



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

**This term we will be focusing home learning on ‘Electricity’. This will help consolidate the learning taking place in school.**

**All pupils must complete the tasks by Friday 31<sup>st</sup> March 2023.**

**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 Times Tables Rock Stars & MyMaths**
- **Weekly Spellings – See below.**

**Education must develop every child’s personality, talents, and abilities to the full (RRS UNCRC Article 28 & 29). We can’t wait to see what you do and look forward to seeing your wonderful home learning.**

**Yours sincerely,**

**Year 4 Team**

**Focus: Electricity**

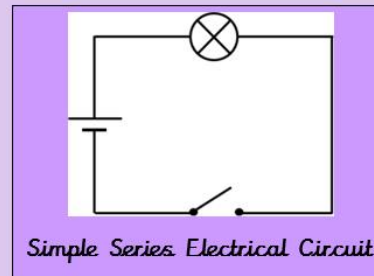
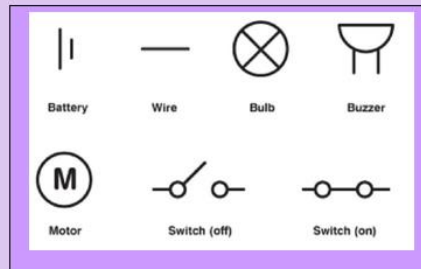
**Facts children need to know and learn:**

- Electricity is energy.
- Electricity is used to power electrical items such as toasters, kettles, cookers, televisions, and computer tablets.
- Electrical energy is caused by electrons (the particles in atoms) moving about to make a current.
- Electricity can be created in a variety of ways.
- A simple series electrical circuit is a single wire running from a battery to a bulb and back again.

**Pictures**



*Electrical Appliances*






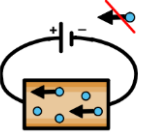

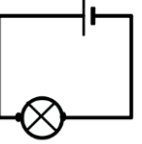
*Simple Series Electrical Circuit*



*Non-Renewable Energy*




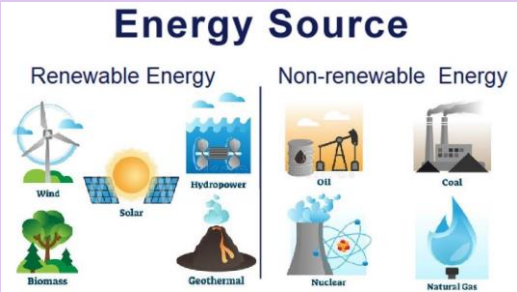

*Renewable Energy*

Key Vocabulary and definitions			
 <p>renewable</p>	<p>Renewable resources are an energy source that cannot be depleted and are able to supply a continuous source of clean energy</p>	 <p>non-renewable</p>	<p>Non-renewable energy comes from sources that will run out or will not be replenished in our lifetimes—or even in many, many lifetimes.</p>
 <p>electricity</p>	<p>Electricity is a flow of charged particles. An important form of energy, electricity powers things around us. We use it every day in our homes to power lights, TVs, computers, fridges, and ovens.</p>	 <p>insulator</p>	<p>Some materials do not allow electricity to pass through them. These materials are known as electrical insulators.</p>
 <p>conductor</p>	<p>Some materials let electricity pass through them easily. These materials are known as electrical conductors.</p>	 <p>circuit</p>	<p>Electricity can flow through the components in a complete electrical circuit.</p>



