



Week 10: Learning Project - The Rainforest
W/C 22.06.2020

Year 4

Additional activities will be set by teachers on: [spag.com](https://www.spag.com) & [Purple Mash](https://www.purplemash.com). Also look on the class blog/s on Purple Mash
Please also see the [School Website](#) for a whole host of other ideas.

Weekly Reading Tasks

Monday- Research [deforestation](#) and what the [reasons](#) for deforestation are then answer these questions in sentences. What is deforestation? What are the reasons for deforestation? What is your opinion on deforestation?

Tuesday- I really want to go to Amazon Rainforest. I would like to do some sort of activity on the River Amazon and spend some time with the animals that live in the rainforest. Can you find me a package deal trip which would cost under £2,000? Please write down the offer and what activities I would be able to do and then share it on the blog. Visit sites like [this](#).

Weekly Spelling Tasks

Monday- Practise spelling these words: **weather, whether, whose, who's, accept, except, reign, rein, dear, deer.** These are homophones and near homophones. Use the Look, Say, Cover, Write, Check strategy.

Tuesday- Remember what commands, statements and questions are.
A command = tells you to do something e.g. You will go out in this bad weather!
A statement = tells the reader something e.g. The weather is supposed to be nice on Friday.
A question = asks the reader for more information e.g. Will the weather be nice tomorrow?

Can you write a command, statement and question for these homophone spellings? Don't worry, I'm not expecting you to write a command, statement and question for each word!

Wednesday- Read this [page](#) and others on insects in the rainforest. Can you create a small fact file and draw and write about a few different insects that you were particularly interested in?

Wednesday-

Even though the weather was terrible



subordinating
conjunction



subordinate
clause



If the subordinate
clause is at the start of
the sentence, a comma
is needed.

Billy went out to play.



Main clause

Write your sentences into complex sentences. ISAWABUB (If, Since, As, When, Although, While, After, Before, Until, Because). Make sure you start the sentence with the subordinate clause like I have demonstrated in the image above. Another example could be – As Stephanie had worked so hard, she was happy to accept the 'Star of the Week' award.

Thursday- Read up on [endangered animals](#) living in the rainforest. Why are they endangered? What can we do to help these endangered species?

Thursday- Write down all of the homophones on separate pieces of paper (roughly the size of a post-it note). Make sure you can't see the word on the back of the paper. Then, turn them all over so as you have 10 pieces of blank paper. The aim of the game is to turn a piece of paper over and then another. If they are not a pair of homophones, turn them both back over and try again. Keep doing this until you have found all of the pairs. When you have found a pair, verbally put them into sentences.

Friday- Go outdoors and look for leaves, twigs, flowers etc. Can you make a rainforest themed bookmark using things from your garden? I would love to see these being shared on the blog.

Friday- Find a grown up and get them to test you on your spellings. Use the spelling blog as there are a couple of activities for you to complete which will help.

Weekly Writing Tasks	Weekly Maths Tasks- Fractions
<p>Monday- Tribes in the Amazon Rainforest! Can you imagine what it would be like to visit a tribe living in the rainforest? Imagine how different their life is to yours. Research tribes such as the Machiguenga Tribe.</p> <p>Can you make bullet points on the following?</p> <ul style="list-style-type: none"> • What the people are like and what they wear • What their buildings are like • How they hunt and what weapons they use • What transport they use • What food they eat • What they do for entertainment (dance, music etc) • What education looks like in a tribe • What they use for medicine 	<p>Monday- Watch the White Rose video for 'Write decimals' (Summer Term - Week 8 w/c 15th June) Lesson 1 and complete the tasks saved on the school website.</p>
<p>Tuesday- You are going to write a diary entry this week. Imagine you have travelled to the rainforest to visit a tribe. Today, I want you to think about sensory language (what you can see, hear, taste, touch and smell). Draw an image for each sense e.g. an eye for 'see'. Then underneath, write down all the things you can come up with. Remember to use description. Use adjectives and figurative language (similes, metaphors, personification, and alliteration). For example: - 'The never ending chirping of birds echoed through the forest trees.' or 'The crackling of the flames as they danced in the starlit sky.' Keep it all in past tense! This has already happened.</p>	<p>Tuesday- Watch the White Rose video for 'Compare decimals' (Summer Term - Week 8 w/c 15th June) Lesson 2 and complete the tasks saved on the school website.</p>

Wednesday- When writing a diary, there are many things you need to remember. Here is a success criteria.

Success Criteria

- Past tense
- First person
- Paragraphs
- Description e.g. adjectives, powerful verbs, figurative language
- Thoughts and feelings e.g. I was fascinated to find out how they made their arrow.
- Time order
- Conjunctive adverbs to indicate time e.g. Firstly, Then, Next, Finally. Don't forget commas when starting sentences with the adverbs
- End with a reflection / summary of your visit

Make notes on what you discovered each day. Start planning what you want to write about. Imagine you went for 2 or more days. What did you do on each day? Remember to include everything that you researched on Monday for example, Monday might be that you arrived by boat after travelling down the River Amazon. Then, you settled into their little tribal village. What was it like? What did you eat? Where did you stay? What were the people like?

On Tuesday, you might have gone hunting and may have watched them make arrows. You might have learnt about the medicines they used.

