



Year 4



Term 6, 13th-17th July

This week's topic: Kings and Queens

Dear Parents and Carers,

This document provides a home-learning schedule for next week, the last full week of term. We are going to be learning about kings and queens. Most resources needed can be accessed online or in the home. The structure will be similar to last time and will include activities where the children can work with an adult or work independently. For your child's daily Maths learning, they should continue to use their Sumdog account and follow the White Rose scheme of work below.

Trinity Laban have provided us with the next Dance lesson, which you can find in the PE section below.

Please encourage your child to be independent and let them choose which activities they want to complete. As a guideline, we suggest 45 minutes of Maths and English each day, and 20 minutes for Reading.

Wellbeing Wednesday's activities will be emailed to parents and carers through Parentmail.

Well done to everyone for their incredible work during the lockdown; the support you have offered your child has been invaluable. We hope you enjoy this week's learning about kings and queens.

Remember to look at the additional activities section as they cross over with the daily activities. Some of the daily activities have both science, art, DT links. So, check for any extra ideas / activities.

If you would like to share any of your learning outcomes with us, then please do forward them to the school email address which is admin@dalmain.lewisham.sch.uk – we would love to see the work you have produced!

Take care and stay safe,
Miss Higgins and Mr Phillips

In your pack each week we will try to include:

- Open ended project ideas and research topics
- Activities to explore independently or together
- Games to play
- Ideas for science experiments
- Art and craft ideas
- Links to other learning resources
- A use for toilet roll tubes...



Maths:

The video links document contains the videos for all of the lessons. You can then download each worksheet and either respond in your workbook or on the sheet.

Video Links: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Year-4-Summer-Week-10.pdf>

Day 1:

Questions: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Interpret-charts-2020.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Answers-Interpret-charts.pdf>

Day 2:

Questions: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Comparison-sum-and-difference.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Answers-Comparison-sum-and-difference.pdf>

Day 3:

Questions: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Introducing-line-graphs.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Answers-Introducing-line-graphs-1.pdf>

Day 4:

Questions: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Line-graphs.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Answers-Line-graphs-1.pdf>




Extra games:

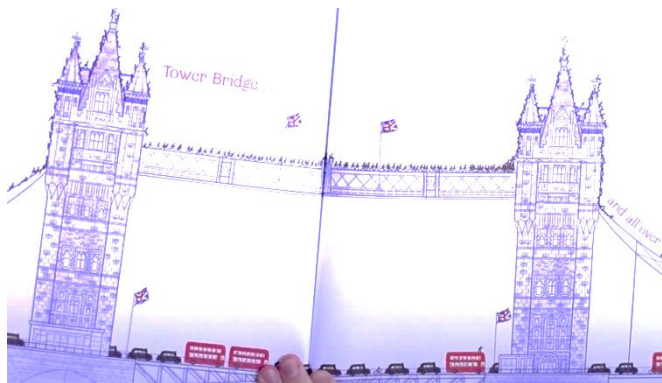
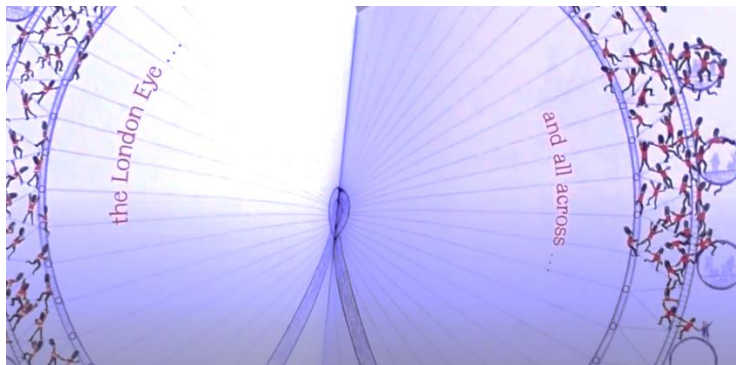
<https://www.transum.org/Software/SW/Anagrams/default.asp>

Additional websites:

