



Year 4/5 Home Learning

Please see below the tasks we would like your child to work on this week. If you have any problems, please remember that you can email at ask@priestley.wilts.sch.uk during school hours.

Please note that any links to internet sites and YouTube videos need to be supervised by an adult, and they may contain adverts. You do not need to pay for any of the sites we are suggesting.

Maths

<https://whiterosemaths.com/homelearning/year-4/>

Summer Term - Week 3

Lesson 1 – Multiply 2-digit by 1 digit

Lesson 2 – Multiply 3-digit by 1 digit

Lesson 3 – Divide 2 digit by 1 digit

Lesson 4 – Divide 3 digit by 1 digit

Lesson 5 – Friday Challenge

Week 4

Lesson 1 - Multiplying and Dividing Problem Solving

Lesson 2 – Perimeter of rectangles

Lesson 3 – Perimeter of rectilinear shapes

Lesson 4 – Area counting squares

Lesson 5 – Friday Challenge

<https://whiterosemaths.com/homelearning/year-5/>

Summer Term - Week 3

Lesson 1 – Multiply 2 digit numbers (area model)

Lesson 2 – Multiply 4 digits by 2 digits

Lesson 3 – Divide with remainders

Lesson 4 – Calculate perimeters

Lesson 5 – Friday Challenge

Week 4

Lesson 1 – Area of Rectangles

Lesson 2 – Equivalent Fractions

Lesson 3 – Converting improper fractions to mixed number and vice versa

Lesson 4 – Compare and order fractions less than one

Lesson 5 – Friday Challenge

Maths learning will follow the White Rose Home learning lessons. Some of the learning is new learning and some will be work we may have covered previously. If it too difficult take a look at the other Year groups.

Useful links:

White Rose <https://whiterosemaths.com/homelearning/>
Master the Curriculum Year5 <https://masterthecurriculum.co.uk/products/?year=year-5&cat=math&subcat=mixed-objective-activities> these activities are free.

Master the Curriculum Year 4 <https://masterthecurriculum.co.uk/products/?year=year-4&cat=math&subcat=mixed-objective-activities> these activities are free

DoodleMaths <https://www.doodlemaths.com/>

Top marks <https://www.topmarks.co.uk/maths-games/7-11-years/fractions-and-decimals>

IXL Year 5 section linked to fractions & decimals <https://uk.ixl.com/math/year-5>

IXL Year 5 section linked to fractions & decimals <https://uk.ixl.com/math/year-4>

Times Table Rock Stars <https://trockstars.com/>

Reading

Make sure that children are continuing to read every day at home. They can read to an adult at home or their siblings. Make sure that you are also discussing what they have read and asking them questions to see how much they have understood of the story.

Useful links:



Welcome to Book Trust Home Time

Looking for something fun as a family? Enjoy story time with our free online books and videos, play games, win prizes, test your knowledge in our book-themed quizzes, or even learn how to draw some of your favourite characters.

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/>



Waterstones Children's Laureate Cressida Cowell has loads of great stuff planned! She's reading How to Train Your Dragon chapter-by-chapter and suggesting activities to try, as well as organising lots of other fun stuff for your children.

<https://www.youtube.com/playlist?list=PLE5MZB5pedUMNjLdgu0wYaSI0dRLHcU0>



For as long as schools are closed, we're open. Starting today, children everywhere can instantly stream an incredible collection of stories, including titles across six different languages, that will help them continue dreaming, learning, and just being kids.

Stories help.

They entertain. They teach. They keep young minds active, alert, and engaged.

All stories are free to stream on your desktop, laptop, phone or tablet.

Explore the collection, select a title and start listening.

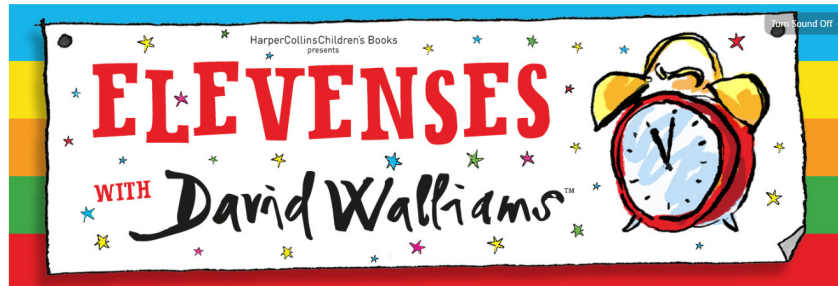
It's that easy. <https://stories.audible.com/start-listen>

