

Hello Year 4!

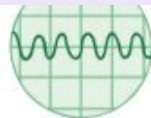
We hope you have had a lovely Easter break with your families and are keeping safe!

We have set up your learning for the next week as slides for you to follow.

Please follow the instructions on each page to help you - we look forward to hearing about how you have got on!

Miss Hill and Mrs Brown

Sound Waves



Sound is all around us from the tweeting of a bird in a tree to your mum shouting upstairs, "Hurry up – we're late!" to the latest song from your favourite band.

Although all of these sounds are very different, they all have one thing in common. Do you know what it is? They all travel to your ear as sound waves.

Sound Waves

Sound waves are vibrations that move air molecules. The waves travel towards your ear by vibrating the molecules around them which then shake the neighbouring molecules and so on until



they arrive at your ear. How do the sound waves know how to get to your ear? Well, the answer is they don't. The sound waves travel in many different directions from the source of the sound and your ear 'catches' the bit that travels towards you. Once your ear has 'caught' the sound, it carries on vibrating the ear drum and tiny bones inside your ear that then turn the vibrations into electrical pulses that are sent to the brain for them to be processed.

Monday 20th April

Pitch

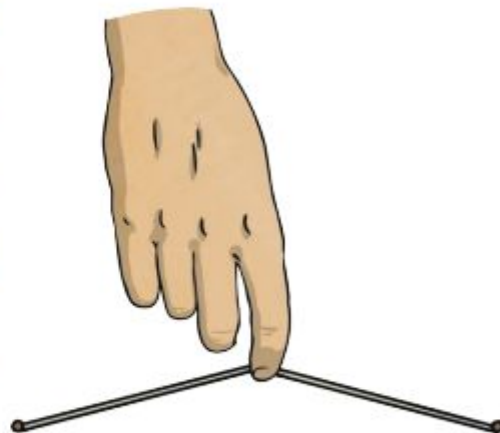
Pitch is how fast the initial sound vibrates. It is called the frequency of sound and is measured in hertz (Hz). A dolphin's squeak will have a fast vibration and a higher frequency creating a higher-pitched note. A low note, like the rumble of thunder, will have a slow vibration and a lower frequency. To change the pitch on a string instrument, you could shorten the string or make it tighter to give a higher frequency, or loosen the string to give a lower frequency.



Monday 20th April

Volume

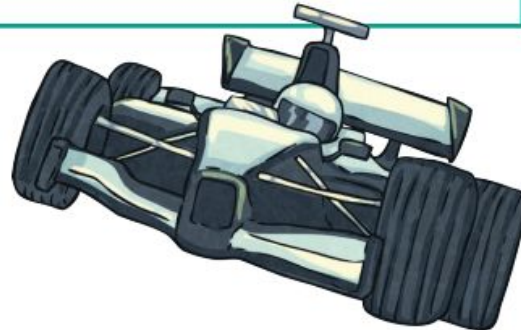
Volume is how loud a sound is, no matter how high or low the pitch of the note. It is measured in decibels (dB). Think of volume as being the strength of the vibration. If the sound is loud, it will have a strong vibration and the molecules in the air will be striking each other harder. This means the sound will be louder and will travel further. If the sound is quiet it will have a gentle vibration and the molecules won't be striking each other as hard or travelling as far. So, if we want to make a guitar string louder, but the same pitch, we simply pluck it with more force.



Monday 20th April

Did You Know?

- Volume of a jet engine: 150 dB
- Loudest job in which to work: driving a Formula One car which is 140 dB
- Highest pitch a human can hear: 20 000Hz
- Highest pitch a bat can hear: 90 000Hz
- Smallest bone in your body: the stapes/stirrup bone in your ear measuring 2.6-3.4mm
- Speed of sound: 340 metres per second in air but 1484 metres per second in water



Monday 20th April - Questions

1. What do sound waves make air molecules do? Tick one.

- ☐ disappear
- ☐ vibrate
- ☐ get bigger
- ☐ get smaller

2. How could you create a higher-pitched noise on a string instrument? Tick one.

- ☐ loosen the string
- ☐ pull the string with more force
- ☐ tighten the string
- ☐ pull the string gently

3. Match the endings to make full sentences.

Pitch is measured in

decibels.