<https://www.bbc.co.uk/bitesize/topics/zhrrd2p>

<https://www.teachwire.net/news/7-of-the-best-online-grammar-games-for-ks2>

Day	Tasks	Completed?
Monday	<p>Watch Steve Antony read his book for all ages, <i>The Queen's Hat</i>.</p> <p>Which queen do you think the story is about? How do you know?</p> <p>Has your hat ever been blown off?</p>  <p>https://www.youtube.com/watch?v=6Q8MQPVq_vg&t=141s</p>  <p>Imagine you were one of the Queen's foot guards chasing the Queen and the Queen's hat!</p> <p>Put the pictures below in the right order. Then, write a sentence each for at least three of them, explaining what you did (verb) and where you did it (prepositional phrase).</p> <p>For example,</p> <p>We climbed over the huge lions in Trafalgar Square.</p> <p>Think about changing your sentence order. Which sounds better to you?</p> <ul style="list-style-type: none"> • <i>We crawled like bugs along the dirty roof of the train.</i> • <i>Along the dirty roof of train, we crawled like bugs.</i> 	



Big Ben ...



Design a Hat for the Queen

Watch this video about Queen Elizabeth II's hats over the years. Then design a hat for the Queen to use on a special occasion! Can you actually make it (think: coloured feathers!)?

<https://www.youtube.com/watch?v=c6My5EJ9Ix8>



Tuesday

A Guard's Diary Entry

Thankfully, the Queen's hat ended up in Kensington Palace (in her great-grandchild's pram). The Queen landed safely too. How would you feel as one of the Queen's guards seeing all of this? Write a diary entry explaining what happened and how you felt at each moment. Use yesterday's sentences to help you.

You could choose from these 'feelings' adjectives:

<i>excited</i>	<i>nervous</i>	<i>relieved</i>
<i>apprehensive</i>	<i>amazed</i>	<i>surprised</i>

Remember: you can always 'show, not tell' your feelings (my legs trembled = I was worried).

Dear Diary,

It is the end of the day. How do you feel now?

I feel _____
My heart / mind is still _____
I can't believe _____
Did I really just _____ ?

What happened today? Sequence at least 3 of the events.

It all started when _____
Suddenly, _____
After that, _____
Next, _____
Luckily, _____

What are your hopes for the future? What have you learned?

Next time, _____
I hope _____
I never realised that _____

Make a Foot Guard Laugh!

Have you ever seen one of the Queen's guards? Read this and find out how you can tell if the Queen is at home in Buckingham Palace...

<http://projectbritain.com/royal/footguard.htm>

The Queen's foot guards are very serious and professional. How would you make one of them smile or laugh? Design a tickle stick, draw a funny face you could pull, or write an original joke for them!



Wednesday

Remember that it is Wellbeing Wednesday – check the school’s website for this week’s updates! Look under News & Dates / Coronavirus Updates and you will find loads of resources and activities.

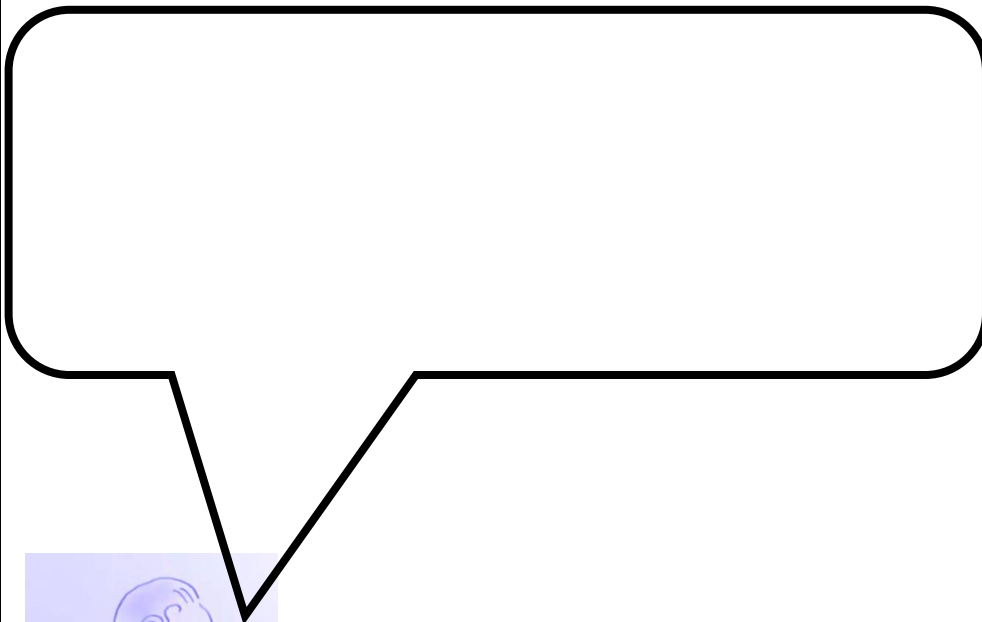
Roving Reporter!



