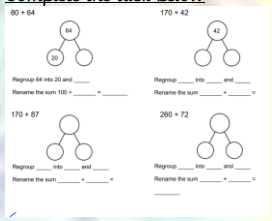
Year 4 Home Learning (Autumn 1)

	Week 1 11.9.26	Week 2 18.9.26	Week 3 25.9.26	Week 4 2.10.26	Week 5 9.10.26	Week 6 16.10.26
English	**Pocket Book of Pocket Poems** Write your own poem about a theme of your choice. Theme ideas: Animals, technology, the sea, sports If you can rhyme your poem that would be amazing. Finish off your poem with a matching picture.	**Arthur and the Golden Rope** Look at the front cover. Write a paragraph (4–5 sentences) predicting what the story might be about. **Questions to think about:** -Who is the main character? -What could the golden rope be for? -Does the picture show adventure, danger, or magic? **Sentence Starters:** "I think Arthur will…" "The golden rope might be used to…" "It looks like there might be…"	**Arthur and the Golden rope** Write a paragraph (4–5 sentences) describing what makes Arthur a hero. **Think about:** -Using adjectives like brave, clever, determined, kind. -Explain how these qualities help him. **Sentence Starters:** "Arthur is a hero because…" "He is brave when he…" • "What makes Arthur special is…"	**The King Who Banned the Dark** If you could ban anything, what would it be? Create a poster about why you would like to ban it. What is so bad about it? How would things be better if it didn't exist? You may wish to use: • Facts • Pictures	**The King Who Banned the Dark** Imagine you are a citizen or the king. Write a paragraph (4–5 sentences) persuading others to agree with you. **Think about:** -Sharing your personal viewpoint -Giving reasons for your opinion. -Think about how banning the dark might affect people. **Sentence Starters:** "I think the dark should/should not be banned because…" "If the dark is banned, people might feel…" "It is important because…" "Personally, I believe that…"	**A Small Dragon** Write a short poem (4–6 lines) describing what the dragon sees, feels, or does. **Think about:** -Describing its personality: brave, cheeky, magical. -Use adjectives, verbs, and similes. **Sentence Starters / Ideas:** "The dragon tiptoes like a…" "Its scales shimmer like…" "With a roar, it…" "It feels… when it…"
Maths	**Practice your Mulitplication tables on this link:** https://urbrainy.com/mtc https://play.ttrockstars.com/auth/school/student/34413 **Ordering Numbers** *Numbers:* 6,341 4,298 7,102 5,876 3,905 *Task:* Put these numbers in order from smallest to largest.	**Practice your Mulitplication tables on this link:** https://urbrainy.com/mtc https://play.ttrockstars.com/auth/school/student/34413 **Rounding Numbers** 4,287 6,543 9,128 7,496 5,361 *Task:* Round each number to: The nearest 10 The nearest 100 The nearest 1,000	**Practice your Mulitplication tables on this link:** https://urbrainy.com/mtc https://play.ttrockstars.com/auth/school/student/34413 **Estimation** Estimate the following totals, then add to check. Write your estimate and the real answer. Example: 348 + 527 ≈ 350 + 530 = 880 Real answer: 875 Now try these: 487 + 926 3,215 + 1,786 5,432 + 2,689	**Practice your Mulitplication tables on this link:** https://urbrainy.com/mtc https://play.ttrockstars.com/auth/school/student/34413 **Magnitude Investigation** *Numbers:* 1,234 4,987 6,320 8,104 *Task:* Which number is closest to 1,000? Which is closest to 5,000? Which is closest to 10,000?	**Practice your Multiplication tables on this link:** https://urbrainy.com/mtc https://play.ttrockstars.com/auth/school/student/34413 Complete the task below 	**Practice your Multiplication tables on this link:** https://urbrainy.com/mtc https://play.ttrockstars.com/auth/school/student/34413 Complete the task below 