Cracking Comprehension

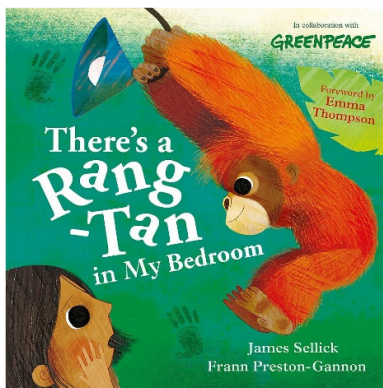
<https://www.risingstars-uk.com/login>

Author David Walliams is also reading stories aloud for children at 11am daily. You can find all previous read stories on his website free for you to listen to:

<https://www.worldofdavidwalliams.com/elevenses-catch-up/>



There's a Rang Tan in my bedroom – by James Sellick and Frann Preston-Gannon in collaboration with Greenpeace.



A stunning picture book about one little girl and her orangutan friend, based on the Greenpeace film that became a viral sensation.

When a little girl discovers a mischievous orangutan on the loose in her bedroom, she can't understand why it keeps shouting OOO! at her shampoo and her chocolate. But when Rang-tan explains that there are humans running wild in her rainforest, burning down trees so they can grow palm oil to put in products, the little girl knows what she has to do: help save the orangutans!

Published in collaboration with Greenpeace, featuring a foreword from Dame Emma Thompson and brought to life by award-winning illustrator Frann Preston-Gannon, this is a very special picture book with a vital message to share.

Extra pages at the back include information about orangutans and palm oil plus exciting ideas about how young readers can make a difference.

There's a Rang Tan in my bedroom

https://youtu.be/4DLRMu_3Gug (The story being read)

There's a Rang Tan in my bedroom

There's a Rang-Tan in my bedroom and I don't know what to do,
When it comes to basic manners, she just doesn't have a clue.

She plays with all my teddies and keeps borrowing my shoe.
She climbs up all the plants and she won't stop shouting 'Oooooo!'

She throws away my chocolate and she howls at my shampoo.
I tried to eat some cookies and she even stole them too!

There's a Rang-Tan in my bedroom and I don't want her to stay.
So, I told the naughty Rang-Tan that she had to 'GO AWAY!'

Oh Rang-Tan in my bedroom, just before you go.

Why WERE you in my bedroom? I really want to know...

There's a human in my forest and I don't know what to do.
He's destroying all our trees for your food and your shampoo.

There's a human in my forest and I don't know what to do.
He took away my family and I'm scared he'll take me too.

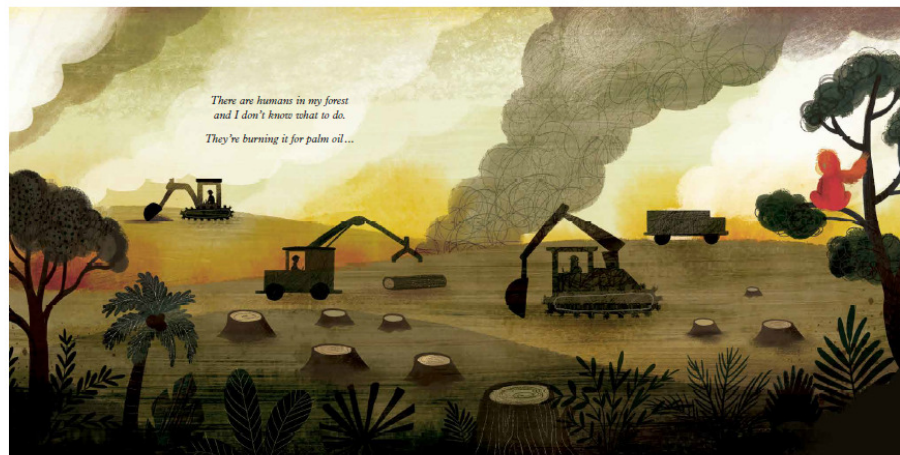
There are humans in my forest and I don't know what to do.
They're burning it for palm oil, so I thought I'd stay with you.

Oh Rang-Tan in my bedroom, now I do know what to do!
I'll fight to save your home and I'll stop you feeling blue.

