

Year 4 Curriculum Summer Week 3

To do throughout the week...

Wellbeing 'Thought for the day'	Question: Can I think myself happy? Does focusing on happiness make you happy? Is it possible to "think" yourself into being happy all the time by positive thinking? Activity: Keep a happiness diary : Record one thing every day that made you happy
Daily Exercise	Keep active! Make sure you do something active each day. Maybe do the exercises here .
The Great 8	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>Classification Keys</p> <ul style="list-style-type: none"> Classification keys help scientists to group living things in particular ways. Watch the video and look at the example classification key (sweets) below. Look at the pictures of the living things below. Do you notice any similarities or differences? Use the classification key below to group the animals. Maybe when you are next outside, you can name some of the animals you see.
History	<p>Vikings come to Britain</p> <ul style="list-style-type: none"> Tell someone in your family where the Anglo-Saxons came from and how they changed Britain (watch this video to help you). Find out who the Vikings were and where they came from using this video to help you. Draw and label a map of the journey the Vikings made to Britain using the picture in resources below to help.
Geography	<p>Food miles: how far has food travelled to get to your plate?</p> <ul style="list-style-type: none"> Remind yourself of the ingredients from your, or Mrs Gulliver's, fruit salad and log on to this mapping website. Watch this video of how to locate and find the distance between countries. Find the distance each ingredient has travelled to reach London and order the fruits from shortest distance to longest distance travelled.
PE	<p>JUMPING for distance- 2 foot standing jump</p> <ul style="list-style-type: none"> Explore jumping for distance (see task 1 below) Coach- Practice jumping for distance with a coach to help you improve your technique (see task 2 below) Creative-keep on the move with a game of jumping! (see task 3 below)
Languages	<p>Listen to the song about body parts in French.</p> <ul style="list-style-type: none"> Match the French words to the body parts. Read the instructions to colour in the monster. Draw your creature's face and describe it.
Art	<p>Alexander Calder Watch this video and this video showing artwork by Alexander Calder. He is well known for his mobiles and his standing mobiles (stables) Using card you are going to create your own stabile.</p> <ul style="list-style-type: none"> First cut the base shape – why not try to think about something with several legs. The shape can be whatever you want. Next, cut a shape that you can attach to your Base shape – this could either be by sellotaping it on or by cutting a small slit in each piece that you slot together Keep adding shapes until you are happy with your stabile <i>You will need: Different weight cardboard, paint, scissors, sellotape, pipe cleaner/uncurled paper clip/strips of thick card</i>
Music	<p>Hall of the Mountain king</p> <ul style="list-style-type: none"> Watch the first video Clip. What does the video tell you about the music? Have a go at marching to the beat of the music. Keep the beat/pulse. Have a go singing the motif with the words below and marching the same time: Walking round the big mountain, big mountain, big mountain. Walking round the big mountain, big mountain try not to wake the king

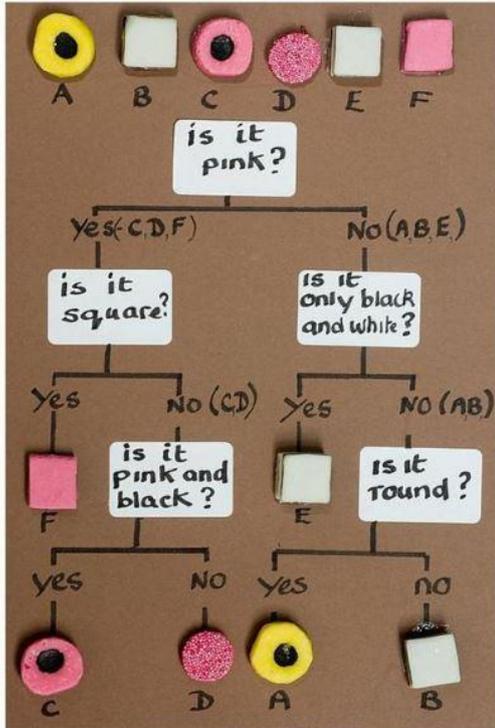


Here are some fun challenges suitable for the whole family.

