

Learning Project Week 8 'Fire'

Age Range Year 4

Weekly Maths Tasks – aim to do one per day

Try to do 10 minutes of arithmetic/ mental maths each day:

- <https://www.topmarks.co.uk/maths-games/daily10>
(Choose level 4 Division)
- <https://www.timestables.com/rally.html> (a range of times tables games to test and challenge you!)
- Year 4 skills check: (answers published below)
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Question 1 Write down the value of the underlined figure 7489	Question 2 Write down the value of the underlined figure 45784	Question 3 Work out $60 \div 10 =$	Question 4 Work out $12 \times 10 =$
Question 5 Work out $\frac{1}{2}$ of £35	Question 6 Work out $\frac{1}{5}$ of £36	Question 7 Work out $7456 - 2451 =$	Question 8 Work out $3504 \div 876 =$
Question 9 Round 8547 to the nearest 100	Question 10 Round 2057 to the nearest 10	Question 11 Round 2.578 correct to 1 decimal place	Question 12 Round 0.68 correct to 1 decimal place
Question 13 Write in digits XLII	Question 14 Write in digits LXXVIII	Question 15 Complete 300 minutes = hours	Question 16 Complete 4 minutes =seconds
Question 17 What is 1000 less than 7842?	Question 18 What is 1000 more than 428?	Question 19 Find the next 2 terms in the sequence 2.13, 2.14, 2.15, 2.16, ...	Question 20 Find the next 2 terms in the sequence 10.56, 10.57, 10.58, 10.59, ...

Answers from last week: 1. 80, 2. 2.08, 3. £12, 4. 1622, 5. 2600, 6. 5.8, 7. XIV, 8. 6, 9. 991, 10. 3.10 3.11

- White Rose Maths has daily maths lessons for you to work through:
<https://whiterosemaths.com/homelearning/year-4/>

Watch the video, pausing to do the activities when you are told. The BBC are providing **free** worksheets to support the White Rose Maths lessons. Access these [here](#).

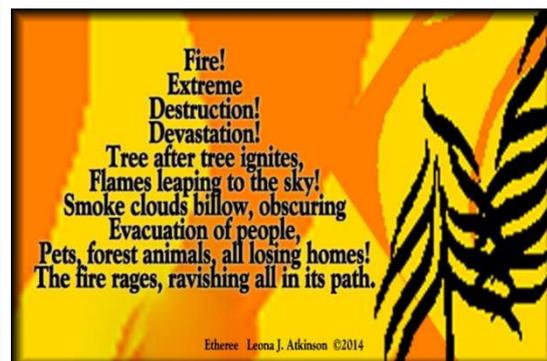
From May 4th, White Rose Maths are charging for their worksheets – your school may provide you with a code to access these – the BBC sheets are completely compatible with White Rose.

Answers from above: 1. 80, 2. 40000, 3. 6, 4. 1.2, 5. £7, 6. £12, 7. 5005, 8. 2628, 9. 8500, 10. 2060, 11. 2.6, 12. 0.7, 13. 42, 14. 68, 15. 5, 16. 240, 17. 6842, 18. 1428, 19. 2.17 2.18, 20. 10.6 10.61

Weekly Reading Tasks – aim to do one per day

Try to read every day. There are some ideas here:

- This book is about volcanoes:
https://readon.myon.co.uk/reader/index.html?a=wwnd_wwve_s19
 1. Read the book and answer the questions in the Critical Thinking Questions section in *Other Pages*.
 2. Find all the vocabulary of features of an eruption, e.g. steam, lava, mudflow, etc.
 3. Imagine you wanted to put the information about the volcanoes in a table. What headings could you use for the columns?
- Audible have made all their children's books free while schools are closed. Choose one and listen:
<https://stories.audible.com/discovery>
- Read a book of your choice to an adult. Talk about the story and the characters. Predict what you think might happen next. Explain why you like/ do not like the book.
- Read this poem about fire:
<https://clpe.org.uk/poetryline/poems/bush-fire>
 1. Write down all the words and phrases used to describe fire.
 2. What is the effect of repeating some words (red, hot, wildly)?
 3. How does the poet make the fire sound like an animal? What words and phrases does she use?
 4. How do you feel about the Bushfire when you have read the poem? Can you explain why you feel that way?
- Compare Bushfire with this poem:



What is the same? What is different? Do you think the shape of this poem is important? Explain your answer.

