

## Weekly Learning for Year 4

### 15<sup>th</sup> June – Weekly Learning

#### One-week project: In The News

#### **Spelling–**

For your spelling learning task this week, we would like you to focus on the ‘bi’ prefix. The prefix ‘bi’ means two e.g. bicycle means two wheels, bilingual means two languages.



<b>Bicycle</b>	<b>Biplane</b>
<b>Biped</b>	<b>Bicentennial</b>
<b>Biannual</b>	<b>Bilingual</b>
<b>Bicuspid</b>	<b>Biceps</b>
<b>Binoculars</b>	<b>Bisect</b>

Make sure that you use a dictionary to find the meaning of any unfamiliar words.

#### **Strategies to help you learn your spellings:**

Log onto Spelling Shed, create your own word searches, use rainbow writing, teach the spellings to a family member, use the ‘look, cover, write, check’ method.

#### **Reading**



I’d like to share another of Valerie Bloom’s poems with you called ‘I Asked The River’. You can watch it being performed using this link before scrolling down to the bottom of the home learning sheet to read the poem for yourself: <https://www.bbc.co.uk/bitesize/clips/zfw4d2p>

Answer the following questions about the poem:

- 1) Can you identify three verbs that are examples of personification?
- 2) At what time does the river meet the sea to eat – morning, midday or evening?
- 3) How might the narrator feel at the end of the poem and why?

#### **Keep Connected – UPDATE**



As Miss Ali is now back at school teaching a bubble group, please direct all of your learning or questions to Miss Tobie. I will be happy to help both Team Palm and Pine with their learning tasks!

Email: [samtobie@lhaines.herts.sch.uk](mailto:samtobie@lhaines.herts.sch.uk)

Twitter: @MissTobieLHS

Head on over to our Twiducate blogs to catch up with your teachers and your friends!

#### **Writing**



We will be continuing our learning on poetry this week. One of my favourite poets is called Valerie Bloom and we will be exploring her poem called ‘Sandwich’ today, which is written in Jamaican Patois.

I have attached a copy of the poem to the additional pages of the home learning sheet but please do also watch Valerie performing the poem using the link below:

<http://thechildrensbookshow.com/artists/valerie-bloom>

Can you create your own version of Valerie’s poem, thinking of an item that your parent or carer may give you for a school trip instead of a sandwich? It could be something from your culture like Valerie shared or could be something unhealthy that we normally don’t allow you to have in your packed lunches. How might you react to your family member trying to give you something other than a sandwich? How would your friends/teacher react?

#### **Maths**

Let’s recap our learning on time this week.

Jack takes part in a sponsored silence.

He says,



If I am silent for five hours at 10p per minute, I will raise £50

Do you agree with Jack?  
 Explain why you agree or disagree.

Five friends run a race.  
 Their times are shown in the table.

Name	Time
Eva	114 seconds
Dexter	199 seconds
Teddy	100 seconds
Whitney	202 seconds
Ron	119 seconds

Which child finished the race the closest to two minutes?

What was the difference between the fastest time and the slowest time?  
 Give your answer in minutes and seconds.

If you require further support or challenge with time, do log into your IXL accounts and practise the appropriate skill. Remember that you don’t have to stick to the Year 4 page – you can try work on other year groups’ pages depending on your needs.



## Mindfulness



Practise your 'bubble breathing' this week. Breath in through the nose before exhaling through your mouth, pushing your invisible bubble with your hands until it pops. Repeat this until you feel relaxed and ready to learn.

## Eco



For the reading home learning this week, we asked you to explore Valerie Bloom's poem called 'I Asked The River'. If you haven't had a chance to study this poem yet, please do this first.

The river in the poem is described as getting small and beginning to die. What could Valerie mean by this? What is the cause of the river dying? What kind of rubbish may have entered the river? How could it have gotten there? What impact will this have on the animals and humans in the area?

Did you know that over 97% of all the water on Earth is salty and most of the remaining 3% is frozen in the polar ice-caps. The atmosphere, rivers, lakes and underground stores hold less than 1% of all the fresh water and this tiny amount has to provide the fresh water needed to support the Earth's population. Fresh water is a precious resource and the increasing pollution of our rivers and lakes is a cause for alarm.

### So, what can we do to help?

One way that you could help is by sharing the importance of caring for our rivers with others. You could make posters, informative leaflets, poems, stories, write letters to the government....

There may also be a way that you could help by making a small change within your own homes. Remember that there are a number of items that cannot be flushed down the toilet as this adds to water pollution. You could also reduce your use of clean water by making a rain catcher which could be used for tasks that don't require clean water e.g. washing the car or watering the garden. Have a go at making your own rain catcher using items that you already have at home!



## Project - In The News

I am sure that many of you have seen or heard about the tragic death of George Floyd in America and the consequent protests that have been taking place across the world.



What can you see in the picture? What else might be happening in the background? Where could the photo have been taken? Why might these people be in this place? How might they be feeling? How does this picture make you feel?

For your project this week, we would like you to take the time to speak to someone on your network hand about how you are feeling and the impact that the events on news may have had on you or your family this week. We would welcome you to explore these feelings and let these drive your learning, with the support of a family member.

## PSHE - Jigsaw

The United Nations (UN) is an organisation that was created in 1945 to try to stop countries from fighting by providing people with the things that they need in life. Use the link below to learn more about the UN and how countries work together to support people across the world: <https://www.youtube.com/watch?v=SaAmfiJtV4I>

In 1959, the UN General Assembly adopted the **Declaration of the Rights of the Child**, which defines children's rights to protection, education, health care, shelter, and good nutrition. See below for an example of a right that **ALL** children have.