Summer Week 3	
1. To talk about	Would it be better to go into the future or the past? Why?
2. To do	Jump as many times as you can in a minute Try and beat your record every day this week
3. To investigate	What happens to your sense of taste when you hold your nose?
4. To find out more about	A monarch
5. To design	A banquet for a King or Queen
6. To learn	To identify three or more types of tree Think about their shape, the shape of their leaves, bark.
7. To draw	The view from your window
8. To create	A small model of your bedroom or a room in your home Use a cereal box/shoe box, household materials

Resources

Science

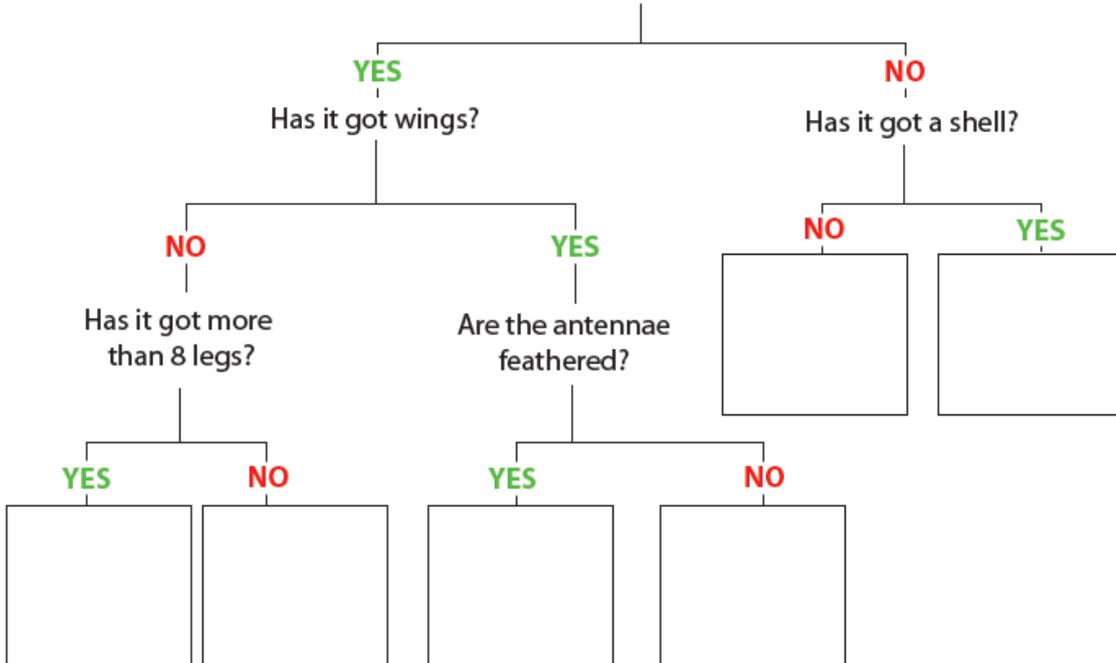


Invertebrates are animals that do not have a backbone. Some have soft bodies like worms, slugs and jellyfish. Other invertebrates like insects, spiders and crustaceans, have a hard outer casing called an exoskeleton.

Vertebrates are animals that do have backbone inside their body. The major groups include fish, amphibians, reptiles, birds and mammals.



