St Wilfrid's Catholic Primary School
Y4 Home Learning grid – Autumn 2

Daily – Reading	Regularly – Times tables and Spellings	Additional Learning Platforms
At least 10 minutes **Doesn't have to be a school book** **A range of genres** **Audio books** **Adult or child can read** **Discuss understanding** **Use Collins ebooks (online library)**	**Writing down times tables** **Reciting forwards and backwards** **Related division facts** **Use Times Table Rockstars** **Use Mathsframes Multiplication Check** **Use Hit the Button** **LEXIA (account holders only)**	**Times Table Rock stars (Times Tables)** **Mathsframe Multiplication Check (Times Tables)** **LEXIA (account holders only)** **Letter Join (Handwriting)** **Collins e-books (Reading)**

Please choose one of the following projects to work on this half term or your idea related to the topic.

Maths

1. Measurement – Area

⭐ Find three rectangular surfaces at home, such as a book, tray or placemat. Measure their length and width in centimetres.

⭐ Challenge: Design a rectangular garden with an area of 36 square metres. Find three different possible lengths and widths.

2. Multiplication and Division

⭐ Practise your times tables.

⭐ Solve: A shop packs 24 apples into each box. How many apples are in 6 boxes?

⭐ Challenge: A school has 168 pencils and shares them equally between 7 classes. How many pencils does each class receive?

⭐ Can you write some similar challenge questions for your family or friends to solve? Bring them in to school and we could use them in our maths lessons.

English

Character Description

📖 Imagine you are a character from *Running on the Roof of the World.*

*Write a character description of 2-3 paragraphs.
*Describe their appearance, personality, feelings and motivations.
*Include expanded noun phrases, powerful verbs and similes.
Challenge: Show how the character feels through their actions rather than just telling the reader.

Letter Writing

📖 Imagine you are a character who has just completed a difficult journey.

*Write a letter to a friend or family member explaining what happened.
*Include an appropriate greeting, paragraphs and a suitable ending.
*Use conjunctions, fronted adverbials and past-tense verbs.
Challenge: Explain your character's hopes and fears and ask the recipient two questions.

Science – Energy: Sound and Vibrations

Make Some Sound!

🔬 Investigate how vibrations create sound.

*Stretch elastic bands of different thicknesses around an empty box.
*Pluck each band gently and observe how it moves.
*Compare the sounds made by the different bands.
*Draw your investigation and record what you noticed.
*Explain how vibrations travel through a medium, such as air, to reach your ears.
Challenge: Make a simple table showing which bands produced higher or lower sounds. Explain what you think caused the differences.

Geography – Where Does Our Food Come From? 🌳 Food Detective *Choose five food items from your kitchen. *Check their packaging to find out where they were grown, produced or packed. *Record each food, its country of origin and whether it comes from a plant or an animal. *Find the countries on a world map. *Challenge: Choose one food and explain how transporting it to the UK might affect the environment.	**Religious Education – Prophecy and Promise** † Promises and Hope *Discuss what makes a promise trustworthy. *Find a Bible story about a promise, such as God's promise to Abraham. *Write three sentences explaining what the promise meant and why it mattered. *Create a picture or symbol representing hope, trust or promise. *Reflection: Write a short prayer or quiet reflection about how people can bring hope to others.	**Art – Exploring Still Life and Painting** 🎨 Still-Life Artist *Arrange three objects, such as fruit, a cup and a book. *Sketch the objects, paying attention to their shapes and positions. *Paint your still life using light and dark shades. *Try mixing colours to create shadows and highlights. *Challenge: Explain how you used colour, tone and texture to make your painting look more realistic.
. ❤ **PSHE – Respecting Our Bodies and Protective Behaviours** My Body, My Boundaries *Write three ways to look after your body, including sleep, hygiene, movement and healthy eating. *Explain what personal boundaries mean. *Identify three trusted adults you could talk to if you felt worried or unsafe. *Discuss why everyone deserves respect as their body grows and changes. *Challenge: Write a short scenario showing how someone can say no, move away and ask a trusted adult for help. Children should only share what they feel comfortable discussing. Personal or sensitive experiences do not need to be written down.		**PE** Movement and Teamwork *Practise safe coordination activities, such as bouncing and catching a ball. *Design a simple warm-up routine with five movements. *Write down three rules that help players stay safe and fair during hockey. *Challenge: Create a five-minute fitness circuit using safe, age-appropriate exercises.
Finished? Now bring it into class to show your teacher and your classmates. We can't wait to see your work!		