Today you are going to be a newspaper reporter finding out about the Queen’s flying hat.

You are going to interview the Queen and one other witness – it could be a guard, someone walking their dog, or a child on their way home from school. What will they say to you?

Write in the speech bubble below and make your own.



Reported Speech

In newspaper reports, the reporter often uses **reported speech** after interviewing people who saw the incident.

We report on what someone said – as verses **direct speech**, which is when we used the exact words the speaker used.

Look at this example:

Direct Speech: *'I am happy to see you,' said the teacher.*

Indirect / Reported Speech: *The teacher said that he was happy to see them.*

Can you see the differences? In reported speech:

- The teacher changes from 'I' to 'he' (because the reporter is reporting on what *he* said).
- The tense changes from present (I am) to past (he was). This is because he has already said it as soon as we report it.
- We sometimes add the reporting clause, 'that'.
- There are no inverted commas (speech marks).

Have a go at reporting on what your witness (such as the Queen) said about the flying hat incident in your speech bubbles.

For example:

'One is delighted to have one's hat back in one piece!' becomes:

Her Majesty said that she was delighted to have her hat back in one piece.

Newspaper Report

Now you are ready to start making a newspaper report. Aim to write half of it today. You will need:

- A catchy headline – the worse, the better!
- A 'flash' line in the present tense (e.g. England **win** the World Cup)
- A description of what happened (use the 5 Ws)
- Witness accounts – use your reported speech
- A picture!



Extension: can you use direct as well as reported speech? Can you find out about using the passive voice (e.g. The hat **was seen** over Tower Bridge – it is not important *who* saw it)?

Use the template below or use your own lay-out.

Thursday

Newspaper Report

Try to complete your newspaper report, using all of the elements listed above. In a newspaper report, you are trying to inform as well as entertain. Try to use lively word choices and keep the reader interested!

If you are able to, you could try typing or writing in neat a published version of your report.

Geography of London

Can you trace the route of the Queen's hat and draw it on the map below? You will need an adult to help you find Kensington Palace. How long do you estimate the hat was in the air? What direction(s) was the wind blowing in?



Friday

Research a Monarch

We would like you to find out about a notable king or queen. They might be from these islands or from another part of the world. We spent some time in school learning about some English monarchs, so you could delve deeper into one of them, or choose someone different.

‘British’ monarchs:

- Queen Boadicea
- Alfred the Great
- William the Conqueror
- King John
- Richard III
- Henry VIII
- Elizabeth I
- Mary, Queen of Scots
- Charles I / English Civil War
- Queen Victoria

European monarchs:

- Louis XIV of France
- Philip II of Spain

Ancient African Kings and Queens

- Hatshepsut The Ablest Queen of Far Antiquity.
- Nefertari Nubian Queen of Egypt.
- Shamba Bolongongo African King of Peace.
- Hannibal, Ruler of Carthage.
- Makeda, The Queen of Sheba
- Akhenaton, Pharaoh of Egypt.
- Behanzin Hossu Bowelle (1,841 - 1,900)

<https://africa.com/great-ancient-african-queens/>

<https://www.youtube.com/watch?v=AUAheV852Qk>

Make a Royal Crown

Can you design and make a royal crown, either for your chosen monarch, someone in your family or yourself?




