

English and Literacy
Home Learning Read and Respond Units
Year 4 - Week 10



Week Ten					
Year 4	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Focus Theme: Water (Part 2)</p> <p>This is part two of a two-week unit, all about water! Marvel at magnificent waterfalls, take a stroll around some fabulous lakes, learn about the water cycle and enjoy some fabulous poetry.</p> <p>When following links, parents should monitor that children are remaining on that page only and are keeping safe online.</p>	<p>The Water Cycle Today you are going to be reading and watching various explanations of the water cycle.</p> <p>Take a look at the webpage below. Watch the clip, read the information and have a go at the little activity at the bottom too. <i>BBC Bitesize - What is the Water Cycle?</i> https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39</p> <p>Now read through the information on <i>National Geographic Kids – The Water Cycle</i>: https://www.natgeokids.com/au/discover/science/nature/water-cycle/</p> <p>Think about the key words that you have read: <i>evaporation, condensation,</i></p>	<p>Why is water so important? All living things need water. Watch <i>Importance of Water</i> up to 3:11 mins: https://www.youtube.com/watch?v=qkIEjgynmYY</p> <p>Now read the information on these web links below.</p> <p>Explore the plate on the <i>Eat Well Guide</i> paying particular attention to the section on water: https://www.nhs.uk/livewell/eat-well/the-eatwell-guide/</p> <p>Try the quiz here: <i>Education Quizzes – Water</i> https://www.educationquizzes.com/ks2/personal-social-and-health-education/water/</p>	<p>Lack of water around the world. Before we look at the information about water shortage, there are some words that we need to explore: <i>shortage, sanitation, hygiene, surface, limited, resource, disposed.</i> Use a dictionary to find out the definitions of these words, e.g. www.wordhippo.com</p> <p>In some countries, there is a severe shortage of water and in particular, of clean drinking water.</p> <p>Watch this clip from <i>Water Aid</i>. Listen out for some of the words that you have explored. <i>A World of Water – Water Aid</i>: https://www.youtube.com/watch?v=UzRdJc-vPiM</p>	<p>Using everything that you have learnt over the last two weeks about water, you are going to make a leaflet.</p> <p>You can choose what you put in your leaflet. You could create:</p> <ul style="list-style-type: none"> – an information leaflet on water focusing on the different bodies of water that can be found on Earth. You could include an explanation of the water cycle too. – a persuasive leaflet on the importance of water and the water shortage around the world. – an information leaflet on rivers. You could include rivers from around the world and the U.K and information on how rivers are formed. – Although you haven't looked at water pollution in this unit, 	<p>Today you are going to write your leaflet from the plan/notes you made yesterday.</p> <p>You could write it with a pen/pencil and paper or it could be in digital format.</p> <p>Think about writing a section at a time. Start with your opening paragraph which should introduce your leaflet explaining what the leaflet is about.</p> <p>Think carefully about the vocabulary that you use. Try to include new words that you have explored in this unit.</p> <p>Use some Year 4 writing skills that you have learnt at school, e.g.</p> <ul style="list-style-type: none"> – where/when fronted adverbials (e.g. After tributaries have joined, the river

	<p><i>precipitation</i> and <i>collection</i>. Write a definition for each word.</p> <p>Imagine that you are a water droplet. You are going to write a description of what happens to you during the water cycle. Be as creative as you can by adding in some description of how you are feeling at each stage, e.g.</p> <p><i>I am a water droplet living in the vast ocean. Here is my journey. As I was floating around in the sea, I began to feel warm. The warmth of the sun made me relax until suddenly I was drifting upwards out of the sea. I was evaporating! Nervously I looked around but felt reassured when I saw my friends were with me too.</i></p> <p>Remember to keep checking your work for</p>	<p>Watch and learn how we can collect water to use. <i>BBC Bitesize – Rivers and the water cycle:</i> https://www.bbc.co.uk/bitesize/clips/zb39jxs</p> <p>Think about how you use water in your home. Make a list of all the ways that you use water and keep a tally of how often it is used, e.g.</p> <table><tr><th>Activity</th><th>Tally</th></tr><tr><td>Washing machine</td><td>II</td></tr><tr><td>Toilet Flushed</td><td> I</td></tr><tr><td>Shower used</td><td>I</td></tr><tr><td></td><td></td></tr></table> <p>Can you think of ways that you could save water in your house/reduce the amount of water that you use?</p> <p>Watch the clip below for some ideas. (Note: this American clip uses the word ‘faucet’ to</p>	Activity	Tally	Washing machine	II	Toilet Flushed	I	Shower used	I			<p>Now listen/watch this poem: <i>Water Walk – Water Aid</i> https://www.youtube.com/watch?v=4V-KoJGGJ4s</p> <p>You are going to write a poem back as a response. How do you feel about the children having to walk this distance and carry the dirty, heavy water home? When might you think of those children in your daily routine? Watch the poem again, pausing after each thought, so that you can write your response.</p> <p><u>Original Poem:</u> <i>At one mile, I wish my day could start like yours, On a gentle walk to school or later to a shopping mall, A party or a local park.</i></p> <p><u>Your Poem:</u> <i>At dawn, I think about you as I rise, My morning routine, the water I use, I think of you.</i></p>	<p>you could carry out your own research and create a leaflet on water pollution.</p> <p>Today you need to plan out your leaflet. Decide what the content will be. Think about different sections that you will include. Things to plan/consider:</p> <ul style="list-style-type: none">– an introductory paragraph– sub-headings for different sections– illustrations or diagrams– bullet points– technical vocabulary (Think about the new words you have explored)– quick fact boxes. <p>Once you have planned out your ideas, look back at the websites relating to the content that you want to cover. Make notes from them ready for your leaflet tomorrow. Remember not to copy down whole</p>	<p>becomes much larger.)</p> <ul style="list-style-type: none">– a comma after a fronted adverbial– complex sentences with adverb starters (e.g. <u>Gracefully cascading over the rocks</u>, the water drops from a height into the pool below.) <p>When you have finished your leaflet, read it back through out loud. Check for spelling, punctuation and any Year 4 skills.</p>
Activity	Tally														
Washing machine	II														
Toilet Flushed	I														
Shower used	I														

	spelling and punctuation.	mean the English word 'tap'). <i>Save Water to Help the Earth:</i> https://www.youtube.com/watch?v=rI0YiZiTqpW Design a colourful persuasive poster to encourage others to save water. Display it in your house for all your household to see!	<i>I think of you beginning your long, arduous trek down the dusty road.</i>	sections of text; make notes so that you can write the leaflet in your own words.	
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Additional Activities:

- Read some poems from *National Geographic Kids: Awesome Poems About the Water Cycle!*
<https://www.natgeokids.com/au/discover/geography/physical-geography/raining-rhymes/> Following this, you could even have a go at writing your own!
- Watch, sing along and learn the dance routine for *Water Cycle – Blazer Fresh Science:* <https://www.youtube.com/watch?v=KM-59ljA4Bs>
- *The Bethany Children's Choir (Tanzania)* have travelled around UK schools raising money to help the most vulnerable children and people in a rural area of Tanzania. Many of them have to travel huge distances carrying containers of water when they are back home in Tanzania. Watch and sing along with them: <https://www.youtube.com/watch?v=StAQ3NcYJks>