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Mr G Stanley, Headteacher

1st May 2020

Dear Parents,

Welcome to Summer Term Week 3 activities for Y4 Pupils!

This week we have set the following activities / tasks for you:

- Reading – at least 10 minutes of reading per day
- English – some lessons on writing a biography of your own hero or heroine
- Spelling – how to spell words with the prefix auto-
- Maths – some lessons on the theme of Time
- Art/ DT- design and make a card for an NHS worker
- History – VE Day 75th Anniversary activities
- Science – a survey of plants and animals in your garden
- Music – some work on rhythm and meter
- PSHE- an activity on the theme of jealousy
- Geography – a project on a city or country of your choice (this is the last week of this topic.)

All this work can be done in your Home Learning book, another book of your choice or as a word document. If you would like to email us some of your work, we would be delighted to see it! As before, we are well aware that not everyone will be in a position to do all of this; just do what you can!

Please use 4H@bishopwood.herts.sch.uk or 4F@bishopwood.herts.sch.uk

These addresses can also be used for queries about the tasks, any pastoral concerns you may have and also just to say hello and keep in touch.

With best wishes to all our families

Yours sincerely,

Mr Hall and Mrs Foley



Reading

Read your book for at least 10 minutes per day. If you can, get someone to ask you questions about what you have read.

English

This week, we are continuing the theme of biographies and would like you to choose someone to write a biography of. Choose someone who is a hero or heroine to you. It could be someone famous or it could be a member of your family- whoever you like really, as long as you can find enough information for a final piece of work that will be at least a side of A4 in length.

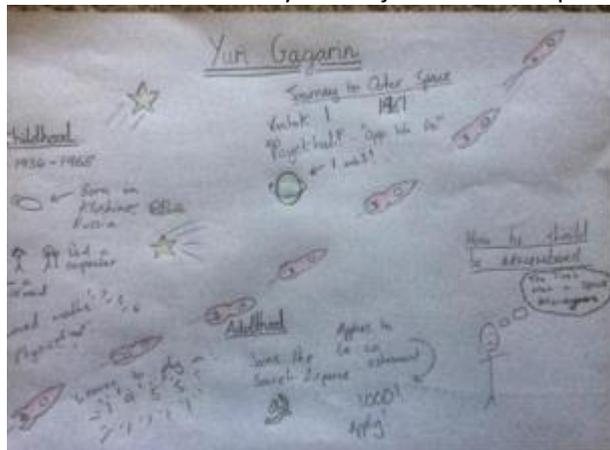
Days 1 & 2: To research information for writing my own biography.

Use these lessons to gather information about your chosen person. This can be done through the internet (remember to check three or more websites rather than just relying on one), books or, if you're writing about a family member, interview!

Some suggested questions you might like to try and research:

- When and where was he or she born?
- What was their childhood like?
- What are some interesting things about them?
- What are their key achievements?
- Why are they well known (if they are)?
- How have they made a difference to the world?

You do not have to find the answers to these questions- they're just ideas. You may well have more interesting ones that you could research. Remember too, at this stage, you do not need to write your notes in full sentences you can just use bullet points as in this example we shared last week:



Days 3 & 4: To write my own biography.

- Think of a title – it must include the person's name.
- Start with an introduction (have a look back at the suggested one about The Queen last week for help.)
- Try and group your writing into paragraphs (a series of sentences with related information in them.)
- See below the sentence starters for further help

Biography Sentence Starters	
At the age of	As a child
When he	A few years later
In her childhood	The following year
Two years later	Sadly
In January 1995	Unfortunately
During	Luckily
While this was happening	As he grew older
From that time	Although
Often he	However
Even though	Once
Eventually	Later
Many times	Early in 2008
Many months later	Soon afterwards
He will be most remembered for	In her final years
Finally	Several months passed
At that time	Her dedication to
Years passed before	After she retired
Shortly before	

When you have finished, edit your work:

- Check for capital letters, full stops, if the spelling doesn't look right ask a grown up to check it for you.
- Have you included some of the biography sentence starters?
- Can you improve any of your word choices? e.g. instead of 'Mum likes animals' try 'Mum adores animals.' Instead of 'Joe has played cricket for a long time' try 'Joe's remarkable career has spanned many years.'
- Make sure your biography doesn't sound like a story.