I'll share your story far and wide, so others can fight too.
Oh Rang-Tan in my bedroom, I swear it on the stars...
the future's not yet written but I'll make sure that it's ours.

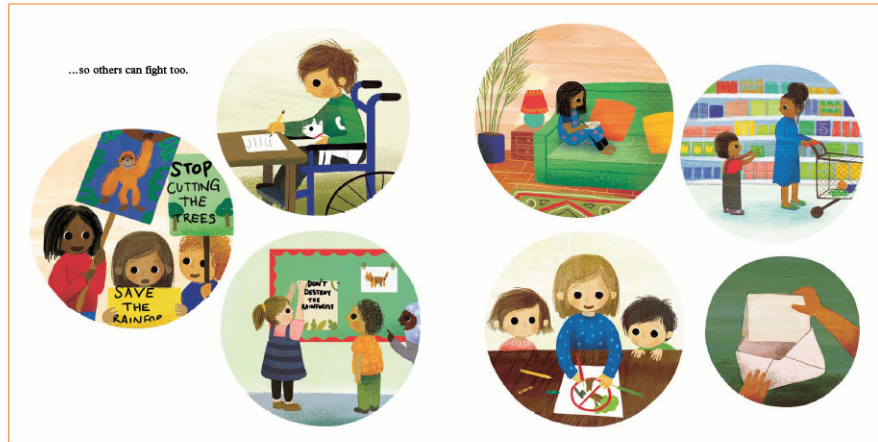
Think about the story

Have a think about the meaning of the story. What is it trying to tell you? What happened in the story? Have a look at the double page spread below. What message is it trying to give? Can you find three ways you can help the environment?



1. What is happening on these pages? How would you describe the scene? Is it positive or negative?
2. How is this image different from the image of the rainforest that you have just been looking at?
3. Why are humans causing this destruction to the orangutan's home?
4. How would you describe the orangutan in the illustration?
5. What can you infer about why Rang-tan is in the little girl's bedroom and not in her usual habitat?

Look at the spread from *There's a Rang-Tan in My Bedroom* and answer the comprehension questions below:



1. What are some of the ways in which we can work to save orangutans, according to the illustrations here?
 2. What sorts of people can you write letters to in order to help protect the rainforests?
 3. How can you raise awareness of the plight of orangutans? Why is it important to do this?
- DID YOU KNOW? There is nothing wrong with palm oil if it's grown responsibly, without chopping down the rainforests.

How are humans like Orangutans?

Watch this video 'DIY Orangutans' with David Attenborough.

<https://www.youtube.com/watch?v=IFACrIx5SZ0>

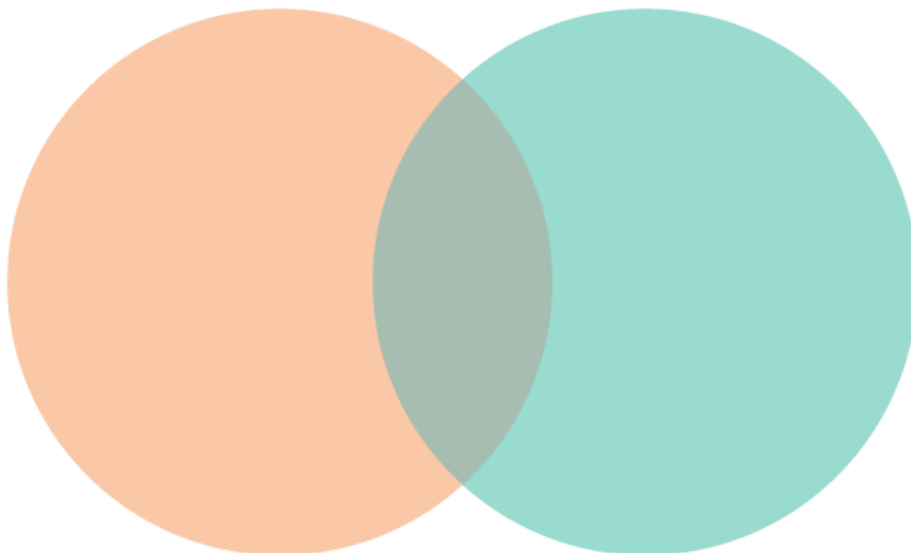
While watching the video, complete the Venn diagram template below.

