

Year: 4

## Curriculum Theme: Nurture and Equality

## Current Topic (s): There's no place like Rome!

All core subject Home Learning activities will be set each Friday. Your child's spelling test will take place on Thursday. Home learning books will be collected on Thursday and returned to your child on Friday. Homelearning Deadline: Wednesday 22nd November 2023

| Reading                               | Writing (GPS)                          | Maths                                 |  |
|---------------------------------------|----------------------------------------|---------------------------------------|--|
| Read with an adult every night for    | Practise spellings every night. Write  | Practise your times tables regularly. |  |
| at least 20 minutes if you are a free | your spelling in a sentence. This will |                                       |  |
| reader.                               | develop knowledge of word              | Mathletics is also available.         |  |
|                                       | meaning and sentence structure.        |                                       |  |
|                                       |                                        |                                       |  |
|                                       | Please see the spelling strategies     |                                       |  |
|                                       | sheet for more information.            |                                       |  |

## **Project based Home Learning**

Complete at least one creative task from the choices below which are linked to your current Topic. If you would prefer to complete a different project, linked to your Topic, which is not on the grid, this is fine too. This needs to be completed and handed in by I am a Historian. I am an Author. Research the Romans and create a fact file about them. Write a myth where you are the main character. I am a Mathematician. I am a Designer. Place Value and Addition and Subtraction: Use Design a suit of armour that would be best for fighting in a Roman Numerals to create calculations! Roman battle. I am an Artist. I am a Computer Programmer. Research about how the Romans made their Use Scratch online to create an algorithm. sculptures. Can you make one out of clay? I am an Athlete. I am a Musician. Are there any Roman instruments? Do some research Can you create a sport that the Romans could use to get fit for about it and see if you can create a song. battle?

| I am a Scientist.<br>Animals including humans: Investigate the digestive | I am a Geographer.<br>Can you map out where the Romans conquered? |  |
|--------------------------------------------------------------------------|-------------------------------------------------------------------|--|
| system!                                                                  |                                                                   |  |
|                                                                          |                                                                   |  |

## Life Skills Tasks

Can you demonstrate the following skills linked to your year group's curriculum? It would be great if you could practise these lots at home

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|-------------------------------------------|-----------------------------|---------------------------|-------------------------------|--|
| Personal Safety                           | Social & Emotional          | Personal Care             | Understanding the World       |  |
| I can describe strategies                 | I can explain why it is     | I know that sleep, social | I am beginning to understand  |  |
| for keeping my personal                   | important to have           | interactions and physical | that people in the world have |  |
| information private,                      | empathy, tolerance and      | activity levels have an   | values and beliefs that are   |  |
| depending on context.                     | respect for others,         | impact on my wellbeing.   | different from my own.        |  |
|                                           | appreciating their feelings |                           |                               |  |
|                                           | and beliefs.                |                           |                               |  |