Day 5- Spelling

Our spelling rule this week is words beginning with the prefix auto- (meaning 'self' or 'own'.)

Here's the list: autograph, automatic, autobiography, autofocus, autocorrect, autopilot, autopsy, automobile, autonomy, autocue.

Suggested Spelling Strategies:

- Say the word
- Count the syllables
- Look for silent letters
- Look at the shape
- Clap the syllables
- List the hidden words

Task: once you think you know the spellings, have a go at 'speed writing.' How many times can you write each of the words in one minute?

Maths - choose a challenge level to complete. A is the easiest and C the hardest. You are not

expected to complete all 3 challenges. Aim to work for around thirty minutes each day.

For some of this week's lessons the **Y4 Time 2** lesson on 'My Maths' (user name: bishopwood password: total) will be very helpful. Work through sections 1-6 before working on the Day 1 challenges, sections 7-8 before day 4 and sections 9-10 before day 5.

Day 1 – To understand how to use the 24 hour clock

Challenge A

Record these times using 24 hour digital format.
4 pm 8 pm 11 pm

Match the analogue and digital times.

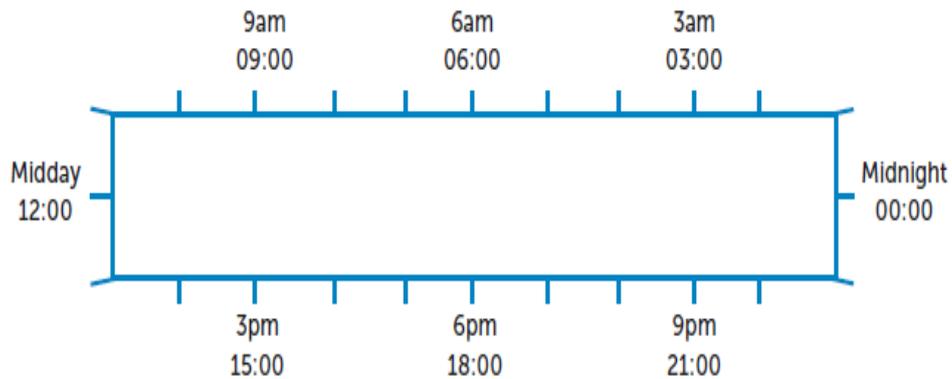
a.m.  p.m.  p.m.  a.m. 

Sally leaves school at the time shown.
She arrives home 1 hour later.
What will the time be on a 24 hour digital clock?



Challenge B

Starting from midnight, can you label each time around this rectangle in both 12 and 24 hour time?
Time moves around the rectangle in an anti-clockwise direction. Some have been done for you to give you the idea.



Challenge C

Solve the problems below. Cutting out the dominoes may help with that one.

Jack says,



To change any time after midday from 12 hours to 24 hours digital time just add 12 to the hours

Will this always be true? Are there any examples where this isn't the case?

Can you match the time dominoes together so that the touching times are the same?

20:55 Ten to two	15:50 Five to ten	09:55 Ten to three
15:05 Ten past 4	02:50 Five past 3	16:10 Five to nine

Can you create your own version for your partner?

Three children are meeting in the park.

Rosie says,



We are meeting at 14:10.

Teddy says,



We are meeting at 02:10 p.m.

Eva says,



We are meeting at ten to two.

Will all the children meet at the same time?
Explain your answer.

For today's and tomorrow's lessons, using a real or toy watch or clock will be a big help. If you don't have one readily available, there are examples of interactive teaching clocks on the internet which can be downloaded.

Challenge A

Andrew practises playing his piano each evening after school for a week. Work out how long in minutes he practises each day:

Monday 4pm- 4.15pm Tuesday 4pm- 4.30pm Wednesday 4.10pm- 4.35 pm
Thursday 4.15-4.55pm Friday 4.15-5.00pm

On which day does he practise the longest for, and which day the shortest?

Challenge B

For this level of question, it may be useful to draw a bar model as well as use the clocks to help as there is the need to go past the next hour to find the answer.

Example:

Maria bakes some cakes. She puts them in the oven at 1615 and takes them out at 1710. How long were they in the oven? Answer: 55minutes.