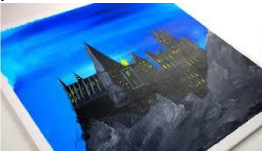
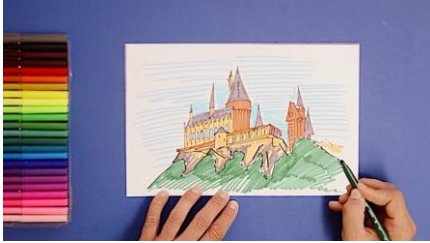
<https://www.firstpalette.com/craft/medieval-crown.html>

<https://www.firstpalette.com/printable/king-queen-crown.html>

<https://www.youtube.com/watch?v=z612YldSJe4>

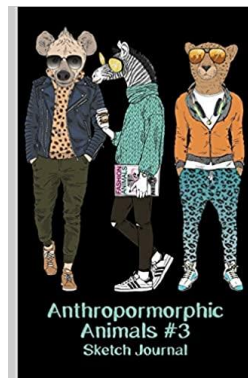


Additional Activities

<p>Science</p>	<p>Which month were you born in? Perhaps you already know that each month has its own birthstone, but did you know that the stones often have a history and mythology of their own?</p> <p>Draw a picture of your birthstone and its mythological/historical link.</p> <p>Design a necklace or ring using it. Perhaps you could design a family emblem using your family's different birthstones.</p> <p>Use an atlas to find out where your birthstone comes from.</p> <p>https://www.burkemuseum.org/collections-and-research/geology-and-paleontology/minerals/science-and-legends-birthstones</p> <p>Here are some interesting experiments for you to try!</p> <p>https://family.co/blog/inspiration/10-eyfs-science-experiments/</p> <p>You might also like to look at some activities designed by Kew gardens to help children become more involved in the world of plants and fungi.</p> <p>https://www.kew.org/learning/learning-at-home?gclid=EAlaIQobChMI2YSt-S66gIVSbTtCh1k0AztEAAAYAAAEgK_O_D_BwE</p>
<p>Art / DT</p>	<h3><u>Art Planning: Year 4</u></h3> <p><u>Kings and Queens:</u></p> <p><u>Paint your own Portrait as a King or Queen in the style of Jean-Michel Basquiat!</u></p> <p>Paint or draw your portrait as a royal figure in the style of Jean Michel Basquiat. What might you be wearing? What words would you include to describe who you are?</p>   <div data-bbox="300 1332 794 2049">  <p><u>Draw the Taj Mahal</u></p> <p>The Taj Mahal is an ivory-white marble mausoleum on the southern bank of the river Yamuna in the Indian city of Agra. It was commissioned in 1632 by the Mughal emperor Shah Jahan to house the tomb of his favourite wife, Mumtaz Mahal; it also houses the tomb of Shah Jahan himself. Follow the link below to draw this stunning building.</p> <p>https://www.youtube.com/watch?v=I4ci0TmLjAU</p> </div> <div data-bbox="815 1249 1460 2067"> <p><u>Challenge: Learn how to paint Hogwarts Castle!</u></p> <p>Follow the link below to learn how to paint your very own Hogwarts!</p> <p>https://www.youtube.com/watch?v=xL_4wzCPWvE</p>  <p>Follow the link below for a step-by-step tutorial to draw your own Hogwarts:</p>  <p>https://www.youtube.com/watch?v=gGtvh2rlGFc</p> </div>

Royal Pets!

Anthropomorphism in art drawing fully realistic animals with human behaviours, a style used in many children's books. If you or a family member has a pet, have a go at drawing them as a king or queen, creating your own anthropomorphic art!



Redesign the Dalmain Logo for our Art Twitter Page

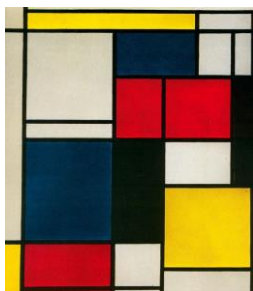


Calling all Dalmain Artists! We would like you to redesign The Dalmain Logo for our @dalmain_art Twitter page. Here are some different art movements from history that you could use to base your design on.

Surrealist



Cubism



Abstract



Pop Art



We still want to be able to see the acorn and leaf in the centre of a circle so it can be easily identified but depending on what art movement you choose it might influence their shape! For example, if you choose cubism that would change their shape, because there would be no curves. If you chose abstract art as a theme the shape might be distorted! Or you might want to use the leaf shape as a window, viewing art on the inside.

We now have a Dalmain Twitter Art page @dalmain_art for you to share your work with the rest of the school community! We would love to see what you have created to celebrate the gifted artists we have in the school. We will also be sharing ideas and inspirational arts and crafts so don't forget to take a look.

