

## **Topic Tasks – Summer 2**

Dear Year 4,

We have provided a range of topic-based activities for you to complete during your stay at home for Summer 2. You have the freedom to choose the order in which you complete the projects and we encourage you to attempt as many as possible across the varying subjects. For some activities, you can create 3D projects that you might want to bring back in to school with you – either by bringing in your physical project or through showing photo evidence. Other activities can be completed (neatly) in your homework book. If there is any learning you want to share with us, we would love to see it via the year 4 email.

We hope you enjoy completing these topic challenges. This is your opportunity to show your adults at home the amazing work that we, as teachers, see every day in school.

From,

Year 4 teachers

History	Science	D.T	PSHE	RE	French	Computing
<b>WW2</b>  Research what happened in your local area during WW2, e.g. photos of buildings that survived and why. Present your findings in a way of your choosing.  Suitcase activity – write or draw what you would pack if you were being evacuated. What does the content of this particular case tell us about you as its owner?  Design WW2 campaign posters and slogans. Look at examples for support.  Learn about Anne Frank and why she was an important individual. Then, make 5 objects that represent her as a person, e.g. a diary, pen or candle light. You may wish to place these items in a jar.	<b>States of Matter</b>  <u>Experiment 1 – Solid – Liquid</u> Measure the time taken for an ice cube to change its state into another.  <u>Experiment 2 – Liquid – Gas</u> Place a cup of water in the sun and measure how long it takes to evaporate completely. You can measure the decrease of water at certain times. Once you have done that, you may wish to then compare it to another in a different location!  Create an information leaflet about different states of matter. Use your knowledge from your experiments to help you.	<b>Shelters</b>  <u>Research about Anderson Shelters:</u> What materials were they made from? How were they built? How many people could fit inside them? How big were they? How big were people's gardens? Were all shelters the same? Why were these shelters used?  Now you have completed research on Anderson Shelters, plan the design for your own. Annotate your design with materials you would use to make it.  Try to make your own version using various materials around your house. Use images of shelters for support.	<b>Aspirations</b>  What job would you like to have when you grow up? Research more about this occupation and present it either as a verbal or written presentation.  What would you like to achieve next year? Think of 5 realistic achievements. You may wish to present this through drawings and art work or writing a letter to your future self.  Write a narrative poem describing your future goals and ambitions.	<b>Humanists and Christians</b>  Design a figure of a person then write a 'code for living' around the figure. E.g Always speak the truth, never steal .  Rank the following rules in order from the most important to the least important: <ul style="list-style-type: none"><li>• Be honest</li><li>• Listen to yourself</li><li>• Tell the truth</li></ul> Create a value tree and write onto the fruits the words that you choose to represent good actions. Think about what leads to good actions, and write some of these things onto the branches, the trunk and the roots of your trees.  Choose 5 important values and create a drawing to represent that value. E.g Freedom – a bird flying.	<b>Quels temps fait-it? (What's the weather like?)</b>  <a href="https://www.youtube.com/watch?v=G8iBwQ_UvY-E">https://www.youtube.com/watch?v=G8iBwQ_UvY-E</a> Use the above link to rehearse weather phrases in French. Repeat each phrase using actions.  <u>Other ways to test yourself:</u> Ask someone to demonstrate the weather using actions and you could describe the action in French.  Design posters for each type of weather and include illustrations.  Finally, listen and appreciate a French song about what the weather's like by using the link below. <a href="https://www.youtube.com/watch?v=eBvJVO_UPX1">https://www.youtube.com/watch?v=eBvJVO_UPX1</a> Show a thumbs up every time you hear familiar vocabulary in the song.	<b>E-safety – Virtual friendship vs real friendship; who can we trust? and Scratch programming</b>  <u>Unplugged Activities:</u> <a href="https://csunplugged.org/en/at-home/">https://csunplugged.org/en/at-home/</a> <a href="https://www.barefootcomputing.org/primary-computing-resources">https://www.barefootcomputing.org/primary-computing-resources</a>  <u>Programming Activities:</u> Learn to code at home with the BBC micro:bit <a href="https://microbit.org/get-started/home-learning/">https://microbit.org/get-started/home-learning/</a>  Create a story: <a href="https://scratch.mit.edu/ideas">https://scratch.mit.edu/ideas</a>  <u>Online Safety Activities:</u> <b>Virtual friendship vs real friendship; who can we trust?</b> Create a mind map on what a virtual friend is and where you might find them  Create your own virtual friend by drawing a picture and writing down information about them.  Create a poster/leaflet/PowerPoint on your own rules for staying safe online and protecting personal information.

