


Year 4 Curriculum Summer 2 Week 2

To do throughout the week...

Wellbeing	Question: How can you stay safe and have fun online? Watch: Keeping Games Fun and Friendly
Daily Exercise	Keep active! Make sure you do something active each day. Maybe do the exercises here .
	The Great 8 are fun challenges suitable for the whole family. See below.


Here are the curriculum activities for the week. You can do in any order you choose. Try to do these this week as next week's activity will follow on in each subject.

Science	<p>Are habitats where we are changing?</p> <ul style="list-style-type: none"> Watch the trailer video to Seven Worlds, One Planet by David Attenborough. How are habitats changing/being damaged/being destroyed? Write a script and, if possible, film a short video for your documentary about how an area local has changed or been affected. Get creative and ask your parents to send them into the trust social media accounts @q1ehomelearning. We would love to see them! Keep the videos short and concise but try to use as much scientific language that you can, especially from this topic. 	
History	<p>Vikings in power</p> <ul style="list-style-type: none"> Think about what you know about British history and any famous rulers or events you remember. Read this information and take note of the battle for power between the Vikings and the Anglo Saxons. Order the mixed up dates from the timeline and then create your own Viking timeline as a sword or a shield using the examples to help. 	Timeline Resource
Geography	<p>Review: What have you learnt about food this term?</p> <ul style="list-style-type: none"> Design and produce an information card for display in your kitchen at home – it might be about food miles, food waste or fair trade. Try to include as much information and as many details as possible from what you have learnt over the last few weeks. Click here for some examples of information cards and posters. 	
PE	<p>Catching</p> <ul style="list-style-type: none"> Try this catching game with a family member to improve your catching skills. Can you use different items from home to throw and catch to make the game more difficult? (see game below) Chest push- using a large pillow, a ball or a teddy lie on the floor with knees pointing to ceiling. Roll up to catch the item, throw back with a chest push and return to lying position. Repeat x10. RELAX & repeat with thrower standing further away each time. 	You will need- A partner A pillow or cushion An item to throw and catch
Languages	<p>Body Parts - Open the video</p> <ul style="list-style-type: none"> Complete the word search about parts of face Read the sentences and draw a plaster where it hurts Read the dialogues and practise saying them aloud. 	Resources
Design Technology	<p>Relief sculptures inspired by Louise Nevelson</p> <ul style="list-style-type: none"> Look carefully at Louise Nevelson sculptures. They are made from found bits of wood. With you adult, look for small things you can recycle and use. Make a relief sculpture (See support sheets) 	You will need: Cardboard or cereal box Recycled materials, glue or tape, paint (optional)
Music	<p>Hall of the Mountain king</p> <ul style="list-style-type: none"> Watch the clip again – this time listen to the ending. Practice the percussion version of the ending. (support sections) Go over your piece from last week and add the ending Perform it to someone in your home. 	You will need: Piece from last week Your voice Hand /body percussion



Here are some fun challenges suitable for the whole family.

Summer 2 Week 2

1. To talk about	How would you use each of these to attract attention when stranded on a desert island? Fishing net, books, remote control, magnifying glass
2. To do	A side plank - how long can you hold it for? Challenge members of your family to beat your record 
3. To investigate	How can you slow down an ice cube melting?
4. To find out more about	One or more birds of prey
5. To design	A plan for a perfect school trip
6. To learn	How to write your name in calligraphy or hieroglyphics
7. To draw	A classroom from the past or future
8. To create	A model boat that floats on water using household materials

Viking Timeline



		AD 876: Vikings from Denmark, Norway and Sweden settle permanently in England.	AD 954: Eric Bloodaxe, the last king of Jorvik, is thrown out of York
AD 1066: Battle of Hastings occurred; William I (the Conqueror) crowned King of England.	AD 794: First raids on Scotland and Ireland.	AD 1014: King Canute (Cnut) of Denmark becomes King of England.	AD 1001: Vikings land in America and establish a settlement.
AD 1100: End of the Viking age.	AD 793: First invasion by the Vikings. They raided monasteries on the coast including Lindisfarne, off the coast of Northumbria.	AD 866: Danes capture York (which the Viking called Jorvik) and make it their kingdom (land ruled by a king)	AD 886: King Alfred the Great defeats the Vikings but allows them to settle in Eastern England.
		AD 700: The Viking age begins.	AD 865: Great Viking army from Denmark invades England



