

English: Poetry

Writing
 Previously, you looked at The Sound Collector poem and then gathered some of your own sounds and descriptions using the pattern: The (verb)..... of the(noun).....
 Today, we would like you to use these sound sentences and turn them into the verses of your own poem. Think about the setting for your poem and you might want to have a different character arriving in the first verse.
 Then group your sound sentences into verses and don't forget your closing verse, which you can model on the one used in The Sound Collector. Can you make any of the alternate lines in your verse rhyme? Make sure that you include at least one example of alliteration, for example, the whistling of the wind.

As a further challenge, can you include onomatopoeia (words imitating the sounds they make like bang, whoosh (see second sheet for a link to other examples), and even follow the same rhythm of syllables as the lines in the verses of the poem.

Reading comprehension

Read The Sound Keeper poem and have a go at answering a set of questions. Remember that the number of stars relates to how challenging the questions are: 1 star = mild, 2 stars = medium, 3 stars = spicy!



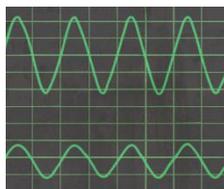
Challenge: Compare The Sound Collector and The Sound Keeper poems. What is similar and what is different? Which do you prefer and why?

Spelling – Prefixes

Through the link to the Spelling Frame zone for Years 3 and 4, you can practise your spelling rules for prefixes. One game is free and a fun way to practise your prefixes, however before you play why don't you click on the Spelling Tiles picture to revisit some of these words first.

Theme: Sound

Last time, we learnt how sounds are produced by vibrations. Today we will be thinking about how loud a sound is and how that volume of sound relates to the vibrations that made it.
 Take a ruler and gently twang it against a table. What happens to the sound made if you twang the ruler harder (try not to break it!)?
 Watch the clip on Understanding sound. The bigger the vibration the louder the sound. What word does the clip refer to as the size of a vibration? (Clue: it starts with a).
 Remember that sound can travel through solids, liquids and gases. Can you remember, from last time, why there is no sound in space? Watch the clip on Why can't we hear it? for a demonstration.

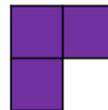


Maths

Our topic in maths is fractions. For an outline of what we're learning, look at the knowledge organiser here: <https://www.twinkl.co.uk/resource/year-4-fractions-knowledge-organiser-t-m-31089>
 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 fractions of numbers. We're going to continue this today by trying some reasoning questions that link to this knowledge. If you need a reminder of how to find a fraction of an amount, watch this video again: : <https://www.youtube.com/watch?v=E2QvVicQcMo&t=18s>. Answer the questions below in your maths book.

True or False?

- 1) To find $\frac{3}{8}$ of a number, divide by 3 and multiply by 8
- 2) These three squares are $\frac{1}{4}$ of a whole shape.



How many different shapes can you draw that could be the complete shape?

- 5) One thousandth of my money is 31p. **How much money do I have?**
 6) **True or false?** $\frac{1}{20}$ of a metre = 20cm $\frac{4}{100}$ of 2 metres = 40cm

7) If $\frac{1}{8}$ of A = 12, find the value of A, B and C. $\frac{5}{8}$ of A = $\frac{3}{4}$ of B = $\frac{1}{6}$ of C

For more reasoning and problem solving activities, look in the links to learning section.

Whole	Unit Fraction	Non-unit Fraction
The whole is 24	$\frac{1}{6}$ of 24 = ___	$\frac{5}{6}$ of 24 = ___
The whole is ___	$\frac{1}{3}$ of ___ = 30	$\frac{2}{3}$ of ___ = ___
The whole is ___	$\frac{1}{5}$ of ___ = 30	$\frac{3}{5}$ of ___ = ___

4) The school kitchen needs to buy carrots for lunch. A large bag has 200 carrots and a medium bag has $\frac{3}{4}$ of a large bag. Mrs Rose says:
Is she correct?

I need 150 carrots so I will have to buy a large bag.



Sometimes people want to absorb sound rather than make it louder. Can you think of any examples? You may want to block out loud noises from building sites or from the machinery that you have to use for your job.
 Think of a band practising their music in a studio (in a room in your house!). What materials would be the best to absorb the sound and act as soundproofing? Perhaps you could experiment with some materials around the house like cardboard, paper, tin foil, plastic bag, cotton wool and fabric. Can you put a phone or tablet playing music into a small box and then cover it with the different materials. Which material makes the music sound quieter and so acts as the best soundproofing? You might be surprised by the results!



Links to support this learning

We know that there are many links here but please be assured that any written work can be completed directly in your books rather than having to print any documents out.

English

Writing

'The Sound Collector' poem read by Roger McGough:

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

'The Sound Collector' poem (written version):

<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>

Reading comprehension

The Sound Keeper: <https://www.twinkl.co.uk/resource/t-l-526249-the-sound-keeper-poetry-differentiated-activity-pack>

Spelling

<https://spellingframe.co.uk/spelling-rule/3/Year-3-and-4>

- Spelling Rule 4 - More prefixes (1 of 3)
- Spelling Rule 5 - More prefixes (2 of 3)
- Spelling Rule 6 - More prefixes (3 of 3)

Spelling Tiles

FREE

Theme

Understanding Sound clip: <https://www.bbc.co.uk/bitesize/clips/z9h6n39>

Why can't we hear it? clip: <https://www.bbc.co.uk/bitesize/clips/z29c87h>

Challenge: Ted Talk – The science of hearing. This clip is great if you want to find out more about how the ears and brain help us to hear different sounds:

https://www.ted.com/talks/douglas_l_oliver_the_science_of_hearing?language=en

Supporting Information for parents

English

Writing

Alliteration is a poetic device that uses the same letter sound at the start of adjacent or closely connected words in a sentence. For example: "*The bird sang sweetly.*"

<https://youtu.be/gRW6fDssmUk>

Onomatopoeia is a type of word that represents a certain sound and is often used for literary effect. In other words - when they are said out loud, onomatopoeic words phonetically imitate the sound that they describe.

The word onomatopoeia comes from the two Greek words *onoma*, meaning 'name' and *poiein* meaning 'to make'. So, in a literal sense, onomatopoeia means 'to make a name (or sound)'. <https://youtu.be/UJoUa-q-Qqw>

Maths: Finding fractions of amounts (reminder)

Find one third of twelve. In $\frac{1}{3}$, the denominator is 3, so $12 \div 3 = 4$. Then, we multiply our answer by the numerator, so $4 \times 1 = 4$. $\frac{1}{3}$ 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 $\frac{2}{5}$, the denominator is 5, so $20 \div 5 = 4$. Then, we multiply our answer by the numerator, so $4 \times 2 = 8$. $\frac{2}{5}$ of 20 = 8.

Theme

Sound Knowledge Organiser