Thursday- Today, you are going to write your diary. How will you set this out? Don't forget to be descriptive. Refer back to the success criteria. This can be completed on Friday.

Friday- Finish your diary entry then check it carefully. Have you punctuated your work correctly and used a range of sentences as well as exciting sentence openers?

Read your diary entry to someone in your household. Get them to ask you questions about your 'experience' there. Then, ask them whether they would like to visit a tribe and why.

Wednesday- Watch the [White Rose](#) video for 'Order decimals' (Summer Term - Week 8 w/c 15th June) Lesson 3 and complete the tasks saved on the [school website](#)

As an extra challenge: Two men and two women want to sail to an island. The boat will only hold two women or one man. How can all four of them get to the island?

Thursday- Watch the [White Rose](#) video for 'Round decimals' (Summer Term - Week 8 w/c 15th June) Lesson 4 and complete the tasks saved on the [school website](#)

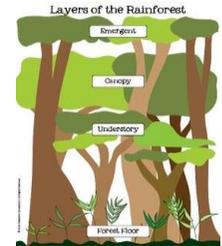
Friday (theme)- Complete the challenge set on [White Rose](#) (Summer Term - Week 8 w/c 15th June) Lesson 5

As an extra challenge: The twins collected some animal stickers. They each had the same total number. Winston has 3 full sheets and 4 loose stickers. Wendy had 2 full sheets and 12 loose stickers. Every full sheet has the same number of stickers. How many stickers are there in a full sheet?

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about the world's rainforests. Learning may focus on the plants, animals and insects that inhabit the rainforest, food that originates there and weather patterns. It could look at plants and animals that can be found in the garden too.

- **Amazing Animals-** Think about the following: How many different types of animals live in rainforests? Can you name any? What is their diet like? How do they hunt for their prey or hide from predators? Look at these [11 amazing rainforest animals](#). Choose one of the animals and create a poster all about them.
- **Layers of the Rainforest-** Take a look at [this](#) information all about the layers of the rainforest. Try creating your own diagram showing the layers of the rainforest and the animals you can find in each layer. You could cut and stick pictures, paint or draw! Can you categorise the animals?
- **Roar!-** Have a go at [this](#) forest themed GoNoodle! Finished? Try making up your own rainforest-themed dance routine to the same song - you could pretend to be a different animal for each dance move!
- **One Step at a Time-** Talk to family members about the deforestation of rainforests and think about how we could help by taking small steps at home. [This](#) article should help get you started! Can you record your very own advert encouraging people to reduce, reuse, recycle? Think about the impact on the environment, animals and their habitats, global warming and the tribes that occupy the rainforests. Alternatively, you could write a jingle about the benefits of recycling and perform this to the family. Share these on the class Purple Mash blog.
- **The Problem with Palm Oil-** Take a look at the [Greenpeace website](#) and find out about the effects of palm oil on our planet. How does this affect animals around the world. Identify all of the foods in the kitchen that contain palm oil. Can you suggest alternatives for your next shop? Plan an imaginary charity event to raise funds for [The Orangutan Foundation](#).



STEM Learning Opportunities

Rainforest Resources

- Watch [this](#) video.
- The rainforest is made up of several layers, forest floor, shrub layer, canopy and emergent trees. Look at the Sumatra animal cards [here](#). Where in the forest do you think each of these animals live?

Coronavirus and Wellbeing- Looking Forward

The change that Covid-19 has caused to our lives has been difficult and has provided countless challenges. For many children, the uncertainty and disruption to everyday life has caused worry and anxiety. These tasks are designed to help children process the current situation, begin to make sense of it and plan for returning to a different normal.

Think

- Reading or being read to offers hope and positivity. [The Book of Hopes](#) aims to comfort and encourage children during these unusual times.

Talk

- Talk to your child about what they have found most challenging over the last few weeks and what has helped them most during these difficult times. Which of these things are they or you as a family going to continue to do as things return to normality? E.g Continue with daily walks or play more family board games. Write a pledge as a family, recording all of things that you will continue in the future.

Do

- Task your child with writing a letter to their future self. Ask them to include advice about things that have helped them to cope and feel optimistic over the last

Additional learning resources parents may wish to engage with

- [Times Table Rockstars](#) and [Numbots](#). Your child can access both of these programmes with their school logins. On Times Table Rockstars, children should aim to play Soundcheck for 20 minutes daily.
- [Y4 Talk for Writing Home-School Booklet](#) is an excellent resource to support your child's speaking and listening, reading and writing skills.

If you want to access teaching material daily, we suggest the following resources:

- [White Rose Maths](#). This is the Maths Scheme of work we follow in school so is the perfect choice. There is a daily lesson from Early Years to Year 6 with a short video showing you clearly and simply how to help your child to complete the activity successfully. The Activity Sheets are available [here](#).
- [The Oak Academy](#) is a virtual school providing 180 free lessons a week for children from Reception to Year 6. It is supported by various education organisations including the Sutton Trust, the Teaching Schools Council and is being backed by the DfE.
- [BBC Bitesize](#) has daily lessons which have been created with teachers and other educational experts and feature a mix of videos, animations, practice activities, quizzes and games.

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