

English – Poetry

Reading

Listen to ‘The Sound Collector’ poem read by Roger McGough, the author, then read it yourself. In your English book, write in full sentences to answer the following:

- What do you think this poem is about?
- Where do you think this poem is set?
- How are the descriptive sentences structured? Think about the placing of the *verbs* and *nouns*.
- Can you identify any pairs of rhyming words and where are these placed?
- Do all of the verses follow the same pattern or structure?
- Is there a pattern to the number of syllables in each line?
- Are there any lines repeated in the poem? Why has the author done this?

Writing

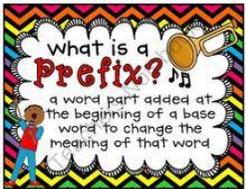
Go on a ‘Sound collecting walk’ around your home and even on an outside walk with your family, if you can. Pause at various points, take time to listen and jot down the sounds you hear.

Now write a line about each of the sounds in your list, using the same structure used in the poem: *the (verb) of the (noun)*. Try to think of interesting word choices and imagery to describe each sound you heard – for example, *the chirping of the birds*, *the rumbling of the washing machine*.



Spelling - Prefixes

Complete the twinkl worksheet. Can you create a set of rules to know when to use each prefix? Here is an example: You add the prefix *im* to some adjectives or nouns that begin with *b*, *m* or *p*, to give the opposite meaning. The spellzone website has lots of examples and ideas to help you and some games you can play.



Maths - Fractions

Our topic in maths is fractions. For an outline of what we’re learning, look at the knowledge organiser.

Fractions are made up of a **numerator** and **denominator**. The top number is the **numerator**, which represents the parts we are counting or working with. The bottom number is the **denominator**, which is the total number of **equal** parts.

Last time, we looked at unit fractions of numbers. To find a fraction of a number, we have to divide it by the denominator, then multiply it by the numerator. For example:

Find one third of twelve. In $1/3$, the denominator is 3, so $12 \div 3 = 4$. Then, we multiply our answer by the numerator, so $4 \times 1 = 4$ and $1/3$ of $12 = 4$

This is easy because all unit fractions have 1 as a numerator, so we only have to multiply the number by 1. For non-unit fractions, this is different. Here’s an example:

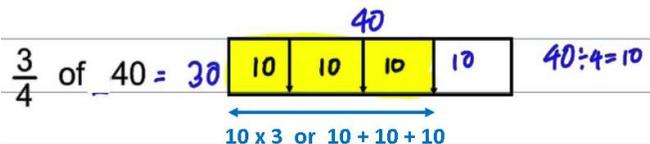
Find two fifths of twenty. In $2/5$, the denominator is 5, so $20 \div 5 = 4$. Then, we multiply our answer by the numerator, so $4 \times 2 = 8$ and $2/5$ of $20 = 8$

You can watch a video explaining this further here:
<https://www.youtube.com/watch?v=E2QvVicQcMo&t=18s>

1) Use this method (and your knowledge of multiplication & division) to work out these fractions of amounts:

$2/4$ of 16	$3/8$ of 80	$4/7$ of 21	$6/10$ of 100	$3/5$ of 65
$2/3$ of 33	$4/5$ of 85	$2/9$ of 108	$7/10$ of 320	

We can use a bar model to show unit fractions of amounts:



2) Create bar models for the fractions above in question 2.

For more activities for finding fractions of amounts, look in the links to learning section.

Theme – Sound

Our new science topic is Sound.

In the back of your writing books, create a mind map by jotting down everything that you already know about sound. You could think about what you might already know about these areas:

- How are sounds made?
- How do we hear sounds?
- What makes sounds louder or quieter?
- What makes sounds higher or lower?
- How do musical instruments work?



Now watch the clip on Sounds made from different musical instruments.

How do the different families of musical instruments make different sounds?

From the clip, you should have seen that some instruments you blow down, some you twang, bang or pluck. All the instruments create sound by **vibrating**. Now watch the Sound clip compilation and jot down what is vibrating in each object to create sound.

Gently place your hand on your throat and say ‘Ah!’ You should be able to feel the vibrations from your vocal cords. After watching the final clip on how sounds are made, you can have a go at filling the missing words in the gaps on the page below the clip to check your learning.

Links to support this learning

English

Reading

'The Sound Collector' poem read by Roger McGough, the author:

<https://www.youtube.com/watch?v=cIL0kgnxJIo>

'The Sound Collector' poem in writing:

<https://clpe.org.uk/poetryline/poems/sound-collector>

Example sound words:

http://www.readwritethink.org/files/resources/lesson_images/lesson104/sounds.pdf

Examples of onomatopoeia: <https://www.twinkl.co.uk/resource/au-t2-e-896-poetry-using-onomatopoeia-a4-display-poster>

Spelling

Worksheet:

<https://www.twinkl.co.uk/resource/t-l-5383-adding-a-prefix-activity-sheet>

Supporting website:

https://www.spellzone.com/word_lists/list-480660.htm

Maths

Fractions knowledge organiser:

<https://www.twinkl.co.uk/resource/year-4-fractions-knowledge-organiser-t-m-31089>

Match the fraction game: https://phet.colorado.edu/sims/html/fraction-matcher/latest/fraction-matcher_en.html

Mastery – fractions of amounts pack: <https://www.twinkl.co.uk/resource/year-4-diving-into-mastery-calculate-fractions-of-a-quantity-teaching-pack-t-m-31111>

Fractions of money at different difficulty levels: <https://www.tes.com/teaching-resource/finding-fractions-of-amounts-year-3-4-new-curriculum-worded-questions-many-abilities-11332538>

Theme

Sound Knowledge Organiser attached as a separate document.

Sounds made from different musical instruments:

<https://www.bbc.co.uk/bitesize/clips/zqtxpv4>

Sounds (clip compilation): <https://www.bbc.co.uk/bitesize/clips/zwx2tfr>

How are sounds made?:

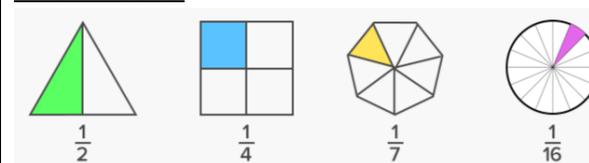
<https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zstr2nb>

Supporting Information for parents

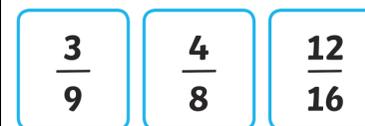
Maths

Unit and non-unit fractions

Unit fractions: these are all fractions where the numerator is 1.

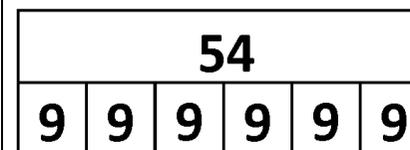


Non-unit fractions: these are fractions where the numerator is not 1.



Bar models

Bar models are a method of representing different calculations. They can be used with fractions by having the 'whole' or total number as a bar at the top, and the number of equal 'parts' at the bottom.



For example: $\frac{1}{6}$ of 54 = 9

We can see this from the bar model because the 'whole' is 54 and is at the top. The bottom box is split into 6 equal sections to show it is in sixths and in each box is the number 9.

$\frac{3}{6}$ of 54 = 9×3 or $9 + 9 + 9 = 27$

Theme

Sound Knowledge Organiser

This document is an overall guide of what areas the children should learn about in this topic. The children are used to seeing these summary documents as they have seen one for Electricity, States of Matter, and Active Planet previously. The sheet is useful to print out, if you can, so that the children can refer to it throughout this unit of science learning.