



Week 8: Learning Project - UNDER THE SEA

Year 4

Additional activities will be set by teachers on: spag.com & [Purple Mash](#). 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	Weekly Spelling Tasks
<p>Monday- Read a book of your choice and choose two characters. Compare the two characters thinking about their similarities and differences. Write a few sentences on what you think of the characters and why you chose them.</p>	<p>Monday- Choose 3 things that you might find under the sea. Each of these words must have at least 6 letters e.g. o-c-t-o-p-u-s. Practise spelling these and writing them up into sentences. Make sure these sentences are descriptive e.g. In the depths of the ocean, the elegant octopus whirled over to the extravagant coral reef.</p>
<p>Tuesday- Research the world's weirdest sea creatures. Visit the National Geographic site on weird sea creatures and have a good read.</p>	<p>Tuesday- Practise spelling these words: Courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous, disastrous, glamorous</p> <p>What is the spelling rule/s? You can use the Look, Say, Cover, Write. Check sheet from the blog to practise throughout the week.</p>
<p>Wednesday- Have a read of some of these poems. Do you notice any language features such as similes, metaphors? Which words did you like and why? Choose your favourite and read it with expression to a grown up.</p>	<p>Wednesday- Complete the quiz set on Purple Mash to practise your spellings. You can do this as many times as you want throughout the week.</p>
<p>Thursday- Write up one of the poems you read yesterday. Write it as a shape poem. Some people like to write poems in certain shapes. As your poem will be about the sea, maybe you could shape the words into waves or a fish. Here are some examples.</p>	<p>Thursday- Put these words (to describe the ocean) in alphabetical order and then use a dictionary to find the meanings of each word: perilous, resplendent, eerie, vast, serene, tempestuous, boundless.</p> <p>Can you write a few sentences using these words?</p>
<p>Friday- Today, you are going to read your poem to a grown up. Before you do, think about what is needed in order to perform poetry. How will you captivate and absorb the audience? Think about expression and the pace at which you will read it. Now, go practise in front of a mirror and then find that grown up and impress!</p>	<p>Friday- Ask a grown up to test you on the words set on Tuesday.</p>

Weekly Writing Tasks	Weekly Maths Tasks- Time
<p>Monday- This week, you will be writing a trailer script for a film set at sea. The first thing you need to decide is which film you want to advertise. I can think of a few such as 'Finding Nemo', 'A Shark's Tale', 'Finding Dori', 'The Little Mermaid', 'Happy Feet' and 'Moana'.</p> <p>Outline the key points of the film you have chosen. You could use bullet points, a story mountain or a storyboard.</p>	<p>Monday- Monday- Watch the White Rose video for adding two or more fractions (Summer Term - Week 6 w/c 1st June) Lesson 1 and complete the tasks saved on the school website.</p> <p>As an extra challenge: Your child can create a large grid to represent a map of the ocean, with various hazards included. Then, ask your child to make a paper boat and use directional language (half turn, quarter turn, clockwise, anticlockwise etc) to navigate their ship safely across the oceans</p>
<p>Tuesday- Today, watch this movie trailer. Listen to the voice over outlining the story. Is the trailer script too detailed or just right? Does it use suspense? Does it make you want to watch the movie? Start thinking about how you will write your trailer script. What will need to go into it to make it exciting, gripping and suspense filled? You use a rhetorical question such as, 'Will Nemo ever see his father again?' Write down some ideas for you trailer script. It must tell the story but in a summarised yet thrilling way.</p>	<p>Tuesday- Watch the White Rose video for subtracting fractions (Summer Term - Week 6 w/c 1st June) Lesson 2 and complete the tasks saved on the school website.</p>
<p>Wednesday- Time to write up your script trailer. Also, write down which scenes you might like to show whilst the script is being read. How might you format this?</p>	<p>Wednesday- Watch the White Rose video for Fractions of quantities (Summer Term - Week 6 w/c 1st June) Lesson 3 and complete the tasks saved on the school website.</p> <p>As an extra challenge: Find $\frac{1}{4}$ of 20, 16, 24, 36 and 44.</p>
<p>Thursday- Now that you have written your script, practise performing it as if you were going to record it. If you do have the means, record it and assess how effectively you read it. Was there enough expression and enthusiasm? Did you read it with articulation and at the right pace? Go find someone in your household and see what they think.</p>	<p>Thursday - – Watch the White Rose video for Calculate quantities (Summer Term - Week 6 w/c 1st June) Lesson 4 and complete the tasks saved on the school website.</p> <p>As an extra challenge: Which one is the odd one out? Explain why! a) $\frac{1}{4}$ of 80 b) $\frac{1}{2}$ of 40 c) 200 divided by 10 d) $2 \times 2 \times 6$</p>
<p>Friday- Find a picture of the ocean. Write down as many nouns as you can see e.g. waves, ship, coral reef and fish. Now, add some adjectives to those nouns e.g. crashing, magnificent and abandoned. Next, think of some verbs and write down sentences using the words you have listed. Think about using similes and metaphors e.g. The crashing waves plunged menacingly over the abandoned ship dragging it down into the abyss.</p> <p>Is menacingly – A) an adjective B) a verb C) an adverb?</p>	<p>Friday- Complete the challenge set on White Rose Summer Term - Week 6 (w/c 1st June) Lesson 5</p> <p>Practise counting forwards and backwards from any given number in 2s. This can be done throughout the day.</p>

