- He loved making model aircraft in his spare time.



During his long career, Neil Armstrong flew more than two hundred different aircraft. His strengths were being resilient and calm under pressure so he was excellent at flying in very dangerous situations. As a result, in September 1962, he was accepted to the NASA astronaut corps.

The Moon Landing

Finally, everything was ready! On 16th July 1969, at 13:32, the powerful Saturn V rocket blasted Neil Armstrong and his crew mates Edwin (Buzz) Aldrin and Michael Collins into space. It was a long journey to the Moon that took over three days!



First Man on the Moon

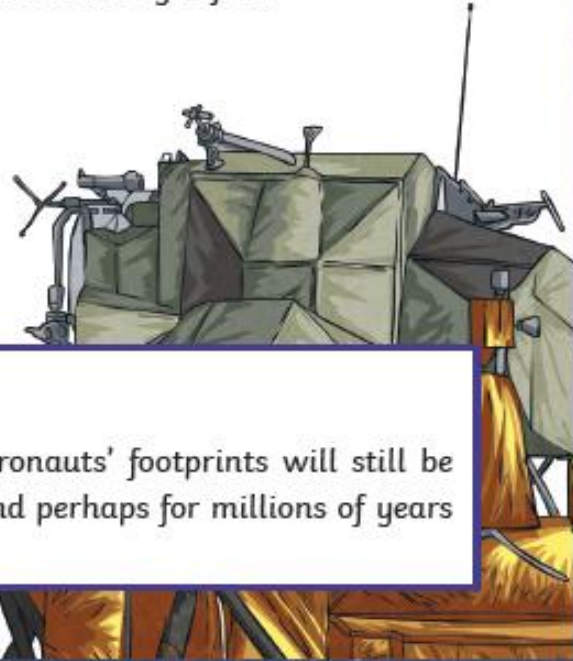
Four days later, Armstrong and Aldrin landed on the Moon. They landed in the lunar module, called 'the Eagle'. Collins stayed in orbit, doing experiments and taking photographs. Finally, following checks and preparation, on 20th July 1969, they opened the hatch of the Eagle. The Moon landing was shown all across the world on television. It is estimated that 600 million people watched. As he stepped off the ladder, he was heard to say, "That's one small step for man, one giant leap for mankind."

During their moonwalk, Armstrong and Aldrin planted the flag of the United States of America. They also spent time collecting moon rocks from the surface and brought them back to Earth to be studied. The astronauts arrived home on Earth on 24th July 1969.



Later Life

After he had returned home, Armstrong retired from being an astronaut. However, his enthusiasm for space and aircraft continued and he became a professor in order to share his passion. Neil Armstrong died on 25th August 2012 at the age of 82.



Did You Know...?

There is no wind on the Moon so the astronauts' footprints will still be there right now, nearly fifty years later, and perhaps for millions of years to come!

First Man on the Moon

Questions

1. In 1969, what did Neil Armstrong become? Tick two.

- A pilot
- An eager Boy Scout
- A worldwide name
- A hero

2. Number the events below from 1 to 4 to show the order in which they happened.

- His parents took him to Cleveland Air Race.
- He was accepted to the NASA astronaut corps.
- He received his first pilot's licence.
- His dad took him for a ride in an aeroplane.

3. What happened to Neil Armstrong on 16th July 1969? Tick one.

- He suffered from travel sickness.
- He opened the hatch.
- He was offered the chance to command the space mission Apollo 11.
- The Saturn V rocket blasted Neil Armstrong and his crew mates into space.

4. Match each statement to the correct subtitle.

Preparation

The Moon Landing

Neil Armstrong was offered the chance to command Apollo 11.

It took months of practice.

It was shown all across the world on television.

They collected moon rocks.

5. Fill in the missing words.

He suffered from _____ sickness as a child, but was fine in _____.

6. Find and copy one word which shows how keen he was as a Boy Scout.

7. Why do you think 600 million people watched the Moon landing on television?

8. Why do you think he became a professor?

The second one is about Elephants:

All About Elephants

Elephants are the largest of all land mammals on Earth. With their long trunks and large ears, they are an impressive sight across Africa and areas of Asia. Elephants are known for being clever and are one of only a handful of animals that can recognise themselves in a mirror.

Elephant Herds

Elephants live in large groups that are made up of female elephants and their calves. These herds are usually led by the oldest and largest female who is called the matriarch. Incredibly, herds of over 100 African savannah elephants have been spotted.