### Belmont School Home Learning Year 4 Spring 2 2023

## Home Learning Tasks

Week 1:	Week 2:	Week 3
<p><b>RRS: Article 17 – I have the right to get information in lots of ways, so long as it’s safe.</b></p> <p>Research electricity! Use OneNote to bullet point your information about: What is electricity? Where does electricity come from? What uses electricity? What different ways can electricity be created?</p> <p><u>Website Links:</u></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zj44jxs/articles/zsj9r2p">https://www.bbc.co.uk/bitesize/topics/zj44jxs/articles/zsj9r2p</a></p> <p><a href="https://www.youtube.com/watch?v=Dx3RpXdJw2k">https://www.youtube.com/watch?v=Dx3RpXdJw2k</a></p> 	<p><b>RRS: Article 13 – I have the right to find out and share information.</b> <b>Global Goal 12: Responsible Consumption and Production.</b></p> <p>Create a poster! Use your research from the previous week to create a poster about renewable and non-renewable energy. This can be created on OneNote or on A4 paper to bring into school so that we can display it in the classroom!</p> <p>Remember to include:</p> <ul style="list-style-type: none"> <li>- a title</li> <li>- key facts</li> <li>- pictures / diagrams</li> <li>- colour</li> </ul> <p><u>Website Links:</u></p> <p><a href="https://education.nationalgeographic.org/resource/non-renewable-energy">https://education.nationalgeographic.org/resource/non-renewable-energy</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zxy4cmn/articles/zmwm6v4">https://www.bbc.co.uk/bitesize/topics/zxy4cmn/articles/zmwm6v4</a></p> 	<p><b>RRS: Article 29 – I have the right to an education.</b></p> <p><u>2 Week Project:</u> Plan a news report!</p> <p>Find out about the effects of electricity and energy sources on the environment. You may want to use your knowledge from the previous weeks.</p> <p>What are positive effects of energy? What are negative effects of energy? How does energy effect the environment and where we live?</p> <p>Use OneNote to write down your information or hand in to your teacher.</p> 

**Commented [MB1]:** RRS articles for all - please add the text of it as the aim is to get pupils to learn the articles.

**Commented [MB2]:** You can add a linked global goal here - renewable sources of energy - please add the number and the blurb!

**Commented [MB3]:** I would split this task up into two weeks - the first for research with key questions of what to find out, the second week to write/ present a news report.




### Belmont School Home Learning Year 4 Spring 2 2023

**Week 4:**  
**RRS: Article 29 – I have the right to an education.**

2 Week Project:  
**Create a news report!**  
 Use your research from the previous week to write up your news report!

Your news report should explain the positive and negative effects energy can have on the environment around us, e.g. the burning of fossil fuels for energy contributes to the release of harmful levels of CO2 in the environment.  
 You can choose to either upload a recording of your news report to OneNote or bring in a written script to share with the class.

Website Links:  
<https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zywx6g8>



**Week 5:**  
**RRS: Article 14 – Freedom of thought and religion.**  
 Reflect on what your thoughts are about energy use on the environment. Do you think it is important to change this? Is this something we need to change only for ourselves or also wildlife?

**Global Goal 7 - Affordable and Clean Energy**  
 Keep a weekly log over the next two weeks of your use of transport and electricity at home.

On OneNote there is a template for you to use so that you can tally the following:

- transport to and from school
- switching off lights and sockets

In class we will be sharing our tallies and reasons why are energy use might be quite high or low

Tally	Frequency
	2
III	8
I	11

**Week 6:**  
**RRS: Article 24 – I have the right to good quality health, to clean water and food.**  
 Reflect on your own energy use. Do you think that everyone should reduce their energy use at home? Do you think everyone should be given a limit on how much they can use?

**Global Goal 11 - Sustainable Cities and Communities**  
 Design a PowerPoint, poster or slide on OneNote, or even record a speech about how you can save and reduce your energy use at home.

Think about:

- In your weekly logs where did you use the most energy?
- What facts can you include to explain why you should reduce your use of energy?



**Commented [MB4]:** I would split this task up into two weeks - the first for research with key questions of what to find out, the second week to write/ present a news report.



Spellings

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Group 1	spied happier funnier chilliest luckiest frying	sliding hiking completed amazed timer ripest	rubbing hugged runner biggest runny swimming	can't don't won't you've he'll you're	mind children most cold great told	water garden away giant how let's
Group 2	gently simply humbly sensibly horribly possibly terribly responsibly probably	basically frantically comically energetically scientifically terrifically enthusiastically perhaps promise purpose	information preparation admiration sensation determination publication multiplication operation mention position	appear disappear address difficult different grammar occasion opposite pressure suppose	cake time home complete arrive decide describe extreme guide surprise	biking making closest latest fearless sadness playful payment happiness loneliness
Group 3	measure treasure pleasure picture creature enclosure nature furniture adventure capture	scheme chorus chemist echo ache mechanic stomach chaos anchor character	bicycle centre century certain circle consider decide exercise recent medicine	dough bought brought cough rough enough though although though through	different favourite February interest library ordinary separate bruise definite vegetable	regular reign remember sentence separate special straight strange strength suppose