Volume is measured in

150 dB.

The volume of jet engine is

hertz.

Monday 20th April - Questions

4. Number the events in order to show how a sound travels to the ear.

	The vibrations are then turned into an electric pulse.
	The sound is created.
	The ear 'catches' the sound.
	The sound wave vibrates the air molecules.
	The brain processes the electrical pulse.

5. Fill in the missing words.

If the sound is _____, it will have a _____ vibration and the molecules in the air will be striking each other _____.

Monday 20th April - Questions

6. What happens if you pluck a guitar string with more force?
7. Explain what all sound waves have in common.
8. Thinking about noise levels, what safety kit would you need if you were a Formula One driver? Explain your answer.

Monday 20th April - Answers

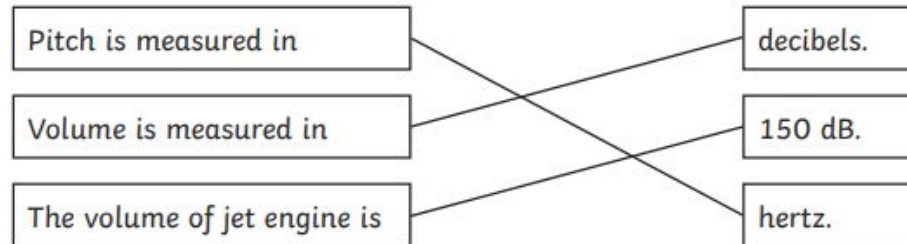
1. What do sound waves make air molecules do? Tick one.

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- ☐ loosen the string
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3. Match the endings to make full sentences.



Monday 20th April - Answers

4. Number the events in order to show how a sound travels to the ear.

4	The vibrations are then turned into an electric pulse.
1	The sound is created.
3	The ear 'catches' the sound.
2	The sound wave vibrates the air molecules.
5	The brain processes the electrical pulse.

5. Fill in the missing words.

If the sound is **loud**, it will have a **strong** vibration and the molecules in the air will be striking each other **harder**.