African Elephants

African elephants are the largest species of elephant. All African elephants grow tusks which they use for lots of different tasks, including lifting objects and defending themselves. If they can't find water available nearby, elephants have also been known to dig a hole with their tusks to find water underground.

There are two different types of African elephants. They are called the savannah elephant and the forest elephant. Both can be found in different parts of Africa.

The savannah elephant is the largest type and can be found living in grassy plains and bushlands. They can also be called the bush elephant. Savannah elephants mainly eat grass but have also been known to eat other plants and fruit.

The forest elephant is smaller and can be found in wooded rainforests. Unlike savannah elephants, who can be counted easily in open areas, it is difficult to know how many forest elephants are living in a specific area. Instead, researchers often count the number of droppings to estimate how many forest elephants there are.



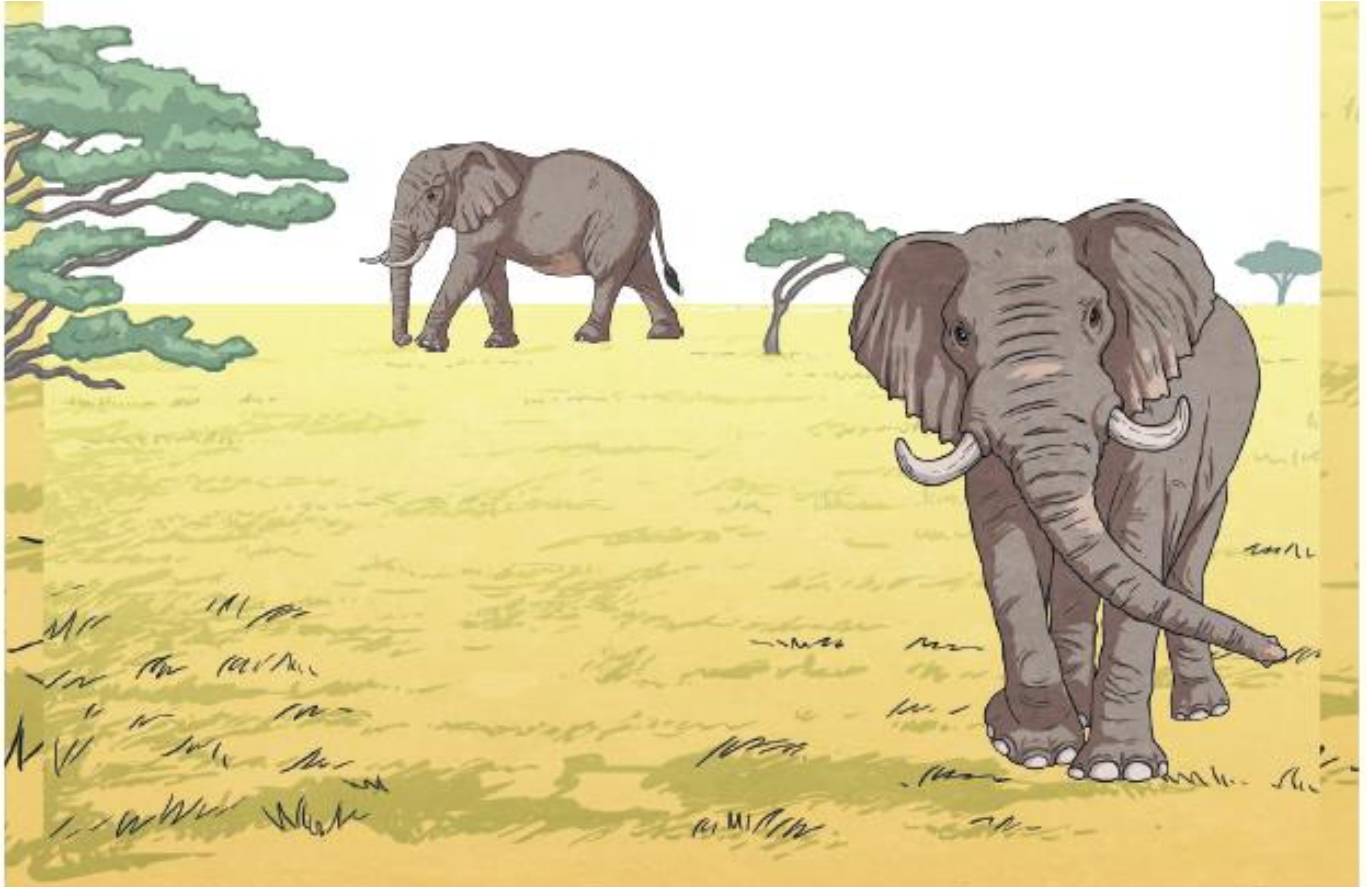
Asian Elephants

Asian elephants are smaller than African elephants and can be found in different parts of Asia. Unlike African elephants, female Asian elephants don't have any tusks. These types of elephants can be identified by the shape of their ears, which are smaller than those of African elephants.



