

## **Year 4 Welcome to Spring 2!**

**This term our main Exploration is ‘Known, Now and Next... We will be looking into the past, present and future. You will be learning all about the history of China and the Shang dynasty, electricity in Science, decimals and fractions in Maths. In English, we will be writing a non-chronological report, character descriptions and a narrative. Therefore, at home we would like for you to consolidate your learning through the home learning tasks below.**

**All pupils must complete the tasks by Friday 1<sup>st</sup> April 2021.**

**All pupils are expected to do the following weekly set task alongside:**

- ✓ **Daily reading—The expectation is that your child will read daily for a minimum of 20 minutes at home.**
- ✓ **Weekly maths – Assigned on Numbots/Times Tables Rock Stars**
- ✓ **Weekly Spellings – See below**

**Education must develop every child’s personality, talents, and abilities to the full. We can’t wait to see what you do and look forward to seeing your wonderful home learning.**

**Yours Sincerely,**

**Year 4 Team**

## Belmont School Home Learning Year 4 Spring 2

### Exploration of **Known, Now and Next**

Facts children need to know and learn.

#### **Shang Dynasty:**

- The Shang Dynasty is the earliest ruling dynasty of China to be established in recorded history.
- It is sometimes called the Yin Dynasty.
- The Shang family ruled from 1600 to 1046 B.C. and heralded the Bronze Age in China.
- They ruled in the middle and lower Yellow river valley.
- Their traditions and values stretched far throughout China.
- One artefact we have learnt a lot from are the oracle bones. They were bones from animals which they used to try and predict the future.
- Religious men and women would write a question on one side of the bone and then burn it until it cracked. They would then interpret the cracks for answers.

#### **Willow Pattern:**

- The Willow Pattern is a traditional Chinese story, which has become famous in England due to the distinctive and elaborate blue and white print of the story on plates and other ceramics.
- They were initially hand-painted when created in China, but when being re-made in England they were using printing techniques to produce lots of them.
- The story is based on a Japanese fairy tale, 'The Green Willow'.

### Pictures and information

**The willow pattern plate** is a distinctive and elaborate chinoiserie pattern used on ceramic kitchen/housewares.



<https://www.youtube.com/watch?v=Ge1LD8JdfYg>

**Still life picture** is a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.



**Hatching** is an artistic technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines.



Look at the video that shows the hatching technique.

<https://www.youtube.com/watch?v=Nx6OR1wvGVQ>

#### **Shading**

Click on the link to look at all the several types of shading techniques.



<https://www.youtube.com/watch?v=MCOOxATJ-hY>

**The key** shows the yellow outline is modern day China and the red within the area is the Shang Culture.









[The Shang Dynasty 1600-1046BC - BBC Bitesize](https://www.bbc.com/news/health-1600-1046bc)

**Oracle bones** are parts of animal bone, used in divination ceremonies in ancient China.





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<b>Key Vocabulary and definitions</b>			
<b>Insert word</b>	<b>Definition</b>	<b>Insert word</b>	
 <p>traditional</p>	existing in or as part of a tradition; long-established	 <p>Oracle</p>	a priest or priestess acting as a medium through whom advice or prophecy was sought from the gods in classical antiquity.
<p>Dynasty</p> 	a line of hereditary rulers of a country	<p>Shang dynasty</p> 	the imperial dynasty ruling China from about the 18th to the 12th centuries BC.
 <p>emperor</p>	a sovereign ruler of an empire	 <p>warrior</p>	a brave or experienced soldier or fighter

## Belmont School Home Learning Year 4 Spring 2

### Home Learning Tasks

Week 1:	Week 2:	Week 3
<p>You will watch the Willow Tree story. It is a traditional tale from China. This and other stories are painted on plates and crockery. You will be working a project where you will retell the story on a paper plate using willow tree patterns.</p> <p>Write down the main events on your Purple Mash storyboard</p> <p><a href="https://www.youtube.com/watch?v=Ge1LD8JDfYg">https://www.youtube.com/watch?v=Ge1LD8JDfYg</a></p>	<p>This week you will practice drawing still life pictures. Look around your house and gather pieces of fruit, plants, having a look at trees outside. You should then try drawing these objects and making them look realistic.</p> <p>You might be able to find guides on YouTube, but make sure you ask an adult before you search for anything. Always use Kiddie, Kidrex, safesearch.org</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p>This week practise your shading and hatching skills. You should draw a still life picture and then practice shading and hatching. Use the techniques below:</p> <div style="text-align: center;">  </div>
<p><b>Week 4</b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>This week you will sketch your Willow tree picture on a paper plate. All the scenes from the story should be mapped out on your paper plate. Take your time and try to add as much detail as you can. Use your storyboards to help with retelling the story through pictures.</p> </div> </div>	<p><b>Week 5:</b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Using your plate from last week, add in some shading and hatching. If you have access to a blue colour pencil, you can shade in your plate, remembering that some areas will need to be lighter/darker.</p> </div> </div>	<p><b>Week 6 –</b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>You will finish and present your project. Create a 5-minute presentation by recording and uploading it onto Stream. Please copy the link into your OneNote page.</p> <p>You will need to include your completed Willow Tree plate and the pictures of your still life drawings, sketches, shading and hatching practise.</p> <p><b>Do not forget to include pictures of your finished project.</b></p> </div> </div>



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**Spellings**

**Every week you will have a spelling test. Please learn the spellings.**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Group 1</b>	<p><b>prefix 'mis-'</b></p> <p>misbehave misfit misguide mishear misspell misread</p>	<p><b>prefix 're-'</b></p> <p>redo reappear react rebuild recycle recover</p>	<p><b>the /ɪ/ sound spelt 'y'</b></p> <p>typical myth gymnastics mystery hymn system</p>	<p><b>suffix: ly</b></p> <p>quickly slowly easily lovely busily sadly</p>	<p><b>words ending with /g/ sound spelt '-gue'</b></p> <p>league plague vague tongue dialogue</p>	<p><b>words ending with the /k/ sound spelt '-que'</b></p> <p>antique unique opaque cheque technique</p>
<b>Group 2</b>	<p>accidentally breathe century decide favourite knowledge medicine possession pressure therefore</p>	<p>international intergalactic intertwine interrupt intercept interpersonal intervene interject antibiotic antidote</p>	<p>interactive interfere interject intermission international internet interpersonal interpreter interrupt interstate</p>	<p>physician optician electrician extension collision confusion profession passion mission direction</p>	<p>corrosion possession attention magician confusion passion direction confusion session percussion</p>	<p>international intergalactic antibiotic antigen passion profession electrician confusion optician physician</p>
<b>Group 3</b>	<p>dynasty emperor oracle experience imagine chef character chandelier chivalry</p>	<p><b>plurals (adding '-s', '-es')</b></p> <p>buses misses quizzes churches crashes boxes</p>	<p><b>plurals (adding '-s', '-ies')</b></p> <p>babies puppies memories stories responsibilities opportunities</p>	<p>viking norse asgard raider fjord scandinavia voyage</p>	<p><b>apostrophe for contraction</b></p> <p>should've couldn't could've i'll we're would've shan't shouldn't</p>	<p><b>apostrophe for possession</b></p> <p><b>singular:</b> child's sheep's fox's baby's church's</p> <p><b>plural:</b> childrens' sheeps' foxes' babies' churches'</p>