Write the different characteristics of 'humans' and 'orangutans' in their respective circles, putting any similarities in the overlapping area.

DID YOU KNOW? The word "orangutan" is from the Malay language – "orang" means human and "utan" comes from a word meaning forest. So, orangutan means "human of the forest"!

Humans

Orangutans



Writing

Use your Venn diagram to help you create a 'DID YOU KNOW?' leaflet about orangutans. First, choose your three favourite facts about them:

1. DID YOU KNOW?

.....

.....

.....

Setting Description

Orangutans live in the rainforests of the south-east Asian islands of Borneo and Sumatra. Look at the images of a rainforest.

Complete the passage of text describing the rainforest by adding detail and description to the highlighted areas.



Rainforests are some of the richest ecosystems on Earth. Typically, they have a **TROPICAL** climate due to their proximity to the equator. They usually receive a large amount of **RAINFALL** each year. The rainforest is home to lots of living things: animals such as **ORANGUTANS** and a variety of trees including **WILD FRUIT TREES**. When you look at a rainforest, it's usually a vivid **GREEN** in colour, with lots of **WATERFALLS** dotted across the landscape. Rainforests consist of lots of layers full of a variety of different animal and plant life. One of these layers is called the 'canopy'; it is an umbrella-like layer of branches and **LEAVES** of the trees. In the canopy, you can find up to 80% of the **WILDLIFE** that live(s) in the rainforest!

Non-Chronological Report

Unfortunately, lots of orangutans are losing their homes because humans want to grow more palm trees for the production of PALM OIL. To do this they are choosing to tear down some parts of the rainforest, rather than growing it responsibly. Using the page of the book entitled 'The Problem with Palm Oil', create a non-chronological report to describe the process of the production of palm oil. Don't forget to include information about the impact on orangutans.



Use the Non-Chronological Report Template to help you.

- ✓ Title of Report
- ✓ Introduction
- ✓ Subheading 1
- ✓ Subheading 2
- ✓ Subheading 3
- ✓ Conclusion

Story Mapping

Using the ideas in the story, have a go at story boarding what happened. What was the start? What was the problem? How did the characters fix it? Re-read the whole of the book aloud to the children and ask them to think about the main events. Ask the children to work individually to sequence the events of the story, using story mapping, drawing and annotating their maps to show the events and drawing on their knowledge of the character of the Giants and how they has changed through the story.

After the children have completed their story maps, ask them to share their story map with you, retelling the story in their own words. Ask the children to take turns, adding missed bits of information and editing their story maps accordingly as they work.

Title: _____
Author: _____

Problem

Dilemma

Resolution

Opening

Vocabulary

Characters

Setting

Ending

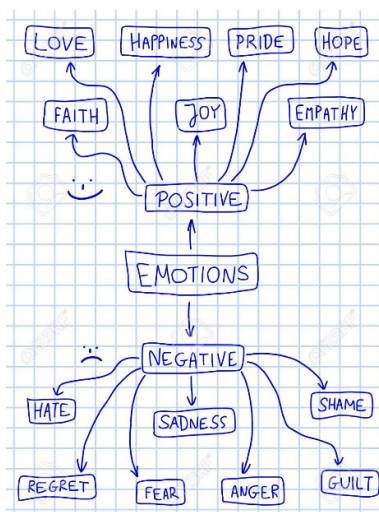
Moral

Story Writing

Using their story maps and the ideas they have gathered from the story, children to think about their own version of the sotry. Who would the main character be? Who would the antagonist be? Using what they know about story boarding, children to create a story mountian laying out their own story. How does it start? What is the problem/dilemma? How do they solve this problem and how does it end? Once the children have created a story mountain about their story, children can write their story making sure they have description and speech in their writing. Once finished children can illustrate with their own ideas of what the characters look like and what the setting looks like.

Emotion

Re-read the whole text from the beginning and the last page of the story to the children. Think about how the characters might have felt during the story. Make inferences based on what the characters say, what their signs say as to how you think they feel. Create a mindmap together about the different emotions you think they might have felt.



Spellings

Take this time to learn to spell all the common exception words for your Year group.

New Curriculum Spelling List Years 3 and 4



accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Grammar

Learn: This week we will be focusing on the suffix 'ly'

SPELLING WORKOUTS:

plazoom

'ly' suffix words

Tips

The suffix 'ly' starts with a consonant so it is usually added straight onto the end of a word: **complete + ly = completely**



Here are some exceptions!