Monday 20th April - Answers

6. What happens if you pluck a guitar string with more force?

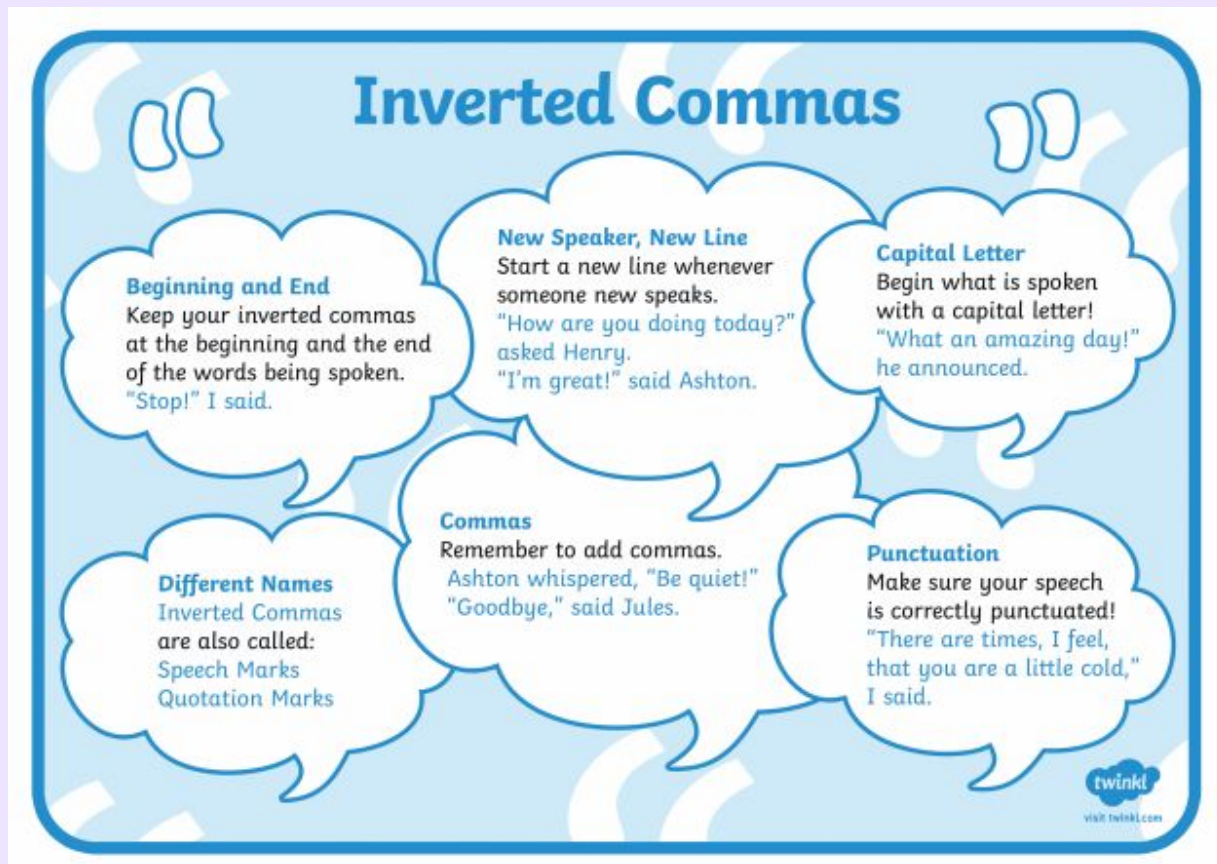
Accept any answer which explains that the volume of the sound will be louder and the sound will travel further as the sound wave produced will have more strength.

7. Explain what all sound waves have in common.

The one thing that all sound waves have in common is that they all travel to our ears as sound waves.

8. Thinking about noise levels, what safety kit would you need if you were a Formula One driver? Explain your answer.

Accept any answers which explain that Formula One driving is a very noisy job and loud noises can do long-term damage to your ears. So, it would be advisable to wear some kind of ear defenders under their helmet, such as ear plugs.



Tuesday 21st April

This week, we are going to be revising the use of inverted commas.

Look at the sentences on the following page.

They are sentences from our story 'Leon and the place between'.

Copy the sentences out and correctly add in the inverted commas...

Tuesday 21st April

Who will step into the magic? Asked Abdul Kazam.

Trust nothing...said Abdul Kazam.

I don't believe in magic, said Tom.

Ssssh now, the show is about to begin, whispered their brother.

Where am I? asked Leon.

Will you show me? asked Leon.

Tuesday 21st April

Challenge: These sentences are not only missing the inverted commas, but also the final piece of punctuation. Can you add the inverted commas and final piece of punctuation to these sentences?

Hold on tight__ said the the boy.

Do you live here__the boy questioned.

Did you really disappear__ asked Pete, as they shuffled out into the night.

Who will step into the magic__ asked Abdul Kazam.

I went to the place that magic takes you__he said.

Wednesday 22nd April

Close Read

Today's English Lesson will be a close read activity based on the **The BFG** by Roald Dahl

Teacher Notes

The purpose of a close read activity is to gain an understanding of the text by reading it multiple times.

Close Read Instructions:

- 1) Look at the vocabulary identified. Do you know what the words mean? If you are unsure, read the vocabulary slide to gain a better understanding.
- 2) Read the text to yourself and ask yourself the following questions:
What did I just read? What did it say?
- 3) Now read the text again with an adult - this will help you gain a better understanding.
- 4) Read the questions and now reread the text again to find evidence that will support your answers.
- 5) Answer the questions in writing.

All close read texts are age appropriate.

