Blowers Green Primary: School at Home Year 4

Wednesday 15<sup>th</sup> July 2020

E-mail: yearfour@blowers.dudley.sch.uk

Good morning Class 4,

I hope you are all well and having a good week so far.

Thank you to all the children who have been emailing me with their work, it is lovely to see so many of you working so hard and continuing your learning at home.

Now, to get started with our home learning for today! As always, if you have any problems just email: <a href="mailto:yearfour@blowers.dudley.sch.uk">yearfour@blowers.dudley.sch.uk</a> and I will be happy to help!

Mrs Ghent

P.S

Remember, to keep practising your times tables up to  $12x \underline{AND}$  you also have your challenges to work on too!

| Subject | Task | Link/Resources |
|---------|------|----------------|
|         |      |                |

Task 1: Purple Mash -Log-in to Purple Mash using the RM Unify tab on Literacy Serial Mash the Blowers Green website: https://www.blowers.dudley.sch.uk/links.htm Once you have arrived at the Home page, click: 'Serial Mash' Home Q Search mini mash Tools Mini Mash Serial Mash Then click on, 'Emeralds' Diamonds Emeralds Teachers Sapphires Fire Bolts Next, click on the book called, 'The Golden Apple Tree'. Today we are focussing on Chapter Two. Click on Chapter Two, read and enjoy! Ensure you read carefully as once you have read Chapter Two I would like you to click on: "Chapter Two Quiz" Good luck and please let me know how you do! Also! If you would like to carry on reading the other books we have started to read, please feel free to do so! Task 1: Maths Warm Up! Quick warm up to get you started with Numeracy Numeracy for today:

|                          |  |  | <u>2</u><br>5        | + | <u>3</u><br>5  | = |  |  |
|--------------------------|--|--|----------------------|---|----------------|---|--|--|
|                          |  |  | <u>7</u><br>9        | - | <u>5</u><br>9  | = |  |  |
|                          |  |  | <u>3</u><br>10       | Ŧ | <u>4</u><br>10 | = |  |  |
|                          |  |  |                      |   | <u>3</u><br>10 | = |  |  |
|                          | Task 2: See below -  Roman Numerals  Complete the questions below.   | Roman Numerals  How well can your remember roman numerals?   |                      |   |                |   |  |  |
|                          | You may choose to answer *, ** or *** questions or all 3 if you can! | Scroll down for your questions. You may choose to answer the *, ** or *** questions or all 3 if you can! |                      |   |                |   |  |  |
| PSHE - Plastic Pollution |  | PSHE - Plastic Pollution   |                      |   |                |   |  |  |
| - See activity below     |  | How can we help prevent plastic pollution?   |                      |   |                |   |  |  |
|                          |  |  | - See activity below |   |                |   |  |  |

Numeracy Task 2:

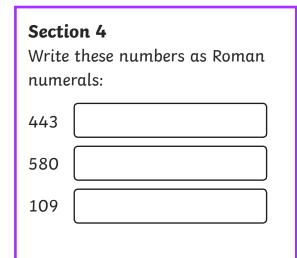
## Roman Numerals

On the following page...

| Writ | t <b>ion 4</b><br>Te these numbers as Roman<br>Terals: |
|------|--|
| 26   |  |
| 11   |  |
| 30   |  |
|      |  |

Section 4
Write these numbers as Roman numerals:

94
48
63



## **Plastic Pollution**

| Identify three objects you use which are made of plas | etic:                |  |  |  |  |  |
|---|----------------------|--|--|--|--|--|
|   |                      |  |  |  |  |  |
|   |                      |  |  |  |  |  |
|   |                      |  |  |  |  |  |
| decompose   | biodegradable        |  |  |  |  |  |
| pollution   | global warming gases |  |  |  |  |  |
| toxic   | landfill sites       |  |  |  |  |  |
| microbeads  | poisonous            |  |  |  |  |  |
| Write three positive statements about plastics.       |                      |  |  |  |  |  |
|   |                      |  |  |  |  |  |
|   |                      |  |  |  |  |  |
|   |                      |  |  |  |  |  |
| Weite three much laws arrived by wheeting             |                      |  |  |  |  |  |
| Write three problems caused by plastics.              |                      |  |  |  |  |  |
|   |                      |  |  |  |  |  |
|   |                      |  |  |  |  |  |
|   |                      |  |  |  |  |  |
|   | 7                    |  |  |  |  |  |
| Explain two ways people can make changes to help      |                      |  |  |  |  |  |
| the environment.                                      |                      |  |  |  |  |  |
|   |                      |  |  |  |  |  |
|   |                      |  |  |  |  |  |
|   |                      |  |  |  |  |  |
|   | A BEE                |  |  |  |  |  |
|   |                      |  |  |  |  |  |
|   | 110/25               |  |  |  |  |  |