If the word ends with 'y' with a consonant letter before it, the 'y' is changed to 'i', but only if the root word has more than one syllable.

happy + ly = happily

If the root word ends in -le, the -le is changed to -ly.

gentle + ly = gently

If the root word ends in -ic, -ally is added instead of just 'ly', except in the word publicly.

basic + ly = basically

These words are exceptions to other spelling rules.

true + ly = truly
due + ly = duly
whole = wholly

Check

Circle the words which are spelt correctly.
Use a dictionary to help you.

usually	simply	basicy	finally
usualy	simply	basically	finaly
crazily	smoothly	easily	comicy
crazyly	smootly	easyly	comically

Add the suffix -ly to each of these words and use them to complete the sentences below.

dramatic final humble noble sad

It was a long and boring game but after three hours it was _____ over.

Sue shocked everyone when she _____ announced that she was leaving.

Melanie _____ volunteered to stay behind and help.

I _____ suggest that we recycle all of the paper we throw away.

Ryan stared _____ at his broken watch.

Use

Below each picture is a word. Add the suffix -ly to it and use that new word in a sentence to describe the picture.



gentle



angry

Change

Read each sentence and change the underlined word or phrase for a synonym which includes the suffix *-ly*.

He ate lots of food with a selfish appetite.

Len took the last biscuit without telling anyone.

The Amazing Marvo made a rabbit appear out of his hat as if by an extraordinary or unknown power.

Stewart had in an intelligent and skillful way worked out the answer to the maths problem.

Bhavesh played at the park with a smile on his face.

Apply

What has happened here? Write a short passage about this image. How many of the blue words can you include in your writing once you have added the suffix *-ly*?



brave
calm
frantic
luck
probable

Science

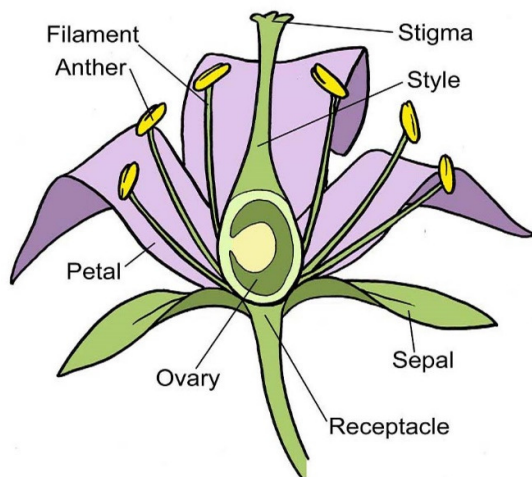
The parts of flowering plants and their functions

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-anatomy-of-the-flower/zjmhkmn>

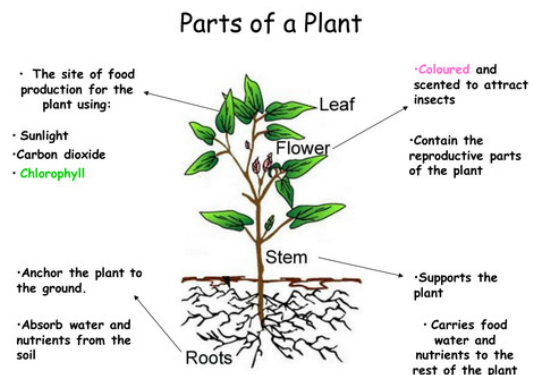
Video Transcript

- Ivy: Ah Posey, it's great to see you. I've been looking after all my flowers, they've all got light and air and water and nutrients and space and love and room service and pocket money...
- Posey: Aunt Ivy, you've got...
- Ivy: ...and the roots and the stems and the leaves and the flowers are all present and correct, and nobody has tried to hack them apart.