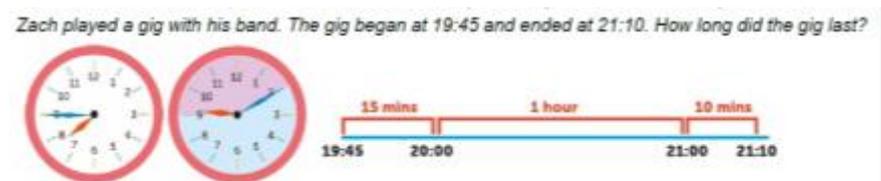


Look at these journey times by car. How long in minutes is each one?

	Start	End
Journey A	1420	1505
Journey B	1215	1310
Journey C	0650	0715
Journey D	0845	0925
Journey E	1635	1710
Journey F	1945	2010
Journey G	0925	1005
Journey H	1015	1105

Challenge C

These are slightly harder than B because the answers not only go past the next hour, they are longer than 1 hour. In the example below, the bar model shows how it is possible to calculate that the answer is 1hour, 25 minutes (or 85 minutes.)



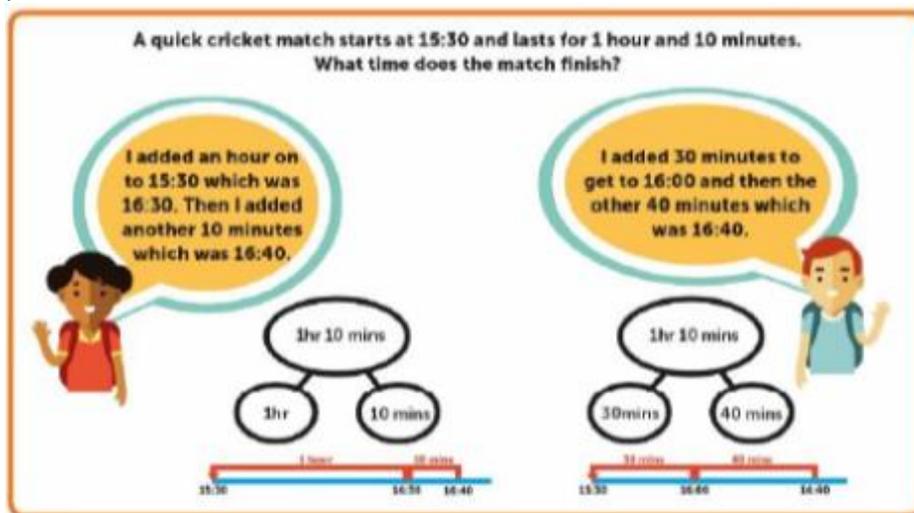
Look at the table below, which shows how long Dan worked on his home learning each day last

week. How long in hours and minutes did he work each day?

	Started work	Finished work
Monday April 27th	0910	1105
Tuesday April 28th	0935	1315
Wednesday April 29th	1920	1405
Thursday April 30th	0902	1147
Friday May 1st	0913	1326

Day 3- To know how to find unknown start or end times when length of time is known

Look at the example below which shows two different methods you could use to solve these sorts of problems.



Challenge A

Use a clock or watch face to help you answer the following problems:

1. What time is 20 minutes later than five past four?
2. What time is 15 minutes earlier than twenty five to six?
3. Sophia starts baking a cake at 3.25pm and finishes half an hour later. What time does she finish?
4. At a football match the planned 3.30pm kick off is delayed by 45 minutes. What time does the game actually start?
5. The train arrived at Tring at 6.50 pm having left London 40 minutes earlier. What time did it leave London?

Challenge B

3hrs and 45mins later than 21:35.

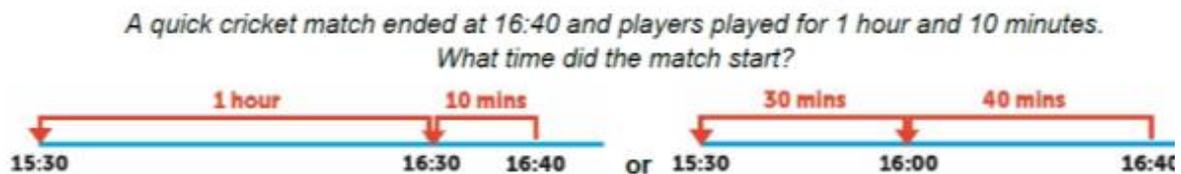
This was the time that Sean arrived at the park. His mum said he had to leave after 2 hours and 45 minutes. What time did Sean have to leave the park?