There are several different types of Asian elephant. These include the Sri Lankan elephant, the Indian elephant and the Sumatran elephant. The largest of these is the Sri Lankan elephant. Amazingly, some studies have found that Asian elephant footprints can make an excellent home for frogs and their tadpoles when they're filled with rainwater.

Over the years, elephants have faced a variety of different threats that have led to the number of wild elephants decreasing. While African elephant populations are now slowly increasing, Asian elephant populations are decreasing and they are endangered. Wanting to protect these magnificent creatures, many countries have now put laws in place to help to keep them safe.



Questions

1. Why might an African elephant dig a hole using its tusk? Tick one.

- to help it to lift something
- to help it to defend itself
- to bury a piece of food
- to try and find water

2. Where can the savannah elephant be found? Tick one.

- on grassy plains
- in wooded rainforests
- in parts of Asia
- in mountains

3. Draw **four** lines and complete each sentence.

Savannah elephants...	are a type of Asian elephant.
Forest elephants...	have been seen in herds of over 100 elephants.
African elephant populations...	are now slowly increasing.
Sumatran elephants...	can be found in wooded rainforests.

4. Look at the last paragraph.

Which word tells you that the author likes elephants? Tick one.

- variety
- increasing
- magnificent
- creatures

5. What surprising thing might you find inside an Asian elephant's footprint?

6. Fill in the missing words.


The _____ elephant is the _____ type of elephant.

7. Explain the difference between African elephants and Asian elephants.

8. Which type of elephant would you most like to see in the wild? Explain your answer.

English Activities:

Start off with this activity on Purple Mash, it is based on using paragraphs correctly:



2do: Word combos

Use of paragraphs to organise ideas around a theme.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

[Edit](#) [Close](#) [View Folder](#)

Now try these activities:

Sort it Out

I can use paragraphs correctly.



The information below is hard to follow because it has not yet been given labelled paragraphs.

- Read the information.
- Identify the main theme and write a title.
- Re-write the information using paragraphs to make it clear and easy to understand.

Canines

Humans have 8 incisors altogether; 4 in the upper jaw and 4 in the lower jaw.



Humans have 4 canine teeth, one in each quarter of the mouth, on either side of the incisors.

Incisors are used for biting and cutting food.

Canines are pointy.

Molars are large and flat and used for grinding food.

Canines are used for tearing and ripping food.

Molars

Humans have 8 molars, two in each quarter of the mouth. They are at the back of the mouth behind the premolars.

Incisors are shovel-shaped.

Incisors





Insect Paragraphs

I can identify a paragraph.



1. Read the text and then explain what each paragraph is about.

- a) Insects are bugs and other creepy crawlies. They are the most common type of animal because they live in so many different environments, except under the sea.

This paragraph is about _____

- b) Insects don't have bones. They have powerful exoskeletons (skeletons on the outside of their bodies). Many insects can fly and are very small which helps them survive. They have a piercing and sucking mouth part from which they spit saliva which helps to digest and suck up food - they cannot chew. Every insect has a minimum of six legs and a body split into three main parts. These parts are called the head, thorax and abdomen.

This paragraph is about _____

- c) Some bugs attack and eat other bugs. They do this in different ways. Some jump on their prey, some grab their prey, others set traps like hidden holes in the ground. Successful predators survive.

This paragraph is about _____

- d) Insects have to protect themselves to survive. Different creatures find different ways to keep themselves safe. A bombardier beetle sprays a burning liquid at predators to scare them away, whereas brightly coloured bugs use their appearance to frighten off attackers. The bright colours show the predator that they are poisonous. Other insects are so well disguised that they don't even look like insects. This is called camouflage. Some can camouflage themselves to look like the objects around them, such as twigs, leaves or branches. This way, hungry predators cannot see the bugs.

This paragraph is about _____

2. Explain what the following section is about.

- At least 90% of the world's living creatures are insects.
- There are around 90,000 species of bugs.
- Bugs can measure from 1mm to over 10cm.
- In some parts of the world grasshoppers are a popular food for humans.