- Posey: Aunt Ivy, your nose is orange.
- Ivy: What? Oh how's that happened?
- Posey: Have you been sniffing the flowers?
- Ivy: Well, obviously, they smell beautiful.
- Posey: Well, you've rubbed all the pollen off from the stamen onto your nose.
- Ivy: The petals don't rub off on me when I touch them.
- Posey: Well, the petals are on the outside of the flower, and they make the plant look attractive to bees and insects, to them, it looks like a perfect runway for them to land on.
- Ivy: But the petals are purple, why is my nose orange?
- Posey: That's just the pollen on the stamen; there are lots of tiny bits inside the flower, they all have different jobs.
- Ivy: Is one of their jobs to make my nose orange?
- Posey: Not usually, but the pollen does need to rub off easily, so that insects can take it to other plants. The stamen is made of the anther and the filament. The pollen is on the anther, and the filament supports it.
- Ivy: Why do insects want to look orange? You look silly.
- Posey: Insects want to drink the nectar at the bottom of the flower, and they have to squeeze past the stamen and the pollen to get there. Nectar is produced and held in the nectaries.
- Ivy: The nectarines?
- Posey: No, but that is a good way to remember it; the nectar is sweet and juicy.
- Ivy: So, what other parts are there in the flower?
- Posey: Well, I've already told you about the petals, the stamen and the nectaries, but there's also the carpel, the sepals and the receptacle. The carpel is made of the style, the stigma, and the ovary. And the ovary produces eggs, and protects the baby plant. Aunt Ivy, are you even listening?
- Ivy: Of course, I heard every word.
- Posey: Well, if you've heard every word, why don't you tell me?
- Ivy: So this is what I learned in less than an hour, the carpel's one important part of the flower. There's stigma style and ovary, the insect gets the nectar from the nectary. And what supports the flower while it's feeble? They look like leaves but we call them sepals. And what makes a flower so bright and special? All the pretty colours on all the pretty petals. Another little part is called the stamen, on the top is the anther on the bottom, filament. At the base, the ovary makes the whole spectacle of fruit, which then moves down to the receptacle. Hey Posey you got any questions? Guess not, movin' on, I'm done with this lesson.
- Posey When did you learn how to rap?
- Ivy: I spend a lot of time, just me and the plants. Someone has to provide the entertainment.



Filament + Anther = Stamen
Stigma + Style + Ovary = Carpel



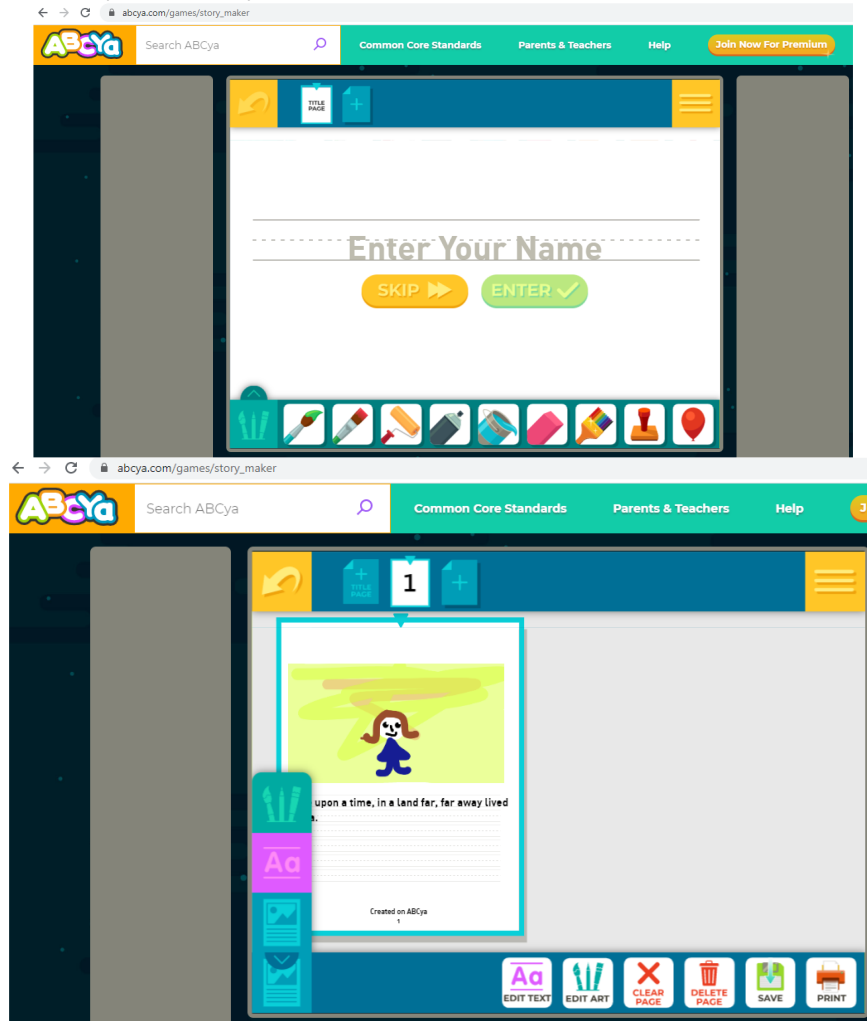
Using the BBC video clip information, and the diagrams showing the anatomy of a flowering plant. Create a poster for someone else explaining the different parts of a plant and what they are used for.