A band played. They started at 22:50 and played for an hour and a half. At what time did the band finish playing?

Challenge C

These are more challenging than B because the end time and duration are known, but you have to work backwards to find the start times. See the example first for some possible strategies.



*The clock at the station is showing 0110 but is an hour and thirty five minutes fast. What is the real time?

*Peter and Paul are meeting at the cinema. The film starts at 1510. They decide to meet 45 minutes earlier. What time do they agree to meet?

* Olivia finished the marathon at 1640. It took her 5 hours and 50 minutes to complete. What time had she started?

Day 4- To know how to convert between hours, seconds and minutes

A reminder to go back to My Maths first before starting these activities. Also, one of the reasons time can be very tricky is because it doesn't follow the usual maths rules of thinking about groups of numbers in ones, tens and hundreds. So some practise at counting in 6s and 60s would be a good warm up for today as well.

Challenge A

Sort the activities under the headings depending on the approximate length of time they take to complete.

One hour	One minute	One second
Clap	Run around the playground	Blink
Swimming lesson	PE lesson	Tie your shoe laces

One hour = ___ minutes One minute = ___ seconds.
Two hours = ___ minutes Three minutes = ___ seconds.
Half an hour = ___ minutes ___ minutes = 240 seconds

Challenge B

Josh reads a chapter of his book in 5 minutes and 28 seconds.
Tom reads a chapter of his book in 300 seconds.
Who reads their chapter the quickest?

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.

Challenge C- solve the two problems below.

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

Dora says,



To convert hours to minutes, I multiply the number of hours by 60

Is she correct? Can you explain why?

Day 5 – To know how to convert between days, weeks, months and years

Check the last two pages of the My Maths lesson before completing today's tasks.

Challenge A

 Use a calendar to help you complete the sentences.

There are ____ months in a year.

There are ____ days in February.

____ months have 30 days, and ____ months have 31 days.

There are ____ days in a year and ____ days in a leap year.

 Complete the table.

Number of days	Number of weeks
	5
49	
	12

Challenge B

 Sally is 7 years and 2 months old.
Macey is 85 months old.
Who is the oldest?
Explain your answer.

Amir, Rosie and Jack describe when their birthdays are.

Amir says,



My birthday is in exactly two weeks.

Rosie says,



My birthday is in exactly 2 months.

Jack says,



My birthday is in 35 days.

Use the clues to work out when their birthdays are if today is the 8th June.

Challenge C

Always, sometimes, never?

There are 730 days in two years.

True or false?

- 3 days > 72 hours.
- $2\frac{1}{2}$ years = 29 months
- 11 weeks 4 days < 10 weeks 14 days

History : VE Day 75th Anniversary

This Friday is the 75th Anniversary of the end of World War Two (in Europe.). Had we been at school normally, this would've been a day off for us all. There are lots of activities going on around the country even during lockdown to mark this important milestone. Have a look at this website and see if you would like to do something to get involved.

<https://ve-vjday75.gov.uk/dan-snows-ve-day-challenge/>

PSHE: To recognise situations which cause jealousy.

Talk to a grown up about what jealousy is. What causes jealousy? Where does jealousy stem from? Is it a positive or negative emotion?

Can you sort the situations below into two groups:

- a) Situations that cause jealous feelings
- b) Situations that cause fewer jealous feelings

Harper wants to go to the school disco with her friend Frankie, but Frankie has asked Shania

Zola wants an iphone. Her older sister has been given one by her parents.

Jake has studied hard but Zaffy beat him by

Tonia is always trendy. Sugi wants to be like her, but can't afford designer clothes

Marcus is popular and has a big friendship group. Ahmed wishes he could be the same.

Grace is going to Disney this year. Jill isn't going away this year.

Amy usually plays with Becky, but today she wants to play with a different friend.

Sophie is the best scorer on the team. She just got asked to play in a tournament. Ellie really wants to get as many goals as Sophie.