AD700:

The Viking age begins

AD793:

First invasion by the Vikings

AD866:

Danes capture York and name it Jorvik



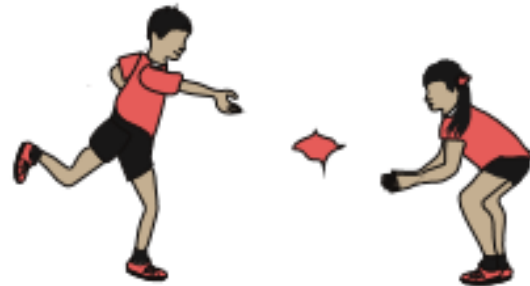
Task 1 -catching game



Home Physical Education

How to play:

- Play with a partner; sibling, parent or carer. Stand 3 – 5 steps apart.
- Players make 10 catches and then swap sides, players make 9 catches then swap sides, players make 8 catches and swap sides continuing this process until they reach 0.
- Can each pair reach 0 without dropping the ball?
- If competing against another pair the first pair to reach 0 are the winners.



Can you encourage your partner even if they make a mistake?

Can you concentrate on your throw and focus on where to aim?

Top Tips

Catching

Are your hands ready creating a target? Spread your fingers and watch the ball into your hands.

Let's Reflect

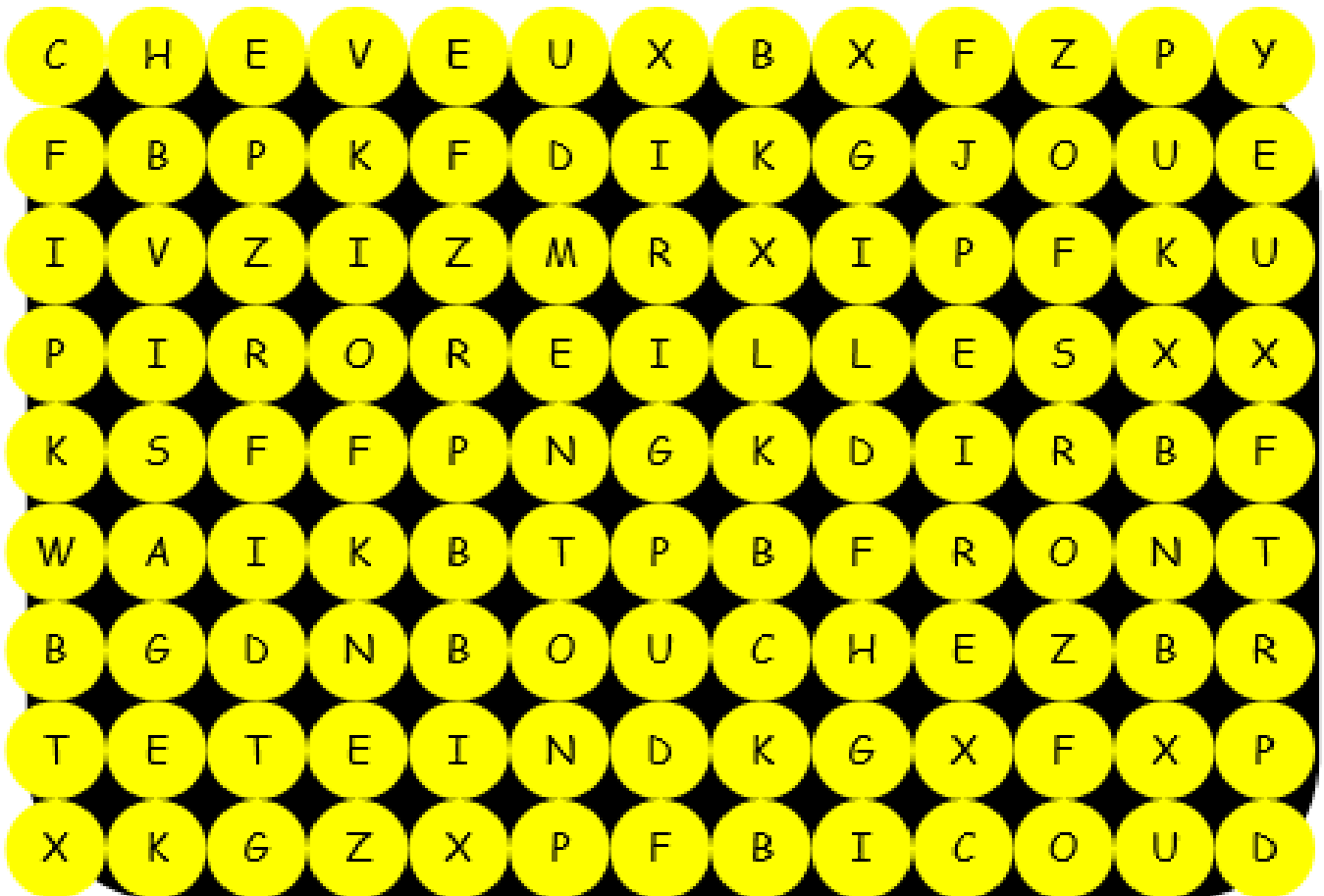
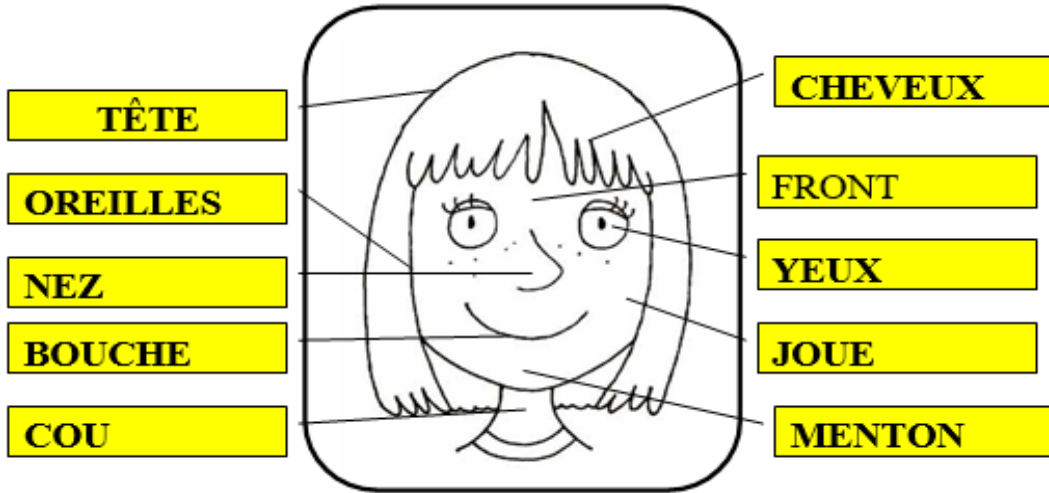
If you dropped the ball what did you change?

How did it feel when you dropped the ball and how did you respond?

French

Activity 1 Revise the vocabulary and complete the word search about parts of face.

