

# English - Day Three

## Wonderful Words



Often in stories there are some words which we do not know the meaning of. Can you match these words to their correct definition? Psst ... the answers are at the back of this booklet but try not to look unless you get stuck.

extraordinary	poorly made and likely to break
unusual	rough woollen cloth: lots of clothes, especially trousers and waistcoats, are made from this
curiosity	something that is very unusual or remarkable - more than just being ordinary
intricate	when something is not secure and is likely to fall or collapse
peculiar	something that is different, doesn't always happen or is a bit out of the ordinary
insignificant	untidy

<b>insignificant</b>	untidy
<b>precariously</b>	when you really want to know or learn something
<b>rickety</b>	something that a bit strange, odd or different than normal
<b>embossed</b>	small ornament or a little piece of jewellery which is often not very expensive
<b>disheveled</b>	complicated or detailed
<b>tweed</b>	carved or stamped into something
<b>trinkets</b>	small or not important



Are there any other words you are not sure of? Record them here and ask an adult if you can or use the internet or look in a dictionary if you have one.

Now choose 5 words from the collection above and write them in your own sentence. I have done two examples for you:

**insignificant**

The little mouse seemed *insignificant* to the other animals.

**intricate**

An old lady, with an *intricate* necklace, walked into the shop.



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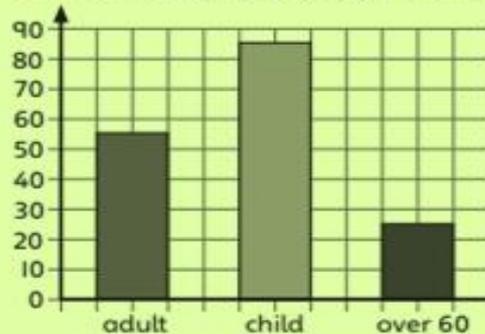
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# Wednesday 17<sup>th</sup> June 2020 - WALT: Use charts and tables continued

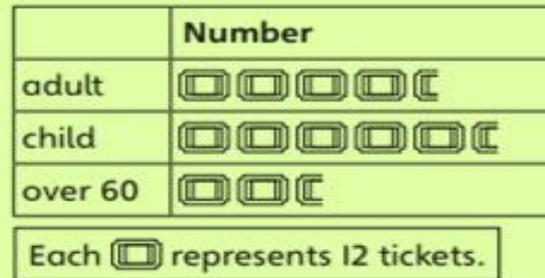
## Discover



Number of tickets sold on Saturday



Number of tickets sold on Sunday



What are these charts called?

How can you work out the difference in the number of tickets?

- How many more child tickets did the farm sell on Saturday?
- How many adult (under 60) tickets did the farm sell altogether over the weekend?

# Share

- a) The bar for child tickets is half-way between 80 and 90. 85 child tickets were sold on Saturday.



Each  represents 12 people.  
Each  represents 6 people.

$$5 \times 12 = 60$$

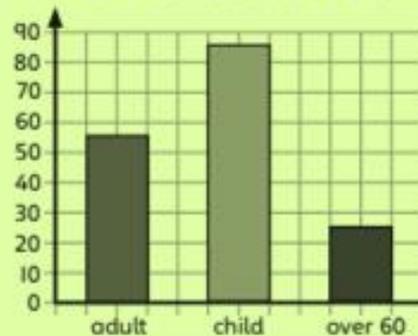
$$60 + 6 = 66$$

The farm sold 66 child tickets on Sunday.

$$85 - 66 = 19$$

The farm sold 19 more child tickets on Saturday.

Number of tickets sold on Saturday



I did this another way.  
I added  
 $12 + 12 + 12 + 12 + 12 + 6$   
to get the answer.



- b) The farm sold 55 adult tickets on Saturday.

There are four and a half symbols for adult tickets on the pictogram.

$$4 \times 12 = 48$$

$$48 + 6 = 54$$

The farm sold 54 adult tickets on Sunday.

$$55 + 54 = 109$$

The farm sold 109 adult tickets altogether over the weekend.

I need to add a value from the bar chart to a value on the pictogram.



How did you know how much each symbol represents on the pictogram?

Is there more than one way to work out the value for items on a pictogram?

