Weekly Maths Tasks (Aim to do 1 per day)
1. Ask your child to Play TTRockstars.
2. Play multiplication check [https://www.timestables.co.uk/multiplication-tables-check/](https://www.timestables.co.uk/multiplication-tables-check/)
3. Revision of symmetry [https://www.theschoolrun.com/what-is-symmetry](https://www.theschoolrun.com/what-is-symmetry)
4. Draw a heptagon, circle, hexagon, rhombus and kite. Draw each 2D shapes line of symmetry.
5. A square has 2 lines of symmetry? Am I correct? A rectangle has 1 line of symmetry. Am I correct? Draw each shape and explain your answer.

Weekly Reading Tasks (Aim to do 1 per day)
- Make inferences from the text/ explain and justify inferences with evidence from the text
1. Ask your parents to listen to you read a book from the following website: [https://readon.myon.co.uk/](https://readon.myon.co.uk/) or a book of your own from home.
2. How do you think a character was feeling at a key point in the story? Write their thoughts in a thought bubble.
3. Write down three questions you would want to ask a character from the book. Now try to write their answers.
4. Draw an outline of a character from the book. On the inside choose words that tell us about their character, on the outside write words that tell us about their appearance. Use the words to write a character description.
5. Write three alternative titles for the book. Explain why you have come up with these titles.

Weekly Phonics/Spelling Tasks (Aim to do 1 per day)
1. Practise your spelling on Spelling Shed.
2. Revise spelling Year 3 and 4 statutory spellings. These can be found on Spelling Shed.
3. Write short paragraphs containing Year 3 and 4 statutory spelling words.
4. Complete a sentence using the correct homophone: except, affect, effect.
5. Dot and dash the graphemes in these words: practical, correct, resistible, connect, perfect and tidy.

Weekly Writing Tasks (Aim to do 1 per day)
1. Write down the type of language you would expect to see in a diary entry such as emotion, first person and chronological order.
2. Choose one day from the past week. Write a diary entry using the features above. Use some of the 3/4 spelling words.
3. Edit your work from yesterday. Have you used emotive language?
4. Re-write your improved diary entry.
5. Write a diary entry from the point of view of a Spanish invader discovering a Maya building for the first time (previous topic recap) Aim to use apostrophes to mark plural possession e.g. soldier’s (singular) and soldiers’ (plural)

Wider Learning project – to be done throughout the week
The topic theme in Geography this Summer term is ‘keys and symbols.’ Following on from the introduction to OS map symbols

Draw a map of a short route, showing features in order.
• Identify symbols using a key.
• Devise suitable symbols for use on the map.

In Science this term our topic is Sound.
View
https://www.bbc.co.uk/bitesize/topics/zgffr82

What is Pitch?
• Write a short, detailed summary about pitch. Remember to use scientific vocabulary linked to the topic.
• Complete the missing word quiz after you have watched the clip.

Additional learning Resources You May Wish to Engage with
• Top marks/hit the button
• Once Upon a Picture
• Plan Bee free activities for parents
• Twinkl free for parents (please search)
• Iplayer teaching sessions
• BBC bitesize

Google search for free resources for teaching at home.

Geography, Maths and English resources

Maths

In Year 4, children are asked to identify lines of symmetry in 2D shapes presented in different orientations. They will need to become aware that shapes have more than one line of symmetry.
The **pitch** of a sound is how **high** or **low** the sound is. A high sound has a **high pitch** and a low sound has a **low pitch**.

A tight drum skin gives a higher pitched sound than a loose drum skin.

**Background information**

The aim of this unit is to develop understanding that sound can be changed in both loudness and pitch.

By the end of this unit children will know that:

- The loudness of sound can be changed
- The pitch of sound can be changed

Each sound has two characteristics, the amplitude (loudness at KS2) and the pitch.

Loudness means the amount of energy in the sound and at KS2 can be demonstrated by the size of the vibrations. Hit something hard i.e. give it lots of energy and the vibrations will be bigger than if it was hit gently. Loudness is measured in decibels (dB). Since sound loses energy as it travels away from its source, the dB rating depends both on the actual energy produced by the source and how far away the listener or noise meter is. As the sound spreads out from the source in all directions, only a tiny part of the energy reaches any one hearer.

The pitch of a sound is due to the frequency of vibrations – that is how many times the object goes back and forth each second. The higher the rate of vibrations the higher the pitch. One vibration per second is defined by scientists as 1 herts (Hz). Humans can hear sounds produced by objects that vibrate with frequencies between about 20 and 20,000 times a second. Animals can hear sounds outside of this range e.g. dogs can hear a whistle with a very high frequency, which would be silent to us and whales can communicate with vibrations that are too low for us to hear.

**Frequency and Pitch**

[Diagrams showing amplitude and pitch variations]
1. Which sounds have a higher frequency than A?
2. Which sounds have a lower frequency than A?
3. Which sounds all have the same pitch?
4. Which sounds are louder than A?
5. Which sound has a higher pitch than A, but is at the same volume?
6. How would sound D sound compared to A?
7. How would sound F sound compared to A?
8. In the grid below draw a sound wave with a higher pitch, but lower volume than A.