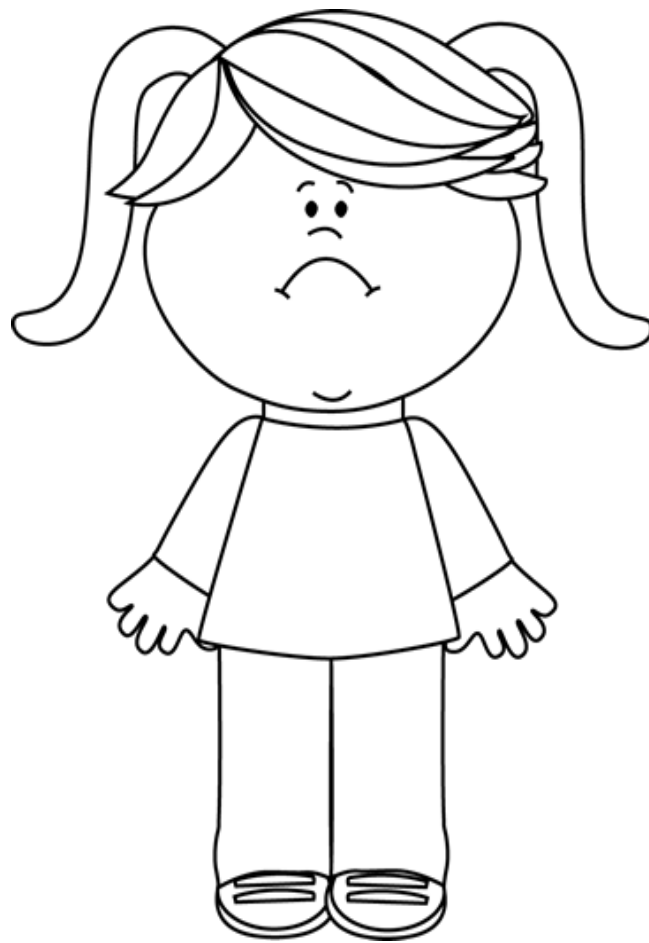
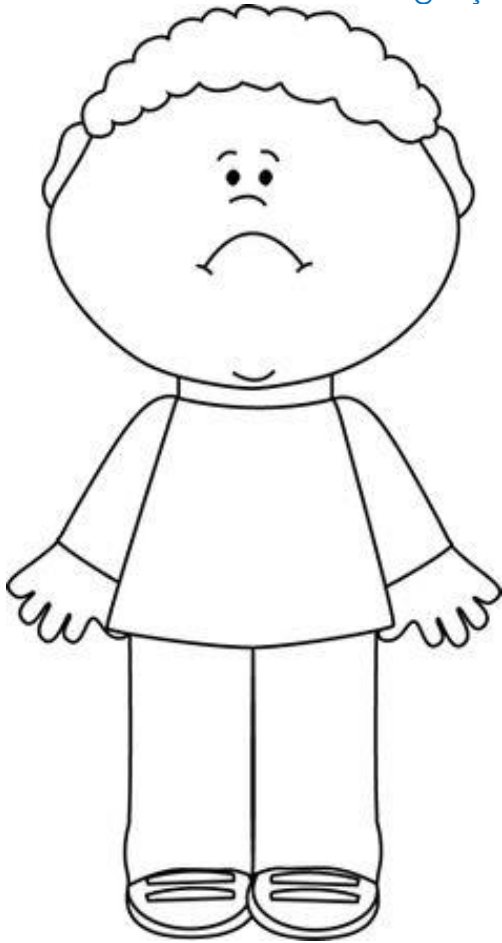
LE VISAGE



Activity 2 Aiee...j'ai mal....Colle les pansements où le professeur dit que l'enfant a mal. **Draw a plaster where it hurts.**

le garçon

la fille



**1-Le petit garçon a mal au ventre.
Le petit garçon a mal au genou.
Le petit garçon a mal au bras.**

**2-La petite fille a mal à la tête.
La petite fille a mal au pied.
La petite fille a mal à la main.**



Activity 3: ask an adult to create a dialogue with you, using these prompts.

Avoir mal

- Comment ça va? / Ça va?
- Ça va mal / Ça va très mal.
- Qu'est-ce qu'il t'arrive ? (*What happened to you ?*)
- J'ai mal.
- Où as-tu mal ?

- J'ai (I) →
 - Tu as (you) →
- mal**

au (masculin) J'ai mal au cou.

à la (féminin) J'ai mal à la tête.

à l' (+ a,e,i,o,u,h) J'ai mal à l'estomac.