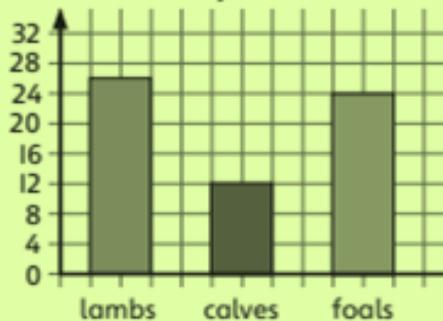
# Think together

Number of children feeding baby animals

	Number
lambs	
calves	
foals	

Each  represents 12 children.

Number of adults feeding baby animals



a) How many more children than adults fed the lambs?

Each  represents  children.

Each  represents  children.

$$\square \times \square = \square$$

$$\square + \square = \square$$

The lambs bar for adults is half-way between  and .

adults fed the lambs.

$$\square - \square = \square$$

more children than adults fed the lambs.

How can you work out if more adults or children fed the lambs?

What operation do you need to use to find out how many people fed the foals altogether?

b) How many people fed the foals altogether?

children fed the foals.

adults fed the foals.

$$\square + \square = \square$$

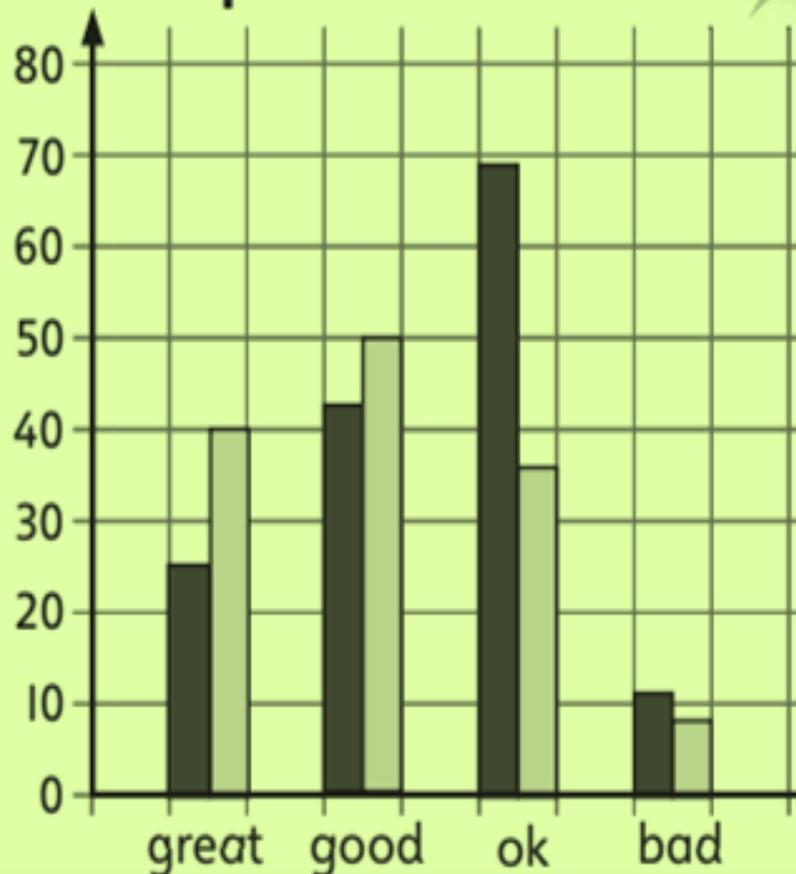
people fed the foals altogether.

3 The bar chart shows the opinion of visitors to the farm on Saturday and Sunday.

- a) How many more visitors rated the farm ok on Saturday than Sunday?
- b) Did more people rate the farm on Saturday or Sunday?

■ represents Saturday.  
■ represents Sunday.

Opinion of farm visit





# Science

## Living Things and Their Habitats

## Aim

- I can recognise positive and negative changes to the local environment.
- I can record my observations in different ways.

## Success Criteria

- I can identify dangers to wildlife in the local environment.
- I can suggest how to have a positive effect on the local environment.
- I can record my observations on a map.
- I can record my observations in a table.