This section is about _____

Application Activity

I can identify a paragraph.



Read the paragraph and then imagine what the author would write next.

As James was busy playing with his super heroes in the front room, he heard a knock at the door. The hoover was humming away upstairs, as Dad was busy cleaning the bedrooms. He hadn't heard the knock. James decided to peep through the spy hole in the front door, but there was no one to be seen. As he craned his neck to get a better view through the hole, he noticed a large cardboard box had been left on the doorstep. Where on earth had that come from?

Write the next paragraph yourself on the lines below.

Purple Mash Maths 2do Activities:

I have set you these maths based activities to do on Purple Mash 2do:

This will help you to decide whether each activity is am or pm:



2do: Solving questions using charts

(Ages 7-9) Solve one-step & two-step questions [e.g- How many more? & How many fewer?] tables.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

Edit

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This will help you to answer questions using Venn diagrams:



2do: Venn Diagrams 2

(Ages 7 to 9) Look carefully at the shapes and where they are placed on and around the Venn diagram.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

Edit

Close

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This will help you to interpret block graphs:



2do: Interpreting Block Graphs

(Ages 7 to 9) Interpreting Block Graphs.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

Edit

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This activity needs you to interpret pictograms:



2do: Interpreting Pictograms

(Ages 7 to 9) Interpreting what the pictogram is representing.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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Maths:

Ice Cream Statistics

Present the data showing Class 4's favourite ice cream flavours as a bar chart:

Ice Cream Flavour	Number of Children
Vanilla	7
Strawberry	6
Chocolate	5
Mint	8
Toffee	5
Caramel	4

Top Tips:

Remember to give your bar chart a title and to label the axes.

Remember that there should be gaps between the bars.

Choose a scale for the number axis which fits the data range. Remember the numbers are positioned on each line.





Title: _____



Label:

Vanilla

Label: _____



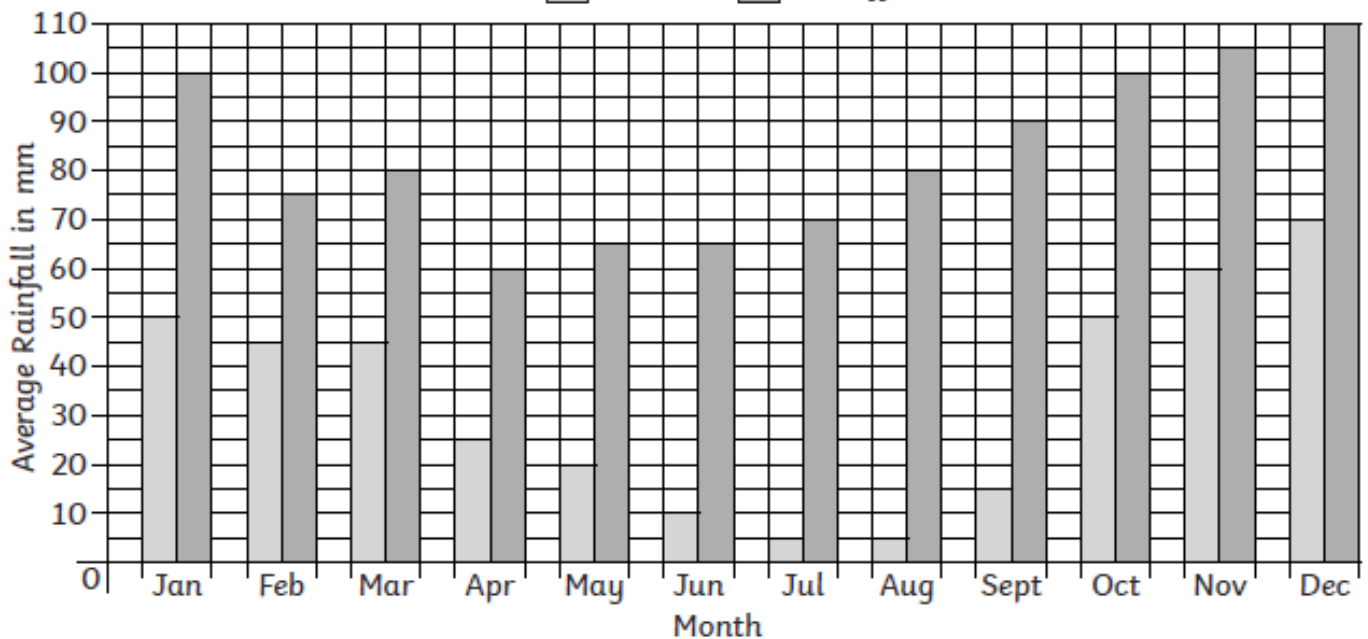
Climate Graphs

I can answer questions about data presented in bar charts and graphs.



