



Birches First School
Believe, Grow, Succeed

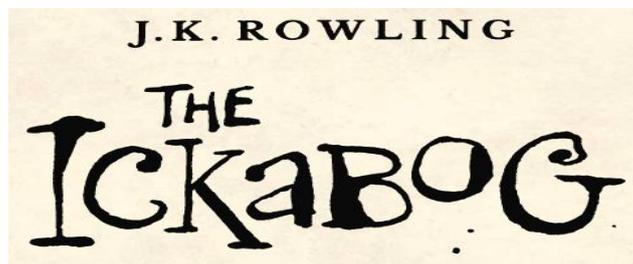


School Closure Home Learning

Year 4 Daily Tasks

Date: 6/7/20

Reading task - vocabulary



Chapter 4 – extract 1 of 4

The Quiet House

Mrs Dovetail was buried in the graveyard in the City-Within-The-City, where generations of royal servants lay. Daisy and her father stood hand-in-hand, looking down at the grave, for a long time. Bert kept looking back at Daisy as his tearful mother and grim-faced father led him slowly away. Bert wanted to say something to his best friend, but what had happened was too enormous and dreadful for words. Bert could hardly bear to imagine how he'd feel if his mother had disappeared forever into the cold, hard earth.

When all their friends had gone, Mr Dovetail moved the purple wreath sent by the king away from Mrs Dovetail's headstone, and put in its place the small bunch of snowdrops that Daisy had collected that morning. Then

the two Dovetails walked slowly home to a house they knew would never be the same again.

A week after the funeral, the king rode out of the palace with the Royal Guard to go hunting. As usual, everyone along his route came rushing out into their gardens to bow, curtsy, and cheer. As the king bowed and waved back, he noticed that the front garden of one cottage remained empty. It had black drapes at the windows and the front door.

- 1) What does the word 'bear' mean in the sentence 'Bert could hardly bear to imagine'?

- 2) What does the term 'grim-faced' mean?

- 3) Find the adverb that tells us how the Dovetails walked home.

- 4) Find and copy the words that tell us what the town's people normally do when they see the King riding.

Writing task – grammar

The wind was blowing wildly yesterday so we couldn't go for our bike ride.

1. Identify the words which show past progressive tense.
2. Identify the two adverbs in the first main clause.
3. Write couldn't in its expanded form.
4. What word class is 'bike'?
5. What punctuation mark could replace the co-ordinating conjunction?



“Have you finished reading your book” asked dad as he walked into my room.

1. Add the missing punctuation.
2. Identify the direct speech.
3. Identify the prepositional phrase.
4. Is the word 'book' a noun or verb?
5. Write a sentence with the word 'book' as the opposite word class?



Maths task

Time – seconds, minutes, hours

60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

- 1 Sort the activities into the table depending on approximately how long each one takes to complete.

travel to school

wash and dry laundry

get dressed

travel to the Moon

watch a TV show

listen to a song

eat a small chocolate bar

sneeze

write your name

Less than 10 seconds	
Less than 1 minute	
Less than 5 minutes	
Less than 1 hour	
More than 1 hour	

- 2 Complete the statements.

a) one minute = seconds b) 1 hour = minutes

2 minutes = seconds 5 hours = minutes

c) one day = hours d) 1 minute = seconds

3 days = hours 1 hour = minutes

3 Write $<$, $>$ or $=$ to complete the statements.

5 minutes 5 seconds

5 minutes 50 seconds

5 minutes 500 seconds

$\frac{1}{2}$ hour 60 minutes

$\frac{1}{2}$ hour 6 minutes

30 minutes $\frac{1}{2}$ hour

4 Huan ran a race in 3.5 minutes.

Eva ran the race in 312 seconds.

Who was quicker?

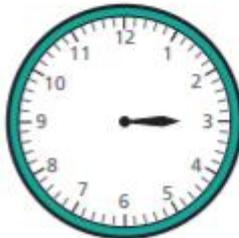
_____ was quicker.

5 The time is 10 past 3

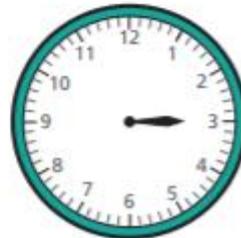


Draw hands on the clocks to show what time it will be:

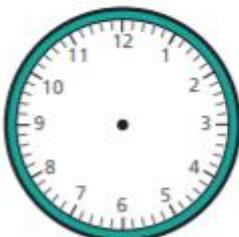
a) in 10 minutes



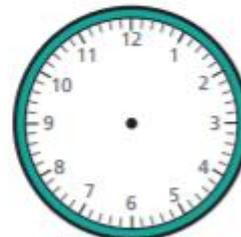
c) in 120 seconds



b) in 60 minutes



d) in 1.5 hours



AGE 7-9 MAKING A SOLAR OVEN

Do this outside on a sunny day. The children need to:

- wrap one side of the card in foil (the extra foil folded around the edges should hold it in place)
- fold the card in half and lay it on its side so that one side becomes the lid and the other the base of the oven
- angle the oven lid so that the foil reflects sunlight onto the base
- put marshmallows or chocolate buttons onto the base

Ask the children to discuss and predict what they think will happen, why this is and how quickly it will happen. Encourage them to use scientific vocabulary: solid, liquid, melting, freezing. Ask them to record by writing or drawing what they notice is happening. They could also record timings.

The children could explore the effect of changing the colour of the card base, or the angle of the oven lid. They could also try melting different materials, e.g. butter, crayons or ice cubes.

Resources per child

- One slightly larger than A4 piece of foil
- A4 piece of card
- Marshmallows or chocolate buttons

Science explored

- Changes of state
- Reflection of light
- Observing and recording findings

Interesting links

- [BBC Bitesize - states of matter](#)



SOLAR OVEN: fold the foil-covered card in half to form the oven base and lid.



JUMPING FISH: the foil fish should 'jump' to the ruler or the fleece.