### Article 12

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

### Responsibilities

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Can you think of three responsibilities that would ensure that children are able to hold this right?



### **Sandwich by Valerie Bloom**

We goin' on a school trip today,  
De whole class goin' to Whitney Bay,  
Ah teckin' me ball an' bat with me  
To play beach cricket, an' let me see,  
Ah mustn't forget me new frisbee,  
An teacher say to bring a sandwich.

She say to bring a waterproof mac,  
An' a change o' clothes in a knapsack,  
For it bound to rain, she guarantee,  
An' half o' we gwine end up in the sea,  
An' we mustn't forget, any o' we,  
Teacher say, to bring a sandwich.

She say we can bring a can o' drink,  
Ah will bring some fizzy orange, ah think,  
Some gobstoppers ah can share with Lee,  
(An' everybody else, probably)  
An apple or orange, an, ah definitely  
Won't forget to bring a sandwich.

Ah ask me mother for some bread,  
Some butter, lettuce, an' some cheddar cheese,  
don't need nothing more,  
An' ah just headin' for the door  
when ah bump into me Granny Lenore,  
An' she teck away me sandwich.

She say, don't know what you mother thinkin' bout,  
How she could let a growin' child go out  
With one little sandwich alone to eat,  
But don't you worry, chile, in this basket,  
I have cone pone, chicken an' jerk meat,  
You don't need to teck a sandwich.

Ah say to her, you don't understand,  
Ah cannot teck all of dem things, Gran,  
De whole o' de class will laugh at me,  
She say, I do you favourite fricassee,  
Ah tell her, Gran, teacher specifickly  
Say dat we must bring a sandwich.

But she not listening to a thing  
Me say. She waltz pass me an' den she bring  
Out a bowl o' rice an' peas,

A whole hardo bread, if you please,  
Ah was down on the floor, pon me hands an' knees  
Beggin', give me back me sandwich.

Den Gran teck out a thermos flask,  
Ah shut me yeye, ah afraid to ask,  
But ah wonder what next she woulda produce,  
She say, look, some nice soursop juice,  
So gimme dat fizzy nonsense, dat's no use,  
And she teck it, jus like me sandwich.

Gran, yuh have enough to feed de whole class dere,  
She say, dat is right, yuh must learn to share,  
Ah put something in for your teacher too,  
And she pull out a bowl o' callaloo,  
Ah ax meself, what ah going to do?  
Ah only want to teck a sandwich.

No matter how me beg an' plead,  
She was like a mad bull on stampede,  
So wid chicken, rice an' hardo bread,  
Me heart an' foot dem heavy like lead,

Ah wave goodbye to me street cred,  
An lef' without me sandwich.

All day ah try to pretend  
Ah didn't know dat basket, but in the end,  
Lunch time come an we all gather roun',  
Spread some blanket on the groun'  
An everybody settle down,  
To open up dem sandwich.

Teacher say, 'What have you got there?'  
Ah pretend ah didn' hear,  
But dat basket wouldn' go away,  
So ah open it an' start to pray  
dat they wouldn' laugh too loud when ah display  
What ah bring instead o' sandwich.

Well everybody yeye dem near pop out,  
My friend Lee start to lick him mout',  
So ah ask dem if dey all want some,  
Dey look pon me like ah really dumb,  
In no time we finish every crumb,  
An dem all feget dem sandwich.

When teacher say, 'Thank your grandmother for us',  
Ah feel so proud, ah nearly bus',  
She say, 'That was a super meal,'  
Everybody say, 'Yeah, that was well cool, Neil',  
An' yuh don' know how glad ah feel  
Dat ah didn' bring – a sandwich.

**I Asked the River by Valerie Bloom**

'Why do you run?' I asked the river,  
'So fast I can't compete.'  
'I run,' the river said, 'because  
I have some streams to meet.'

'Where do you go?' I asked the river,  
'And what do you do there?'  
'I go to the valley,' the river said,  
'Where I wash the rushes' hair.'

'Why do you sing?' I asked the river,  
'Such a sweet and happy tune?'  
'Because,' the river smiled,  
'I'm having lunch with the sea at noon.'

'Why do you laugh?' I asked the river,  
'You'll share the joke I suppose?'  
'I woke the mountain,' the river grinned,  
'By tickling his toes.'

Then the river shuddered, groaned and  
sighed,  
The song of the streams and the laughter  
died,  
And it whispered sadly, 'I can't, I can't,'  
As it limped along like an ancient aunt.

'Now why do you wait?' I asked the river,  
'And why is your current so slow?'  
'Something holds me back, ' it said.  
Its voice was faint and low.

'And is that why you're getting small?  
Is that why you sigh?'  
'I sigh,' the river said, 'because  
I know that soon I'll die.'

'Why don't you fight for your life?' I  
asked,  
'You only foam and seethe.'  
'My lungs are clogged,' the river moaned,  
'And I can hardly breathe.'

'Perhaps a rest,' I told the river,  
'Would help to clear your head.'  
'I cannot rest,' the river said,  
'There's garbage in my bed.'

'What's this garbage,' I asked, disturbed,  
'Which is clogging up your sand?'  
'Poisonous waste and wrappers like this,  
Which just fell from your hand.'