Music

Kings and Queens - KS2

Here are some pieces of music to listen to and watch about Kings and Queens. They are from different periods of time in music starting with Purcell's 'Fairy Queen' written in 1692 right up to Philip Glass' 'Akhenaten' which was written in 1983. How do they differ in style? Which is your favourite? Can you hear how music has changed over the centuries?

'The Fairy Queen' by Purcell <https://www.youtube.com/watch?v=QdEYs7wBgK0>

This is a glorious opera written in the 'Baroque' era. (What are the dates of the Baroque era?)

This is the 'overture' of the opera. (What is an 'overture'?)
Listen out for the wonderful 'fanfare' playing of the piccolo trumpets at the beginning of the piece. What is a 'fanfare'? (How does a piccolo trumpet differ from a normal trumpet?)
Then the strings start playing melodies that are similar to those of the trumpets. They are echoing and weaving in and out of the trumpets' tune.

'The Queen of the night' by Mozart <https://www.youtube.com/watch?v=YuBeBjqKSGQ>

Mozart is a composer from the 'Classical Period' which comes after the Baroque era when Purcell was composing.

What are the dates of the 'Classical' era?

Queen of the Night is a character in Mozart's opera called '**The Magic Flute**'. She is really the villain of the story.

The singer needs to be able to sing really, really, REALLY high to sing this aria (aria is another word for 'song') At 0.46 you will hear what I mean... You need to have practised a lot and be a skilful singer to be able to perform this part, as every time you sing it you must be able to sing the tricky high notes.

'In the hall of the Mountain King' by Grieg <https://www.bbc.co.uk/teach/ten-pieces/KS2-edvard-grieg-in-the-hall-of-the-mountain-king-from-peer-gynt/z7nf3k7>

We now move on to music from the 'Romantic' era. What are the dates of the 'Romantic' era?

Can you hear how the music is becoming more expressive and extravagant?

Watch the clip to find out how Grieg effectively makes us feel as if we are creeping through the mountain.

'Solemn March' for Tsar Alexander III's Coronation by Tchaikovsky

<https://www.youtube.com/watch?v=6dc0l9tkQPU>

Music written for the Tsar of Russia. Another 'Romantic' era composer. Close your eyes and listen to this exciting piece of music fit for a ruler of a nation. A 'Coronation' is the ceremony where the King or ruler is officially crowned. Another piece where the trumpets take centre stage playing fanfares as is often the case in occasions involving Kings, Queens or other rulers. We heard fanfares in Purcell's 'Fairy Queen'.

'King Priam' by Tippett <https://www.youtube.com/watch?v=VOgymqSHAYw>

Another opera that starts with a fanfare as with Purcell's 'Fairy Queen'

What are the similarities and differences between the two fanfares at the beginning?

The singing is very echoey, but this is a piece that is much more modern than Purcell's. It was first performed in 1962. This music is from the 'Modern' era.

'Akhenaten' by Philip Glass <https://www.youtube.com/watch?v=g1XKqZRLXQQ>


'Akhenaten' is an opera about a ruler called 'Akhenaten' who was a Pharaoh of Egypt.

'Pharaoh' means 'ruler' which is similar to being a king. 'Akhenaten' was the father of

'Tutankhamun' who was one of the most famous Pharaohs of all. He is also known as 'King Tutankhamun'.

Philip Glass who wrote this opera is still alive. This music is in the 'Minimalist' style which means it features lots of repeating patterns using just a few notes. Watch the clip to get an idea of what this style of music is like.

Can you find any other pieces for orchestra, any operas or songs that were written about Kings, Queens or any other type of ruler?

	<p>And finally a song about one of the greatest 'Kings' ...Dr Martin Luther King https://www.youtube.com/watch?v=xAUvvAbzkUk</p> <p>Mrs Jackson hopes that you have a fantastic summer and is looking forward to seeing you all again in the not too distant future.</p>
<p>P.E.</p>	<p>Laban Dance</p>  <p>Negative Space- https://vimeo.com/434733554</p> <p>LKS2: Negative Space- https://vimeo.com/434733554</p> <p>Trinity Laban dance teacher Wendy Steatham uses the concept of negative space as a starting point for choreographing a short sequence of movement.</p>

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