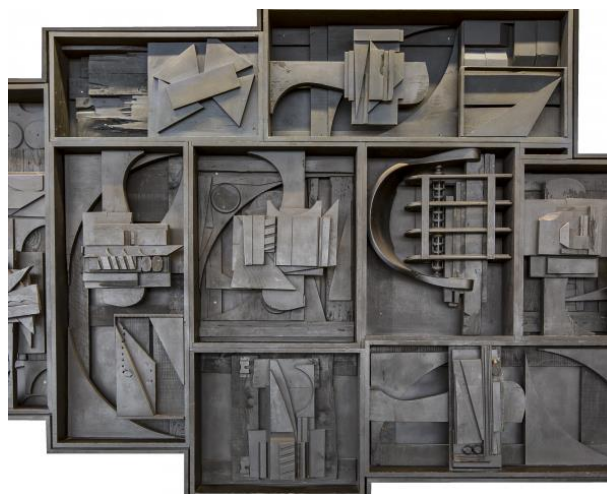
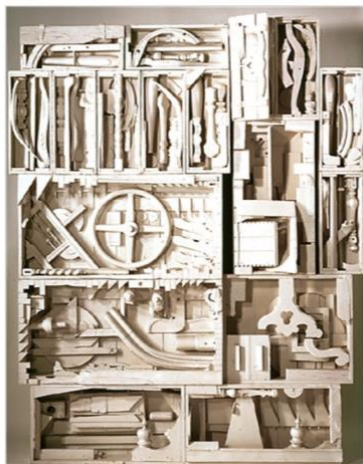
aux (pluriel) J'ai mal aux yeux.



- Comment ça va?
- Ça va très mal.
- Qu'est-ce qu'il t'arrive ?
- Je suis malade.
- Où **as-tu** mal ?
- J'ai mal partout : j'ai mal au front, j'ai mal au nez, j'ai mal à l'oreille, j'ai mal au menton et j'ai mal à la jambe.

Art - Relief sculptures inspired by Louise Nevelson

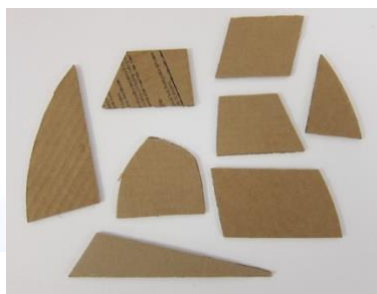
What is a relief sculpture? It is an artwork that sticks out (is raised) from a flat surface. Louise Nevelson collected old wood scraps from the streets of New York and from furniture companies. She assembled the pieces into art called assemblages.



Louise Nevelson would paint the artwork in one colour to bring the different objects together into one piece of art and highlight the shadows. She said "When you put together things that others have thrown out, you are bringing them to life, beyond the life that they were originally created for".