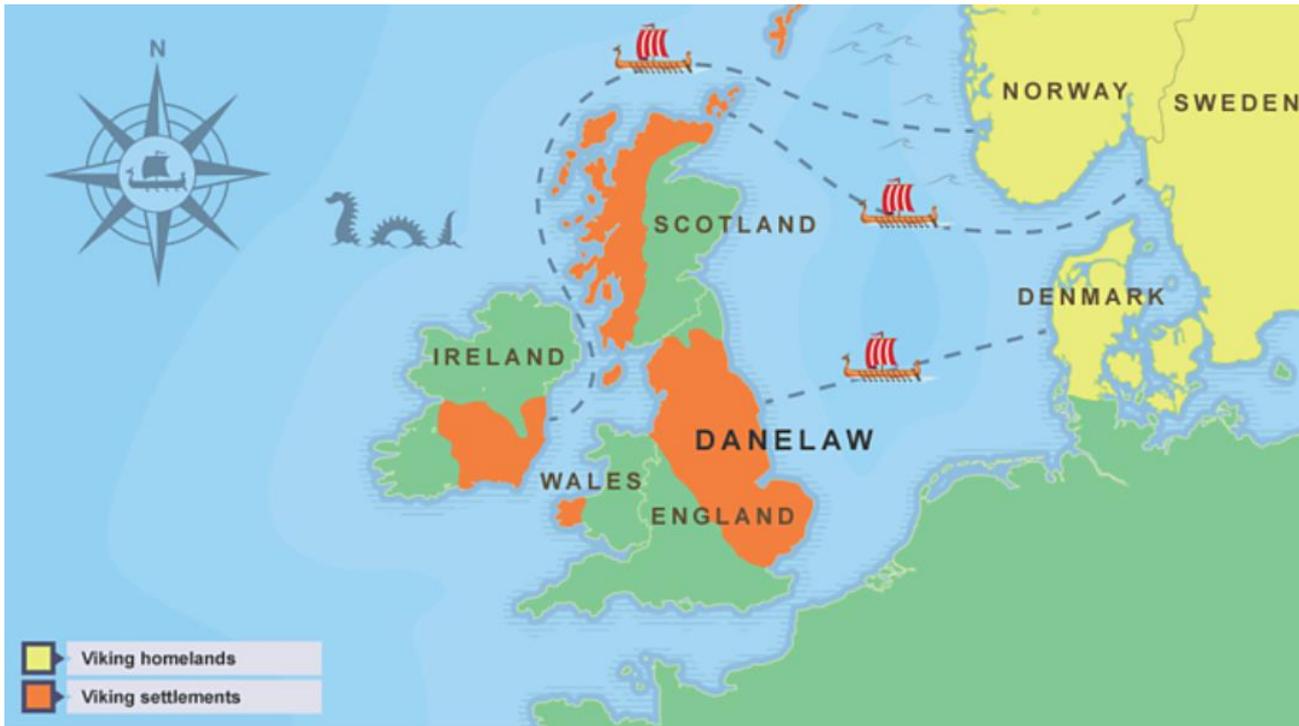
Has the animal got legs?



History

Where did the Vikings settle in Britain?

Vikings travelled from Scandinavia to Britain. They mostly settled in the **Danelaw**, to the north and east of England. Some Norwegian Vikings or 'Norse' sailed to Scotland. They made settlements in the north, and on the Shetland and Orkney Islands. Vikings also settled on the Isle of Man and often raided Wales, but few made homes there. In Ireland, the Vikings founded the city of Dublin.



Languages

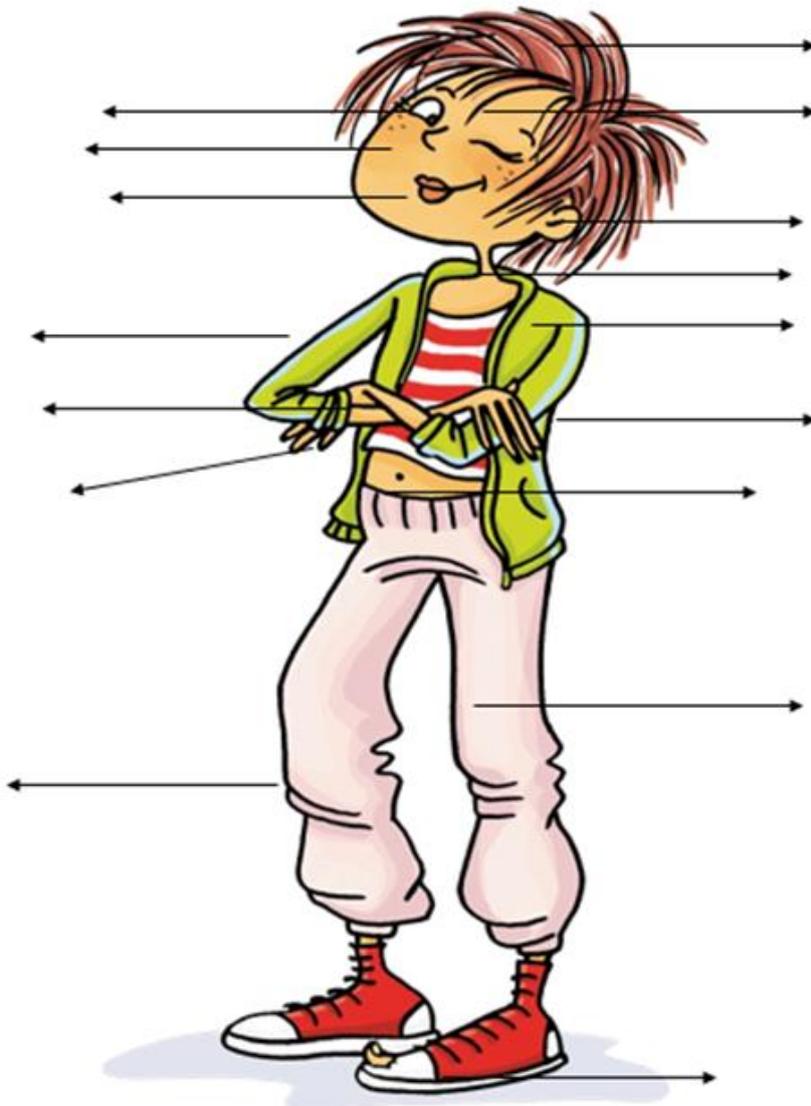
Match the parts of body to the French words.