Jackson always posts videos of himself on Tic Toc hanging out with cool friends. Caden wishes he could have cool friends to hang out with too.

Mia has a new dog. Grayson lives in a flat where pets are no allowed.

What could the consequences be of jealousy? For example, Harper might start acting cruelly towards Shania.

Is there a way to manage these situations that may cause jealousy so that it doesn't result in unhelpful behaviour?

Remember that it is important to always talk to someone about how you are feeling

It is important to try not to blame the other person as they may not have done anything deliberately wrong.

Have a conversation about these issues and email your findings to us if you would like to.

Science

The last topic we are studying in science this year is Habitats. A habitat means a place where animals and plants live. We will be doing lots of work on different types of habitats and the effects that human activity has had on them.

The first activity we would like you to do is spend some time in the habitat of your garden. What

different animals and plants can you see there? Don't forget to include birds and insects. During your time in the garden, you might find evidence that an animal has been there rather than actually see it- it'll be fine to include them too. Present your findings in a labelled, colourful poster showing all the living things in your garden.

If you do not have easy access to a garden, you could carry out the same activity during a family walk or bike ride, but you'll need to take a notepad with you to note down everything you see for when you get back home.

Geography- Ongoing Project

- Choose a city or country you would like to visit.
- Make flags, food, watch videos, google pictures and facts.
- Draw pictures, dress up, make boarding passes and set up chairs like a plane – anything you like – this is not an exhaustive list of suggestions!
- Keep a record of everything you do, take photos that can be included too.
- You can record this work in your Home Learning book, a book of your choice or in a word document.

When this is over, you will have something beautiful that may become your family's inspiration to explore the world one day.

Art/ DT – design and make a card for an NHS worker

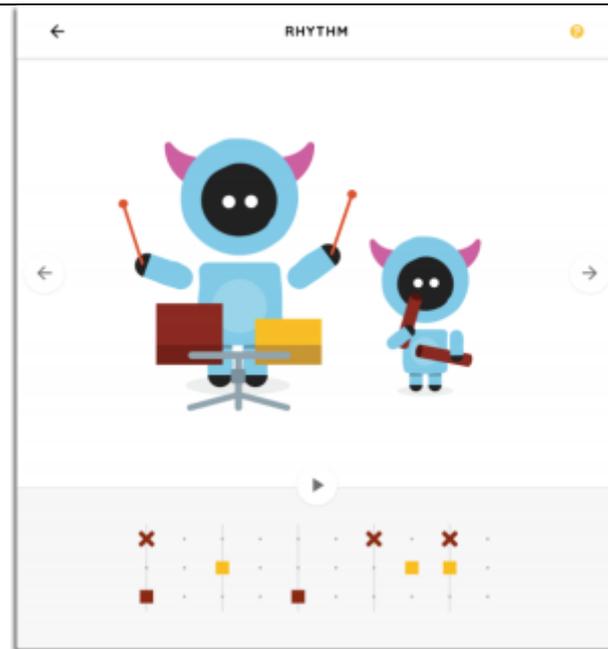
At the moment, we are all very grateful for the hard work, dedication and bravery shown by the staff of the NHS. We would like you to show your appreciation by designing and making a card for them.

Think back to the pop-up techniques that Mrs Sharman and Mrs Titley taught you last term- if you enjoyed doing that work, perhaps you could use some of those ideas in your card.

If you or your family know someone who works for the NHS or as a carer, perhaps you could send the card to them. If not, why not post it to a local hospital or display it somewhere at home?

Music- Rhythm and Meter

Rhythm – Find out why rhythm is important in music. Find out how meter is used in music.



How to use:

Go to <https://musiclab.chromeexperiments.com/Rhythm/> to see two animated characters play rhythms meters of 3, 4, 5, and 6.

Good to know:

- Add sounds by clicking on the grid
- Remove a sound by clicking on it again
- Switch to each new meter by clicking the right or left arrow
- Each meter uses different instruments

Select a meter and remove the existing rhythmic pattern. Try to create your own pattern on the grid.

Can you keep the beat? –clap or walk to the beat

Work out which instruments play each horizontal part in the grid beneath the characters (ie. in the 3 meter, the bottom line is played by the low timpani drum)

Can you create a rhythm?