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about life in and around the sea. Learning may focus on the strange and wonderful creatures and plants that occupy our oceans, their habitats and how human beings affect this environment.

- **Exploring the Blue Abyss** - Can your child remember the oceans of the world? Encourage your child to find out about the five different layers of the ocean (Sunlight Zone, Twilight Zone, Midnight Zone, Lower Midnight Zone or Abyss and the Trenches). [Sea creatures](#) adapt incredibly to live in specific layers where the conditions, such as the temperature and light levels, can change. Can your child explore the creatures that are found in each layer of the ocean and create a fact file for each ocean layer with a labelled diagram?
- **Submarine Sculptures** - Ask your child to look at pictures of real submarines for inspiration and create their own model submarine from different materials found at home e.g. plastic bottles, paint, coloured pencils, string, paper mache, sweet wrappers, tin foil and cardboard. When your child is collecting materials, question them on the suitability of each material. Alternatively, children could design and create a boat to carry a load on the ocean using junk modelling.
- **'Under the Sea' Stretches** - Ask your child to try some yoga using the [Cosmic Kids](#) Youtube channel. There are lots of 'Under the Sea' themed yoga workouts and even a [Moana-themed](#) adventure! Or simply get stretching to some relaxing [deep sea sound effects](#).
- **Preventing Pollution** - Encourage your child to ask different family members what they know about plastic waste (e.g. plastic bags, six-pack rings and microbeads) that ends up in the ocean. They could do this by creating a questionnaire and carrying out interviews (perhaps over Facetime with adult supervision?). Discuss how you could help reduce ocean pollution and work together to create a persuasive poster to reduce plastic waste.
- **Reef Research** - The Great Barrier Reef is the only living thing which is visible from space! Encourage your child to take a virtual tour of the reef using [AirPano](#) and create a poster or video to promote the Great Barrier Reef. Ask them to use scientific language relating to the habitats and species groups found in the reef. Can your child identify the main threats to The Great Barrier Reef and include these too?
- **Shakespeare Home Learning** - If you are interested in doing some more work on Shakespeare's Romeo and Juliet, visit Year 4's Purple Mash Blog and you will find lots of great activities to complete in the resource pack.



STEM Learning Opportunitie

Autosub 6000 Ocean Floor Mission

- Children will need a basic understanding of Scratch before carrying out this Unit. Guides and online tutorials are available [here](#) if needed.
- Use scratch to debug and improve the Autosub6000 around the ocean floor. Activity notes and instructions can be found [here](#).

Coronavirus and Wellbeing- Coping with Change

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

- Explaining to children what the Coronavirus is and how to stop the spread can be a challenging task. [This fact sheet](#) does this in a child-friendly way. Alternatively, there is an animated version [here](#).

Talk

- Talk to your child about their worries and anxieties, considering what they can control and what they cannot control e.g. *I can keep up with my home learning by checking which tasks I have to do today. I cannot control when this will all be over. Scientists, doctors and governments will help to manage this.*

Do

- Ask your child to make 2 lists: one listing all of the issues that are not within their control and the other listing issues that are within their control. After this, support your child with listing who is responsible for the issues out of their control and then what they can do to support the issues within their control. This activity should help your child feel more in control about the current situation.

Visit

- [This document](#) from Emerging Minds offers evidence based advice for anyone supporting children and young people with their worries.

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.

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

Please look at the [White Rose Maths](#) resources. 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](#) have daily lesson 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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