A Graph to Show the Average Rainfall in Two Capital Cities

□ Athens □ Cardiff



- 1) Which months in Athens have the lowest average rainfall?

- 2) Which month in Cardiff has the lowest average rainfall?

- 3) Which month in Athens has the highest average rainfall?

- 4) Which month in Cardiff has the highest average rainfall?

- 5) Which month in Athens has an average rainfall of 20mm?

- 6) Which months in Cardiff have an average rainfall of 100mm?

- 7) How many mm of rain does Athens get in August?

- 8) How many mm of rain does Cardiff get in November?

- 9) How many mm of rain does Athens get from June to August?

- 10) How many mm of rain does Cardiff get from June to August?

- 11) What is the difference in rainfall between the two cities in February?

- 12) What is the difference in rainfall between the two cities in December?



Foundation Subjects Activities:

R.E: As a follow up to our Judaism topic, try these activities on Purple Mash:



2do: Yom Kippur

On the Jewish day of Yom Kippur people say sorry for the things that they have done wrong.
(Assigned to everyone in class: Year 4. Set by: Victoria James)

[Edit](#)[Close](#)[View Folder](#)

2do: Clean the house for Passover Game

Can you find all of the remaining crumbs in the house?
(Assigned to everyone in class: Year 4. Set by: Victoria James)

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Now try these activities based on Judaism:

Yom Kippur: Newspaper Report

I can write in a journalistic style.

Planning Your Newspaper Report

Imagine you are a journalist reporting for a local newspaper. You have been asked to research and write an article about Jewish New Year.

Your article should:

- Start with an eye-catching headline;
- Describe how Jewish people celebrate Rosh Hashanah;
- Explain the significance of the Days of Awe;
- Describe the main events of Yom Kippur;
- Use lively newspaper language and style;
- Divide sections with mini-headlines;
- Your paragraphs should be very short

Who is the report about?

For many young people it's the start of a new school year, but for Jewish people, it's also the start of the New Year.

What is the report about?

This important time begins with Rosh Hashanah today. Many Jewish people will begin the celebrations by...
[Now continue, describing how Rosh Hashanah is celebrated.]

Main Story

But it's not just a time for celebrating. The High Holy Days are also a time for serious reflection. People will be asking themselves... [Explain the meaning and importance of this time.]

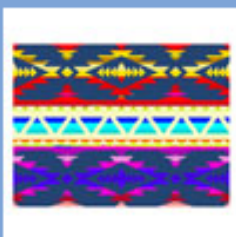
Main Story

The New Year period ends with a very solemn day, Yom Kippur. This day begins before sunset on the ninth day, when Jewish people will... [Explain carefully how Yom Kippur is observed. This part of your article should be quite detailed.]

Conclusion

This is the holiest part of the year for the Jewish community and an important time to reflect on the past, present and future. Happy New Year!

Art and Design- Use your imaginations to create Aztec inspired art. There is an Aztec Pattern and a Mask for you to design:



2do: Aztec Pattern

Can you bring some colour to this Aztec pattern?

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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2do: Aztec Mask

Can you bring some colour to an Aztec Mask?

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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When you have completed these activities online, you could then design your own masks and patterns using paper/card and brightly coloured felts/crayons.

Don't forget to take photos of what you have done, email them to me and we will get them put onto the school website.

ICT- Try these online activities to help you to recognise scam emails and what to do if you get any of these:



2do: Stranger

Background: A simulation of a child receiving an email from a stranger.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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2do: You've won!

Background: A simulation of a fictitious winning email. *Set as a 2Do

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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Now try this activity to see if you should open the emails or not:

Draw lines to match the emails to the clues that it is safe or unsafe, then tick or cross to say if you would open it.

Look at these emails:



	Would you open it? (tick or cross)
You can see your friend's name and address; the subject is blank.	
You don't recognise the address of the sender; the subject is blank.	
You can see your friend's name and address; the subject is something you would expect from them.	
You don't recognise the address of the sender; the subject is very general and it could be for anyone.	
You can see it's from a company you recognise; the subject seems normal and like something you might receive.	