Wednesday 22nd April

Close Read -
An extract from
The BFG

WALT: explain and justify inferences using evidence from the text

Sophie stared hard across the misty moonlit street. The Giant (if that was what he was) was wearing a long BLACK CLOAK. In one hand he was holding what looked like a VERY LONG, THIN TRUMPET. In the other hand, he held a LARGE SUITCASE.



The Giant had stopped now right in front of Mr and Mrs Goochey's house. The Goocheys had a greengrocer's shop in the middle of the High Street, and the family lived above the shop. The two Goochey children slept in the upstairs front room, Sophie knew that. The Giant was peering through the window into the room where Michael and Jane Goochey were sleeping. From across the street, Sophie watched and held her breath.

She saw the Giant step back a pace and put the suitcase down on the pavement. He bent over and opened the suitcase. He took something out of it. It looked like a glass jar, one of those square ones with a screw top. He unscrewed the top of the jar and poured what was in it into the end of the long trumpet thing.

Sophie watched, trembling.

Wednesday 22nd April

Vocabulary

Peering: To look at something in an interested manner.

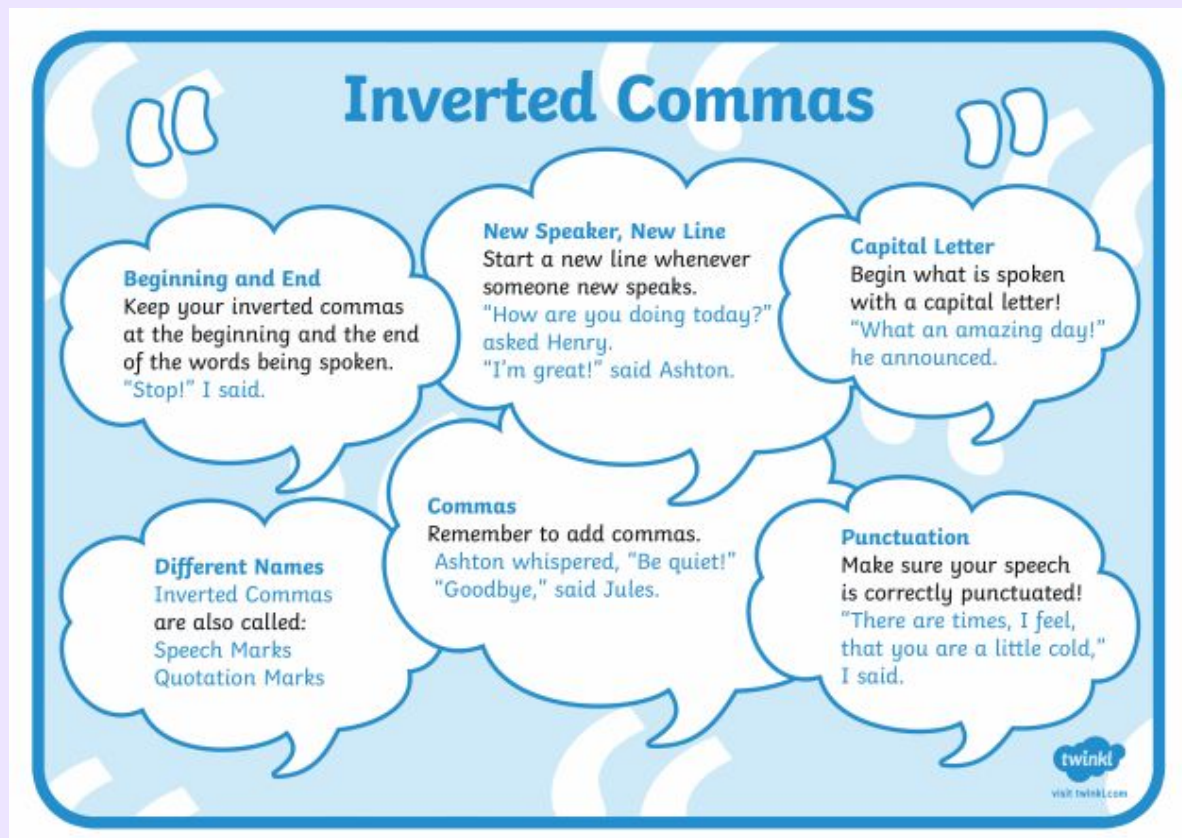
Greengrocer: A shop which sells fruit and vegetables.