# Habitats and Habitat Threats

To stay alive and healthy, you and all other living things need certain conditions that let them carry out the 7 life processes:

Food and water



Space to move, grow and have young



Air or oxygen



Shelter and safety



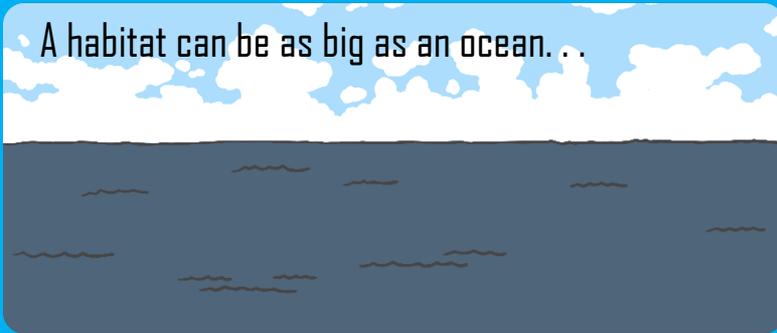
These are the basic needs that are shared by all living things.

# Habitats and Habitat Threats



A habitat is a place where animals and plants live, where they can find everything they need to stay alive.

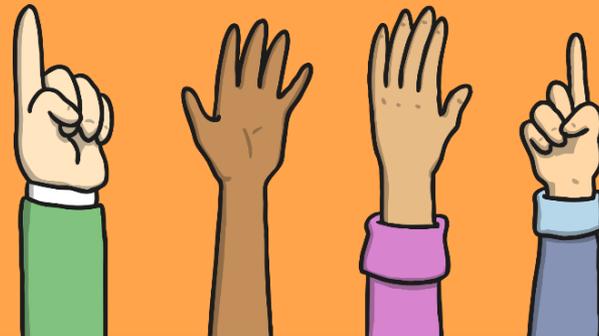
A habitat can be as big as an ocean...



... or as small as a rock.



What is your habitat?



# Habitats and Habitat Threats



Where do you live?



What living things live and grow there?



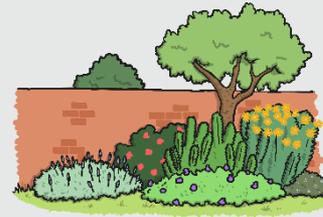
How does your habitat keep you safe and sheltered?



How does your habitat provide food and water?



How does your habitat provide space for you to move and grow?



# Habitats and Habitat Threats

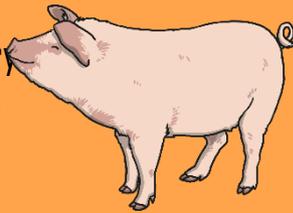
Humans are unique because we can make big changes to our habitats to make sure we have everything we need.

We build roads and vehicles so we can travel everywhere we need safely and quickly.



We pipe fresh, clean water into our homes to use for drinking, cooking and washing.

We grow plants for food, and farm animals for meat and dairy products. We even have pets to keep us company!



We build houses with heating to protect us from cold weather, or with air conditioning to protect us from the heat.



# Habitats and Habitat Threats

Plants and animals are not able to make big changes to their habitats to make them more suitable, like we are. They rely on their environment to give them everything they need.

This means that when habitats change it can be very dangerous to the plants and animals that live there.



# Habitats and Habitat Threats



Even small changes to the habitat of a living thing can be dangerous.



What dangers to living things can you see in these pictures? Can you think of any more?

# Habitats and Habitat Threats



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What dangers to living things can you see in these pictures? Can you think of any more?

# Habitats and Habitat Threats

- Litter can cause injury to animals. Animals can cut themselves or get tangled or trapped in rubbish.
- Animals might eat litter, this could poison or injure them.
- Fire caused by humans can kill animals and plants.
- Chemicals in or near water can kill water plants, fish and insects and pollute the water source for birds and animals who live nearby.
- Roads are dangerous for animals, who are often hit by cars.
- Cutting down trees and building new structures can destroy plants and animal homes.
- Walls and fences can get in the way of pathways used by animals to reach food and water.
- Tall grass and flowers are an important habitat. Plants and animals lose their habitat when it is cut down.

# Habitat Survey



We are going to explore a local habitat in pairs and make detailed observations.

On your Local Habitat Survey Activity Sheet, draw a sketch map of the habitat.

Draw and label any environmental dangers that they see.

