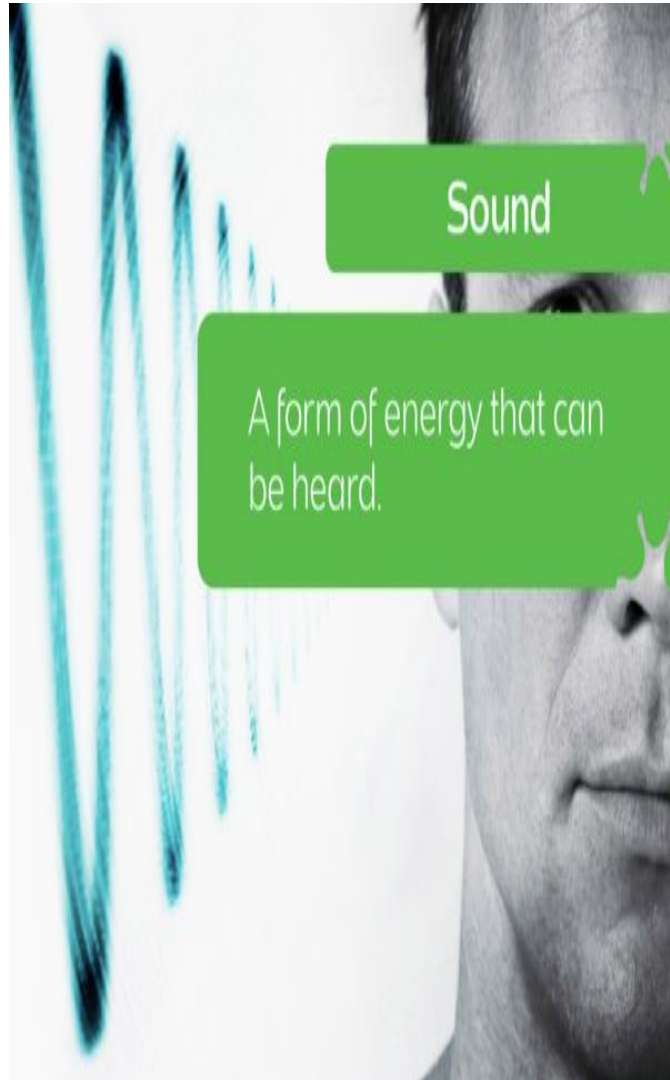


Year 4

In every piece of writing, I should be:

- ✓ Adapting my work depending on the audience;
- ✓ Proof-reading my writing for spelling and use of punctuation;
- ✓ Using the correct verb form e.g. we were instead of we was;
- ✓ Using an adverbial phrase at the start of some sentences e.g. Later that day, I completed my homework;
- ✓ Using paragraphs to organise my writing so that blocks of text flow and ideas are grouped together;
 - ✓ Drafting and rewriting work that creates settings, characters and plots that excite the reader by using my best vocabulary;
- ✓ Using a mixture of pronouns and nouns (he, she, they, I, it) to aid continuity and avoid words being repeated;
 - ✓ Using inverted commas and other punctuation to indicate direct speech e.g.: The teacher announced, "You are amazing!"

Focusing on these objectives will help you reach further and shine even brighter! 😊



That *sounds* awesome!



Name _____

Class _____

To be handed in every Tuesday.
**Homework will be returned & set on
Thursday**

Children should be encouraged to use the support or extension tasks as appropriate.

That *sounds* awesome!

Weekly Tasks

Take care of this leaflet as it contains all the homework tasks between now and the half term holidays. Bring completed tasks into school every **Tuesday**. The different pieces of work may be displayed in school or even on our class webpage so **HIGH QUALITY** work is expected.

Your presentation is very important, but the content of your work is even more important. Internet research is fine to help you with tasks but always remember to record what you read **using your own words**. Use of ICT to complete tasks is fine but I am equally happy with hand written work.

Always give yourself enough time to produce a high quality piece of work and **check it through carefully** so that spellings you know are correct and use a dictionary to make corrections - just like in class.

Throughout this topic, there are frequent extension activities to offer challenge. Usually the level of challenge builds, so 2* tasks must include the 1* features as well as 2*.

Writing tasks and practical tasks are included to make the tasks fun and appealing to all. I hope you really enjoy these activities!

Miss Boase

For Tuesday 15th January

In Science we are going to be learning all about sound, how it travels, the difference between volume and pitch and the dangers of sound. Draw a map of your house and go on a sound hunt. Identify the loudest parts of your house and the quietest.

- 1* Make a list of the sounds you heard in your house.
- 2* Make a list of the sounds you heard and colour code your house map red for loudest, orange for normal volume and green for the quietest area of your house.
- 3* As **, write on your plan where soundproofing would be particularly effective and why. What materials could be used to soundproof a house?



For Tuesday 22nd January

Write a non-rhyming poem with the title **Listen**. If you need help starting here is an opening:
Listen.

When you stop for a moment and listen,

- 1* Include interesting sounds described
- 2* make use of good descriptive vocabulary including alliteration and onomatopoeia
- 3* Make use of figurative language and work on adding balance to your poems by making lines a similar length. Include similes and metaphors to describe WOW: Illustrate your poem

For Tuesday 29th January

Now you have practised in class, it is time to teach your parents and carers! Make a phone out of cups by connecting two disposable plastic cups with different types of string (or wires).

- 1* Draw a picture instead of making one. Label your diagram showing what we did in class.
- 2* Write a set of instructions in your homework book explaining how to make a paper cup and explaining how sound travels, what are the most important parts?
- 3* As **, use scientific vocabulary including waves, medium, compression and vibration and determine which material is better at transmitting sounds from one cup to the other.

For Tuesday 5th February

Next week you will be creating a junk musical instrument using recycled items from your house. You need to design your instrument first. Think about the materials and items you could use, what are they made from? How will this affect the sound?

- 1* Design a wind instrument and label the materials
- 2* Design a wind and percussion instrument. Label the materials and describe how the sound will be created.
- 3* Design a wind, percussion and string instrument. Consider how you can change the pitch and volume of each instrument.

For Tuesday 13th February

Create junk musical instruments using recycled items from your house. Use your knowledge of sound, volume, and changing pitch to make a range of musical instruments where the pitch of sounds produced can be altered.

- 1* Create a wind instrument and give it an interesting name
- 2* Create a wind and percussion instrument considering how you can make different types of sounds
- 3* Create a wind, percussion and string instrument, can it be one instrument with all 3 combined?