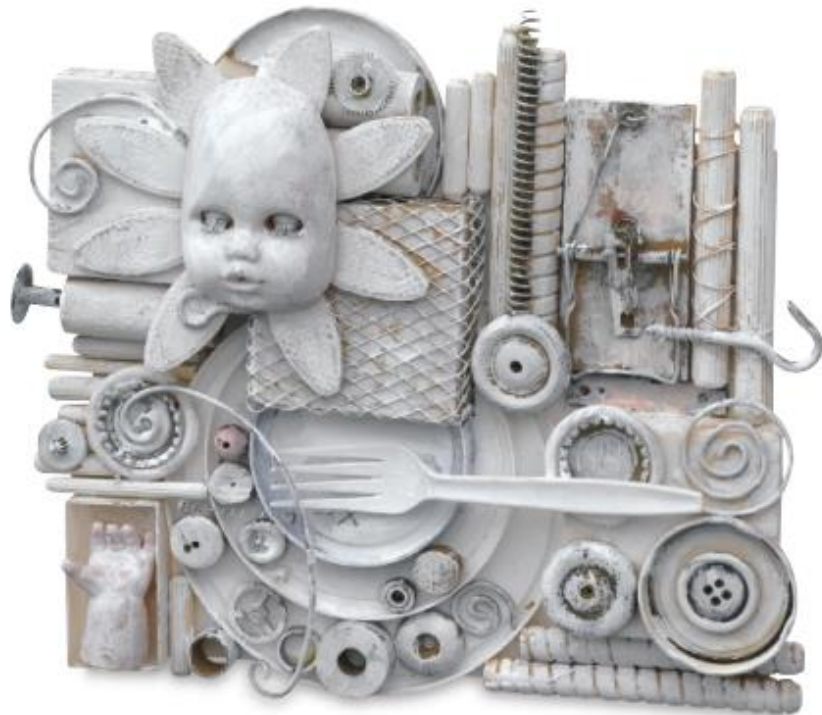
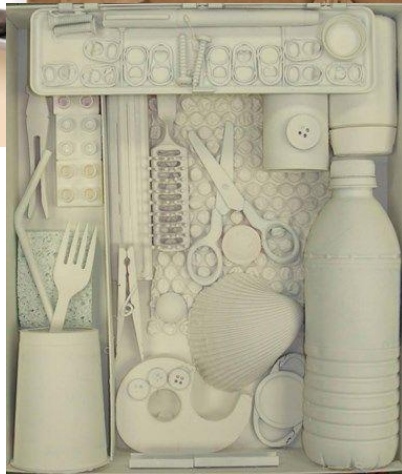
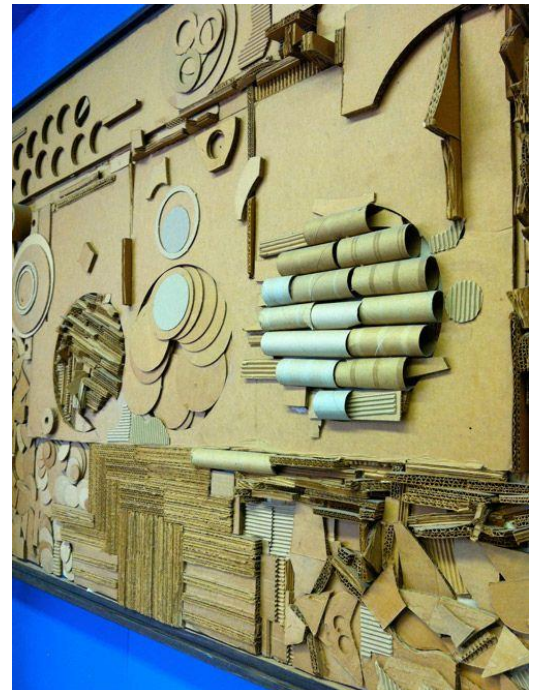
You will make art out of things that otherwise would have been thrown away, things you can find with your adult .

With an adult, find things that you can recycle for your relief artwork. It can be just cardboard and bottle tops.



To make your relief sculpture, find a cardboard box or cereal packet. It can be just a flat piece of card or a box. Ask your adult to help. Place the materials you have found or cut shapes, laying them out, layering and overlapping them.

Think about how you can use cardboard to make raised or textured areas.



Either glue or tape the objects down. If your adult has any thicker paint, you could paint it one colour.

Music

The image shows three musical staves. The first staff is in 4/4 time and contains two measures of music, each with a quarter note followed by a half note, with 'Bang!' and 'Crash!' written below. A bracket above the second measure indicates it is repeated twice. The third measure is a whole rest labeled 'FAST TUNE!'. The second staff contains three measures: the first has 'Bang!' and 'Crash!', the second has 'Bang!' and 'Crash!', and the third has 'Bang!', 'Crash!', 'Crash!', and 'Crash!'. The third staff contains four measures: the first three are whole notes labeled 'Crash!', 'Crash!', and 'Crash!', and the fourth is a half note labeled 'Bang!' followed by a whole note labeled 'Crash!'.

Vocal version:

Bang Crash ssh ssh Bang Crash ssh ssh.

Walking round the big mountain, big mountain, big mountain,

Walking round the big mountain, big mountain try not to wake the king. (very fast)

Bang Crash ssh ssh Bang Crash ssh ssh.

Bang Crash, crash, crash, crash, crash, crash, crash

Rumble – pat knees really fast and for a long time

Bang Crash!