**Local Habitat Survey**

Draw a map of the local habitat. Draw and label any environmental changes that pose a danger to living things.

  Science | Year 4 | Living Things and Their Habitats | Local Habitat Survey | Lesson 5

# Environmental Dangers Record



Complete your Environmental Dangers Record Activity Sheet by filling in the table.

Record the dangerous changes that you noted in the local habitat, what danger they pose, and a suggestion for helping the local wildlife.

**Environmental Dangers Record**

Change to environment	Danger to living things	What can be done to help

Science | Year 4 | Living Things and Their Habitats | Local Habitat Survey | Lesson 5

# Helping the Local Habitat



There are lots of ways that we can make positive changes to the local habitat and protect the living things from environmental dangers.

What ways can you think of?

# Helping the Local Habitat

Here are some ways to help the local environment:



Building homes for bugs, birds and hedgehogs.



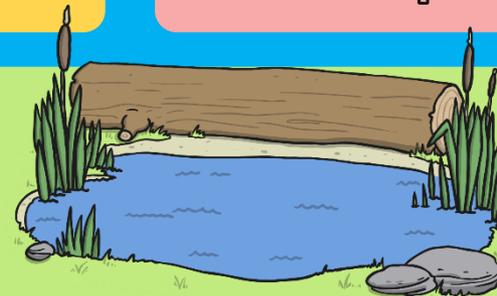
Growing a wildlife garden of long grass and flowers.



Clearing litter.



Keeping streams and ponds clean.



Making a pond.

# Helping the Local Habitat



Complete your Helping the Local Habitat Activity Sheet by drawing one idea you have for helping the local habitat.

Add a brief explanation of how it will help protect the local living things.

## Helping the Local Habitat

Draw and label your idea for helping the local habitat.

A large, empty rectangular box with a black border, intended for drawing an idea for helping the local habitat.

How will it protect local living things?

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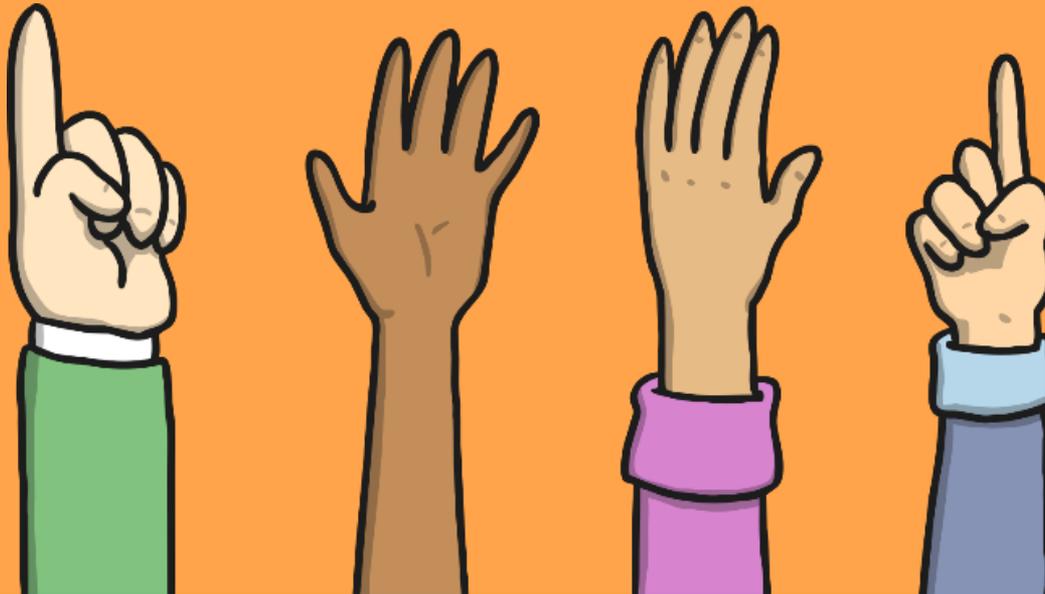
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# Sharing Ideas



What ideas have you have for helping the local environment and the plants and animals that live there?