Wednesday 22nd April

Questions:

1. Tell me one fact you have learnt about the giant.
2. How was Sophie feeling as she watched the giant? Explain how you know.

Thursday 23rd April



Activity: Have a short conversation with someone in your house and see if you can record it, using the correct punctuation. For example:

“Mr Brown, could you make me a cup of tea, please?” asked Mrs Brown.

“Of course, Mrs Brown,” replied Mr Brown.

“Don’t forget the chocolate biscuits, they’re my favourite!” remarked Mrs Brown, feeling her tummy begin to rumble.

“Mrs Brown, we’re out of chocolate biscuits...” said Mr Brown, quietly.

Friday 24th April

Close Read

Today's English Lesson will be a close read activity based on **James and the Giant Peach** by Roald Dahl

Teacher Notes

The purpose of a close read activity is to gain an understanding of the text by reading it multiple times.

Close Read Instructions:

- 1) Look at the vocabulary. Do you know what the words mean?
- 2) Read the text to yourself and ask yourself the following questions:
What did I just read? What did it say?
- 3) Now read the text again with an adult - this will help you gain a better understanding.
- 4) Read the questions and now reread the text again to find evidence that will support your answers.
- 5) Answer the questions in writing.

All close read texts are age appropriate.

Friday 24th April

Close Read - An extract from James and the giant peach

James's large frightened eyes travelled slowly round the room. The creatures, some sitting on chairs, others reclining on a sofa, were all watching him intently.

Creatures? Or were they insects? An insect is usually something rather small, is it not? A grasshopper, for example, is an insect.

So what would you call it if you saw a grasshopper as large as a dog? As large as a large dog. You could hardly call that an insect, could you? There was an Old-Green-Grasshopper as large as a large dog sitting directly across the room from James now. And next to the Old-Green-Grasshopper, there was an enormous Spider. And next to the Spider, there was a giant Ladybird with nine black spots on her scarlet shell. Each of these three was squatting upon a magnificent chair. On a sofa nearby, reclining comfortably in curled-up positions, there was a Centipede and an Earthworm.

Friday 24th April

Questions:

1. Match the creature to where they were sitting in relation to James:

Spider
Ladybird
Grasshopper
Centipede

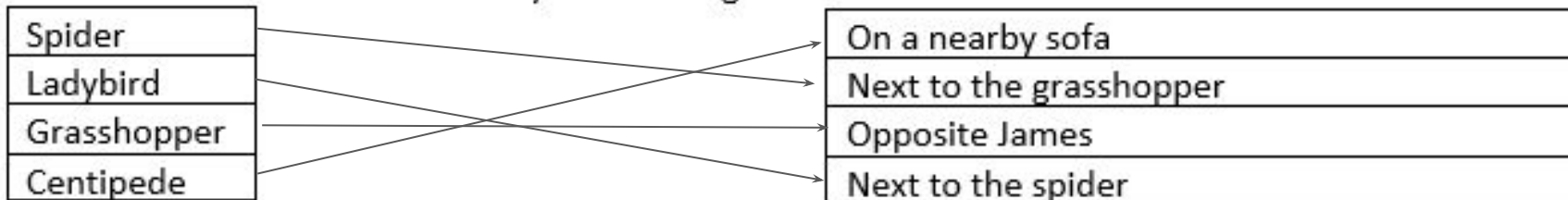
On a nearby sofa
Next to the grasshopper
Opposite James
Next to the spider

2. Why was James uncertain as to whether the others in the room were creatures or insects?

Friday 24th April

Answers:

1. Match the creature to where they were sitting in relation to James:



2. Why was James uncertain as to whether the others in the room were creatures or insects?

2. James was uncertain as to whether or not they were creatures or insects because insects are usually small. However, one of these animals was the size of a large dog.