Computing

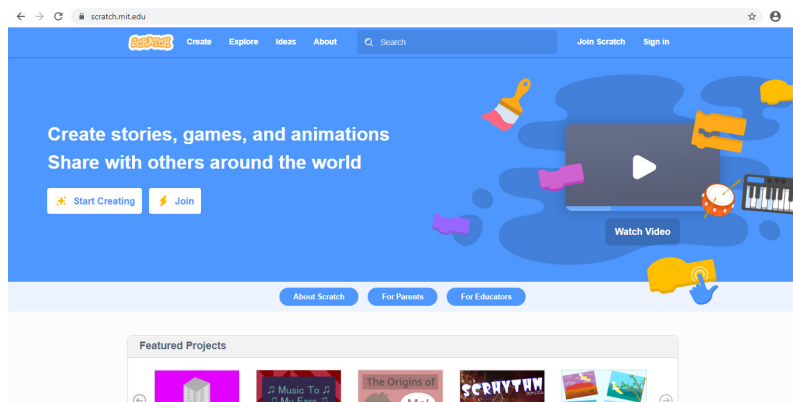
Using the story or their own version of the story, children can create their own story book using:

https://www.abcya.com/games/story_maker

Here they can create pictures and write their stories to create their own book.



This may sound complicated but there are lots of free websites out there for children to help them understand how coding works. One of our favourites is <https://scratch.mit.edu/>. Children can program their own interactive stories, games and animations, whilst learning a bunch of key skills along the way.

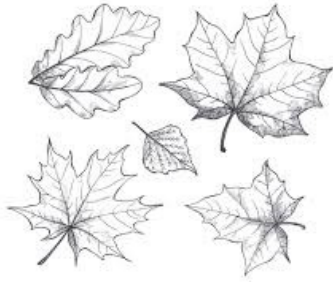


Practical tip: The main Scratch site is designed for children aged between 8 and 16 but there is also an easier version called Scratchjr <https://www.scratchjr.org/> for children between the ages of 5 and 7.

Art

Using pencils that you have at home, find a leaf and try to sketch it.

Can you take the same leaves you have sketched and use them to print pictures?



Using materials you can find around your home, can you make a model of a flowering plant?

PE

Keeping Active

Being less able to go outside and play with other children may mean that your child is less active than normal but there are lots of ways you can incorporate exercise into your new home learning routine.

YouTube is an endless source of great exercise and dance videos for your children. Try these to start with – there are plenty more!

- Go Noodle is a free service parents can sign up for that provides dances/educational songs for the children to 9 dance too. They can earn points and upgrade characters the more they do. <https://app.gonoodle.com/>
- <https://www.youtube.com/user/DanceandBeatsLab> has a wide selection of fun dance routines for younger children to enjoy.
- <https://www.youtube.com/channel/UC0Vlhde7N5uGDIFXXWWEbFQ> has a more challenging selection of videos for older children.
- <https://www.youtube.com/user/CosmicKidsYoga> has a fun range of videos to guide your child through yoga sessions.
- Jump Start Jonny - has some fab free high-energy workouts on his website, plus a few on YouTube too. <https://www.jumpstartjonny.co.uk/home>
- Supmovers <https://www.bbc.co.uk/teach/supmovers> Active learning for English, Maths, Science and PSHE.

Practical tip: Make sure children warm up and warm down before and after each workout session. Walking on the spot, arm swings or circles, jumping jacks, side hops and lunges are all good options.

Joe Wicks is providing free PE lessons live at 9am each day via his YouTube channel. This is a great way to start the day and is suitable for all ages. Either google 'Joe Wicks PE lesson' or go to the link below:

<https://www.thebodycoach.com/blog/pe-with-joe-1254.html>