



Birches First School
Believe, Grow, Succeed

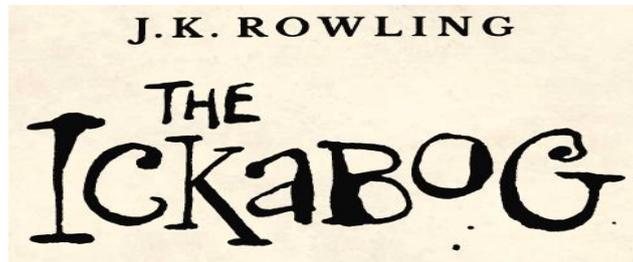


School Closure Home Learning

Year 4 Daily Tasks

Date: 29/6/20

Reading task - vocabulary



Chapter 3 – extract 1 of 4

The Beamish and Dovetail families both lived in a place called the City-Within-The-City. This was the part of Chouxville where all the people who worked for King Fred had houses. Gardeners, cooks, tailors, pageboys, seamstresses, stonemasons, grooms, carpenters, footmen, and maids: all of them occupied neat little cottages just outside the palace grounds.

The City-Within-The-City was separated from the rest of Chouxville by a high white wall, and the gates in the wall stood open during the day, so that the residents could visit friends and family in the rest of Chouxville, and go to the markets. By night, the sturdy gates were closed, and everyone in the City-Within-The-City slept, like the king, under the protection of the Royal Guard.

Major Beamish, Bert's father, was head of the Royal Guard. A handsome, cheerful man who rode a steel-grey horse, he accompanied King Fred, Lord Spittleworth, and Lord Flapoon on their hunting trips, which usually happened five times a week. The king liked Major Beamish, and he also liked Bert's mother, because Bertha Beamish was the king's own private pastry chef, a high honour in that city of world-class bakers. Due to Bertha's habit of bringing home fancy cakes that hadn't turned out absolutely perfectly, Bert was a plump little boy, and sometimes, I regret to say, the other children called him 'Butterball' and made him cry.

Answer the following vocabulary questions into your books:

- 1) What do the words 'neat' and 'little' suggest about the cottages outside the palace grounds?
- 2) Which word tells you that the gates were strong?
- 3) Which keyword tells you about Bert's size?
- 4) Find one word in the text which means happy.
- 5) Find a word or phrase which shows/suggests that Bertha Beamish was respected.

Writing/SPaG task

Read the following poem –

The Coming of the Iron Man

The Iron Man stood on the brink of the cliff
Tall as a house, all rigid and stiff.

His great iron head turned left then right
As he stood on the cliff in the dark of night.
His headlamp eyes searched far and wide.
His iron ears listened to the swell of the tide.

Where he had come from, no-one knows
But there on the cliff where the seagulls rose,
The Iron Man stood with the wind in his face.
Then he lifted a foot and stepped out into space.

Crashing...crashing...thrown about
Till his legs fell off and his eyes fell out.

Scattered and battered his body parts lay
Then silence, silence, till break of day.

Then an eye and a hand in a seagull's nest
Moved together to find the rest.
A headlamp eye and a crablike hand
Moving together over the sand.

Bit by bit each piece was found
Till the Iron Man stood and looked around.
But still he strode and searched the beach
For an ear that was lost and out of reach.

Was it the sea that had stolen his ear?
For the Iron Man turned and showing no fear
He walked in the sea deeper and deeper,
Though the water rose where the shore grew steeper.

His eyes blazed red and his eyes blazed green
Then the Iron Man could no more be seen.

by Brenda Williams



Discuss your initial reactions of the poem with your adult.

What is the poem about?

Does it feel happy/ sad?

What is happening?

Now discuss how to perform poetry and a success criteria for a "good" performance.

Can you perform it independently or with your grown up? Have a go!

Maths task.

Measurement – kilometres

Parent guidance – children need to be able to convert kilometres to metres and the reverse by dividing or multiplying by 1000. They must also look carefully to see if the question is asking them for the answer in kilometres or metres.

E.g 1km = 1000m therefore 2km = 2000m

1) Complete the statements.

$$3,000 \text{ m} = \underline{\quad} \text{ km}$$

$$8 \text{ km} = \underline{\quad\quad\quad} \text{ m}$$

$$5 \text{ km} = \underline{\quad} \text{ m}$$

$$3 \text{ km} + 6 \text{ km} = \underline{\quad\quad\quad} \text{ m}$$

$$500 \text{ m} = \underline{\quad} \text{ km}$$

$$250 \text{ m} = \underline{\quad\quad\quad} \text{ km}$$

$$9,500 \text{ m} = \underline{\quad} \text{ km}$$

$$4,500 \text{ m} - 2,000 \text{ m} = \underline{\quad\quad\quad} \text{ km}$$

2) Complete the statements.

a) $6,000 \text{ m} = \boxed{\quad\quad\quad} \text{ km}$

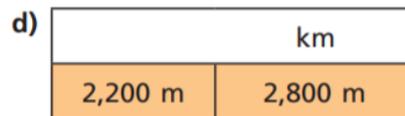
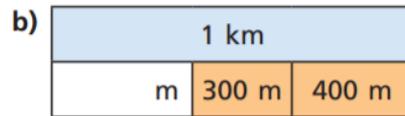
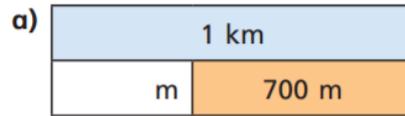
$$6,100 \text{ m} = \boxed{\quad\quad\quad} \text{ km } \boxed{\quad\quad\quad} \text{ m}$$

$$6,200 \text{ m} = \boxed{\quad\quad\quad} \text{ km } \boxed{\quad\quad\quad} \text{ m}$$

$$6,450 \text{ m} = \boxed{\quad\quad\quad} \text{ km } \boxed{\quad\quad\quad} \text{ m}$$

3)

Complete the bar models.



4)

Write $>$, $<$ or $=$ to make the statements correct.

- a) 700 m 6 km c) 3 km 2 km 600 m
- b) 5,000 m 5 km d) $\frac{1}{2}$ km 500 m

5)

One morning, Filip walks 6 km.

In the afternoon, he walks another 3,800 m.

How far does Filip walk altogether?

Fancy some Science?

AGE 7-9 MAZE MAKING

Let the children play with the magnet and the paperclip. See if they notice that the attraction is stronger at the ends (poles) of the magnet than it is in the middle. Ask them to test the attraction of the paperclip to the magnet with the cardboard box in between them. Can they move the paperclip around by moving the magnet?

Explain that the challenge is to move the paperclip around a maze or a racetrack that they will draw inside their box (they can do a second one on the outside). For a maze they could create lines that join letters on the left side of the box to numbers on the right, or pathways from the centre to the corners. For a racetrack they could draw parallel lines and make it as convoluted as they like. The children could:

- Try and complete the racetrack without the paperclip touching the edges of the track
- Get a partner to give directions to guide the paperclip around the maze without looking at it themselves

Resources per child

- Cardboard box
- Magnet
- Paperclip
- Felt tip pens

Science explored

- Forces and magnetism

Interesting links

- [Wow Science magnet activities](#)



Maze using wiggly lines to join letters to numbers



Racetrack



Maze using pathways from the centre to the corners