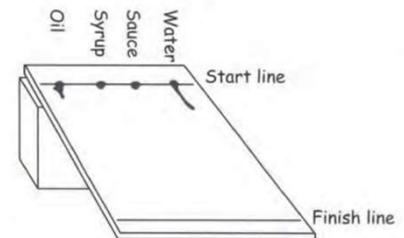
Learning Project to be done throughout the week

- Science:** There are 3 states of matter: solid, liquid or gas. Find 3 examples of each one around your home (you may have to think creatively about gas!). How do you know they are solid, liquid or gas? Watch [this video](#) and then see if you need to re-think what each object is you found. Read the definitions of solids, liquids and gases after the video and try the online game to check. Using those definitions, add: sugar, rice, margarine to your lists. What makes these difficult to classify?

You are going to investigate the effect changing temperatures can have on a state of matter. In our water topic, you learned about the water cycle and how water changes between the 3 states: ice, water and steam. Now you are going to look at other liquids and how they behave.

You will need: a variety of different liquids e.g. water, syrup, tomato sauce, vegetable oil, cream and a tray.

- Put a measured spoonful of each liquid at the top of a tray making sure it is the same amount of each liquid.
- Tip the tray and lean it against a book allowing the liquids to run down the tray. Which liquid moves the fastest? Which liquid moves slowest? If you have a stopwatch, record the time taken by each liquid. Record your results in a table (see below).
- Now put the liquids in the fridge for the same amount of time (at least 1 hour but better if longer).
- Which do you think will pour quickest now? How will the cold temperature affect their pouring rate? Make a prediction.
- Repeat the experiment. Did the liquids behave in the same way after they had been cooled? Compare the times of each liquid and write a sentence to explain what happened to each one.
- Write your conclusion and answer this question: What effect do cold temperatures have on the rate liquids move down a slope?
- What do you think would happen if you put the liquids in the freezer instead? Make a prediction and try it out! (You may need to wait overnight for the liquids to freeze)



Liquid	Time taken at room temperature	Time taken at fridge temperature	Time taken when frozen

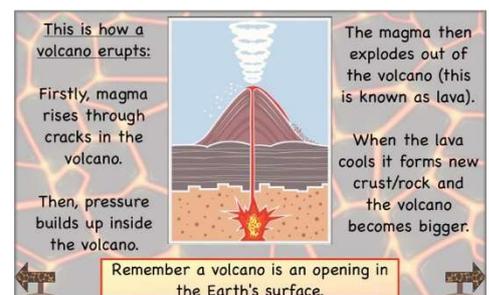
CHALLENGE: What would happen if you heated the liquids? Make a prediction and try it out **adult supervision required for this option.**

- Geography:** Look at this explanation of how a volcano erupts.

Now copy this diagram and label it with the following features:



- Main vent
- Secondary vent
- Crater
- Secondary cone
- Layers of ash and lava
- Ash clouds
- Ash
- Volcanic bombs
- Lava flow
- Magma chamber



Now look at this image:

Use what you learned in your reading book 'The World's Worst Volcanic Eruptions' to answer these questions. Use correct volcano vocabulary from the diagram above.

- What can you see happening?
- What can you infer?
- What do you predict will happen?

- History:** Almost 2000 years ago, Mount Vesuvius in Italy erupted and covered the town of Pompeii in metres of ash. Watch this [video clip](#) which recreates what happened. [Explore the city's remains here](#). What do the remains tell us about life in Pompeii in the past? This tragic event has actually helped historians. Explain how. By looking at the images, what can you infer (work out) about life in Pompeii? What clues can you see? Look at clothes, buildings, foods, homes, etc. What kinds of things do you still **not** know from the images? Explain why historians might need to look for other evidence to find out more about what happened in Pompeii. What kind of evidence would they need to use to get more detail?
- French:** Watch this video from "[How to Train Your Dragon](#)" in French. How much of it do you understand? Why? What does it tell you about communicating in a different language? How do Krokmou (Toothless) and Harold (Hiccup) communicate in the clip? Now watch [this clip](#) introducing colours in French and repeat each word when told to. Stop the clip at 3:10.



Colour in the picture of the dragon using the key:

un – rouge	cing - violet
deux – orange	six - jaune
trois – vert	sept - noir
quatre - bleu	huit – marron

If you cannot print, draw a picture of a dragon and colour it in. Label the colours in French.

- Computing:** Complete the [Minecraft 'hour of code'](#) coding activities.
- RE:** candles play an important role in celebrations in several religions. Find out about candles in: Judaism (the menorah), Hinduism (diva), Christianity (advent crown). What does the fire in the candle symbolise for each religion?
- PE:** Every day, Joe Wicks has a 30-minute workout at 9 am. Join in via YouTube.



Family learning



- Practise phoning the fire brigade if there was a fire. Prepare a script that would be used in an emergency and act it out with each other with one person being the operator and the other person reporting the fire. Remember your address!



Talk as a family about the different escape routes out of your home if there was a fire. What would you do? How would you exit if it was smoky?

- PSHCE:** Your child may have concerns about the current situation. Childline has lots of advice about how to discuss it with your child. <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>.