Science	**Living things and their habitats – Conservation** **Draw an Ecosystem:** Sketch a pond, forest, or desert, labelling at least five living things and two non-living things (like water or rocks).	**Living things and their habitats – Conservation** **Design a Fact File Poster:** Create a colourful poster with a catchy headline (like *"Save the Earth's Lungs!"*). Include interesting facts about forests and the importance of protecting them against **deforestation**. *Example of an interesting fact:* **Every minute, an area of forest the size of 20 football pitches is cut down.**	**Living things and their habitats - Conservation** Carry out a practical investigation to test the air quality around your home or school: 1. Find a broad green leaf on a bush near a busy road and another leaf in a quiet park or back garden. 2. Gently wipe the top surface of each leaf with a damp, white paper towel. 3. Compare the towels and write down your observations	**Living things and their habitats – Conservation** Make a list of different things that can cause water pollution and write down ways to prevent it.	**Living things and their habitats - Conservation** **Part 1: Carry out 'The Home Water Audit investigation'** Look around your home and tally up how your family uses water. Answer these three questions: • **Turn off the tap:** Do we turn off the tap while brushing our teeth? (Saves about 6 liters a minute!) • **Shower check:** Do we take short showers (under 4 minutes) instead of filling a big bath? • **Leaking check:** Are there any dripping taps or running toilets that need fixing?	**Living things and their habitats - Conservation** Research about one or more of these famous environmental heroes. Summarise how they have created a positive impact on our environment. **Sir David Attenborough** **Greta Thunberg** **Professor Wangari Maathai** **Dr. Jane Goodall** **Boyan Slat**
History	**Anglo-Saxon Migration** Why did the Anglo-Saxons come to Britain? Pretend you are an Anglo-Saxon leaving your home in a boat. Write a short message to your family back home explaining why you are going to Britain (e.g. more land, better farms, escaping danger). You can start with: *"Dear Family, I am sailing to Britain because..."* *I hope that when I arrive I will find...* *Life in my old home was hard because...*	**Daily Life Fact File** Create a mini fact file about Anglo-Saxon daily life. Include food, clothes, jobs, or games. Watch this video to help you: KS2 History: Anglo-Saxon village life and work - BBC Teach What jobs did people do in the villages? What food did they eat? How did children spend their day?	**The Anglo-Saxon Kingdoms** Become a **history researcher**! Find out about the 7 main Anglo-Saxon kingdoms. They were: Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, Wessex **What to do:** Choose **one kingdom** to investigate. Find out 3 facts about it. You might look for: • Who ruled it? • Where in Britain it was? • What it was famous for? Present your facts in one of these fun ways: A **mini poster** with drawings and labels. *The kingdom I researched was...* *It was found in...* *One important fact is...*	**Anglo-Saxon Research Poster** Use a book or the internet to find 1–2 interesting facts about the Anglo-Saxons. Make a poster or fact file to show what you discovered. When did the Anglo-Saxons live in Britain? What are the most interesting facts about them? Can you include a drawing to show what you learned?	**Anglo-Saxon places** Can you make a list of at least 5 Anglo-Saxon places in Britain and tell me one fact about each. For example: Winchester – was the capital of Wessex and a major royal and religious center.	**Anglo-Saxon homes** Complete the resource sheet and fill in the blank spaces with these words: Thatched rood Wattle and daub walls Hearth Sleeping Area Animal area

PSHE	**Being Me in My World** **My Community** Draw or write about people who are important in your life (friends, family, teachers). Explain why they help you feel safe and happy.	**Being Me in My World** **Goals for Me** Write down 2 personal goals for this term. What do you want to get better at at school or at home?	**Being Me in My World** **Being a Good Friend** Think about a time you helped or cheered someone up. Write 2–3 sentences about what you did and how it made you feel.	**Being Me in My World** **Feeling Safe and Happy** Draw a "feelings map" of your school or home. Show places where you feel safe, happy, or relaxed, and write 1 sentence about why.	**Being Me in My World** **Rights, Responsibilities and Democracy** How is democracy practised in Kingsway Junior School. E.g. School Council. What is the School Council and how do members get selected? Think about other ways that democracy is practiced at Kingsway.	**Being Me in My World** **Rights, Responsibilities and Democracy** Draw and write a caption about 5 different children's rights. e.g. Right to Education