If you are not able to print, draw a person on a blank sheet.

le nez – la jambe – le doigt – l'oreille – la main – le pied

les cheveux --- la tête – le ventre – le genou – l'oeil – le bras

le cou – la bouche- l'épaule - le dos



PE

Task 1



How to play:

- Place a starting marker on the floor.
- Stand beside the starting marker on two feet, how far can you jump landing balanced on 2 feet?
- Challenge a partner to see who can jump the furthest.
- If you have space, place down a marker at 8.31m, the distance Greg Rutherford jumped to win a gold medal in 2012. How many jumps does it take to jump that distance?

and concentrate on your landing

Can you keep trying even if you miss the target?

Task 2

The Athlete

- Lay out a skipping rope to use as your take-off line.
- Standing with both feet as close to the take-off line as possible, jump as far as possible with a two-footed take-off and landing on both feet.
- The coach will place a cone in line with your closest heel to the take-off line.
- You will jump three times, trying to jump as far as possible each time.
- The cone will only be moved if you improve on your distance.

The Coach

- Make sure that the athlete's feet don't touch any part of the take-off line before they jump.
- Once they have landed, place a cone down in line with the heel closest to the take-off line.
- Only move the cone if the athlete improves on their distance.
- Look carefully at their technique -remember to tell them what they are doing well as well as what they need to improve on.



Task 3

How to play:

- Place 3 pairs of socks, 3 cushions and 3 toys in different places on the floor around your living space .
- Players move around the space in a creative way.
- When a player reaches a pair of socks they jump 10 times. When a player reaches a cushion they hop 10 times. When a player reaches a toy they jog on the spot and count up to 10.
- Can you think of your own movement ideas? Can you move at different levels?



is moving around in a space?

Can you keep trying even if you feel tired?

Top Tips

Breathing

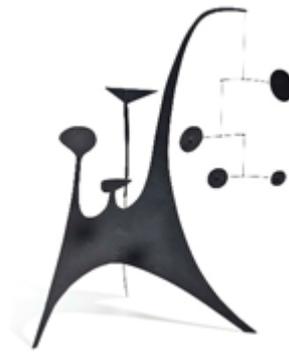
Make sure that you breathe in through your nose and out through your mouth when performing the activities.

Let's Reflect

Why did you move around the way you did?

Which way was the most challenging way of moving and why?

Art



Alexander Calder created amazing standing mobiles using sweeping shapes and geometric elements.

Use a variety of card for your stabile. If you are using old packing materials (cereal boxes etc) or plain coloured card then you might like to leave them as they are. You could paint them if you wanted or add extra patterns or designs onto them.

You could Sellotape the pieces together, use paper clips or cut a small slit in each piece so that you can slot them together as shown in the picture to the right.