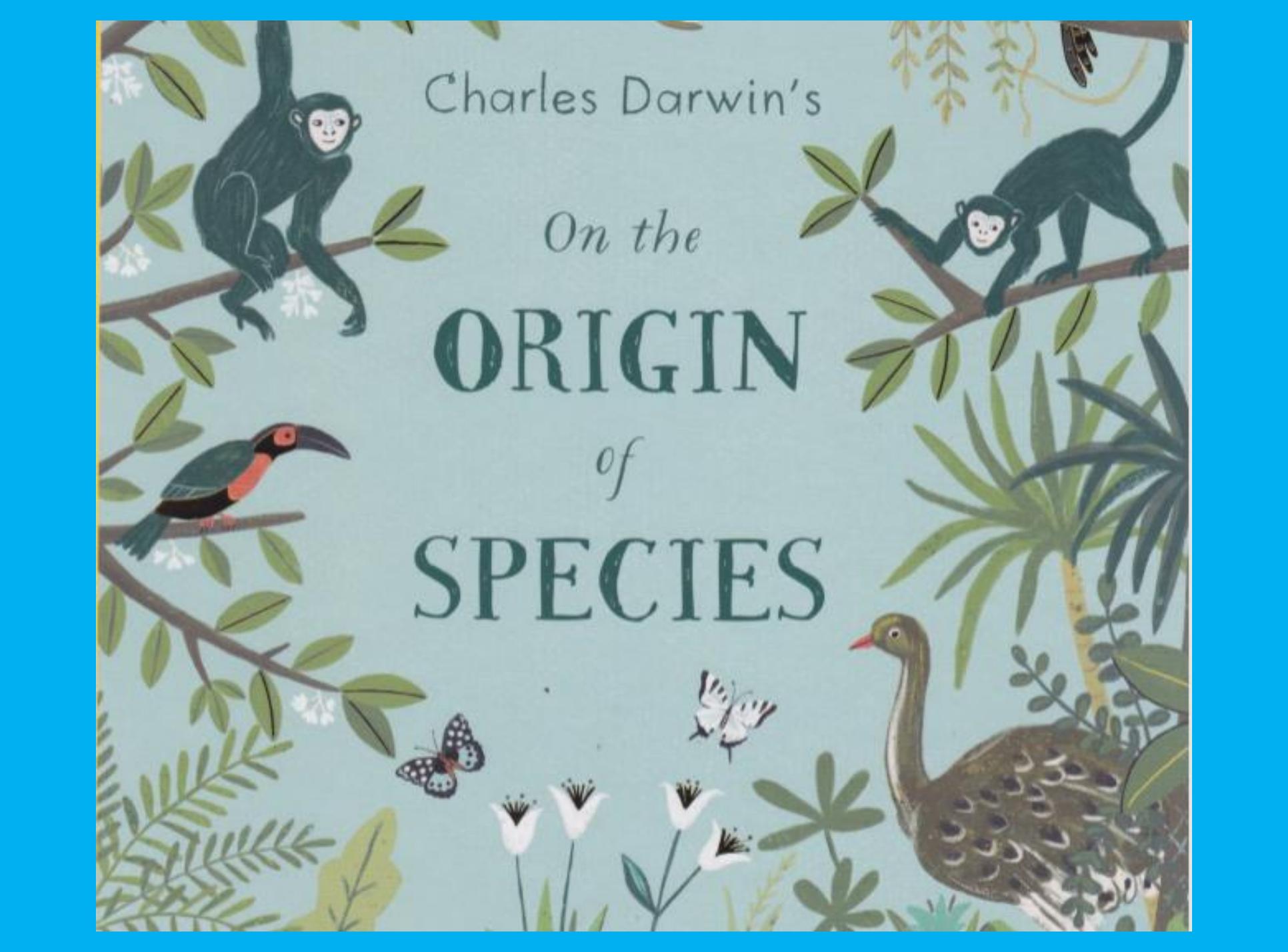
# Aim



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# Success Criteria

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Charles Darwin's

*On the*

**ORIGIN**

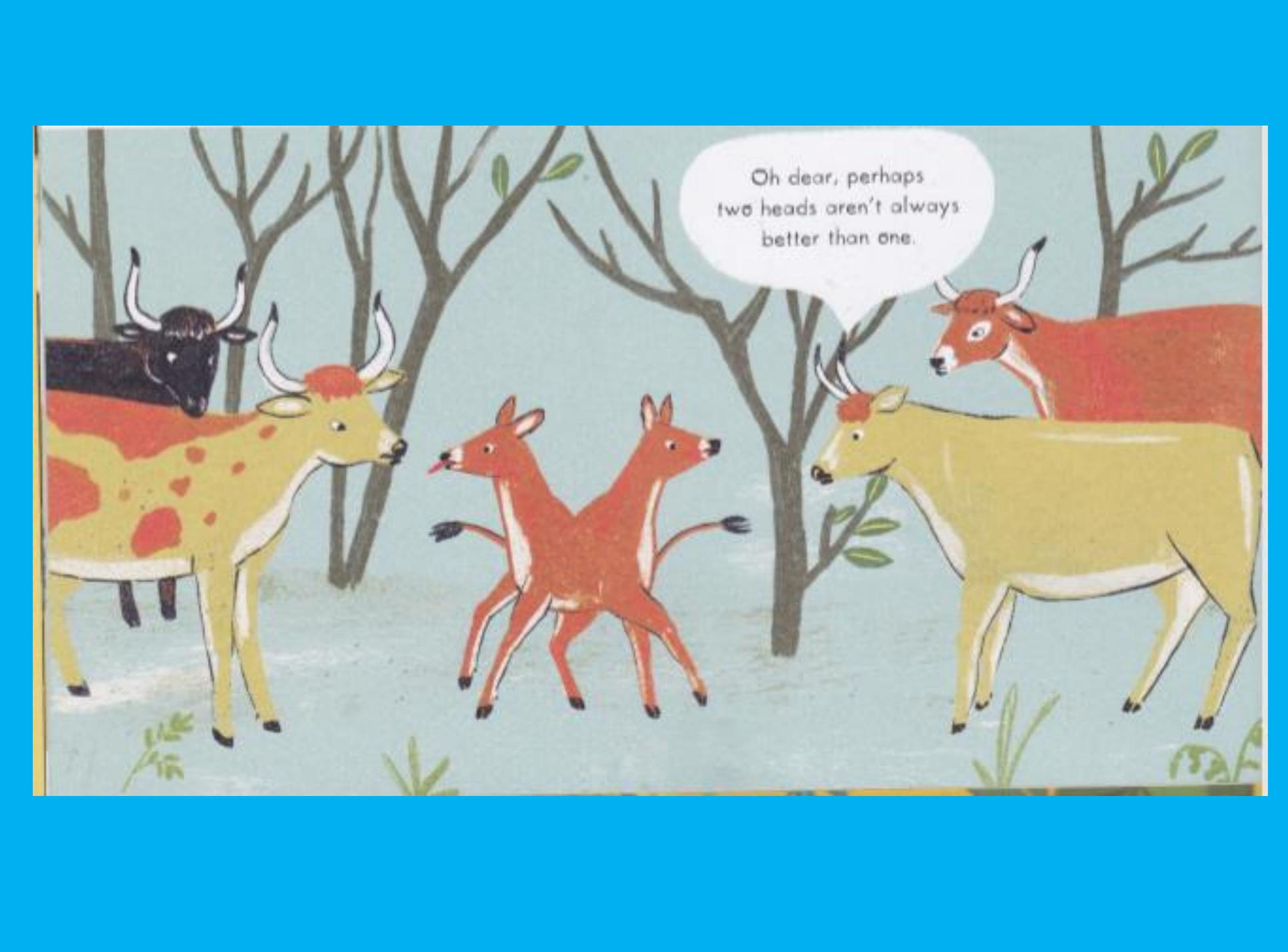
*of*

**SPECIES**

## *Variation under Nature*



Species change in the wild too. Even without human influence of any kind, plants sprout and young animals in the wild are born, all with slight differences. Some differences don't matter, some are not helpful at all . . .



Oh dear, perhaps  
two heads aren't always  
better than one.

... but some differences are very useful.



Large beak for crushing  
tough seeds

Darwin noted that Galapagos finches have developed beaks in all sorts of shapes and sizes. These differences help them to pick up their favourite snacks. Different beaks are good for different nibbles.



Small beak for feeding  
on soft seeds

on soft seeds



Long and sharp  
beak helps to  
tear cactus  
flowers

Beak that can hold  
tools to probe  
and find insects

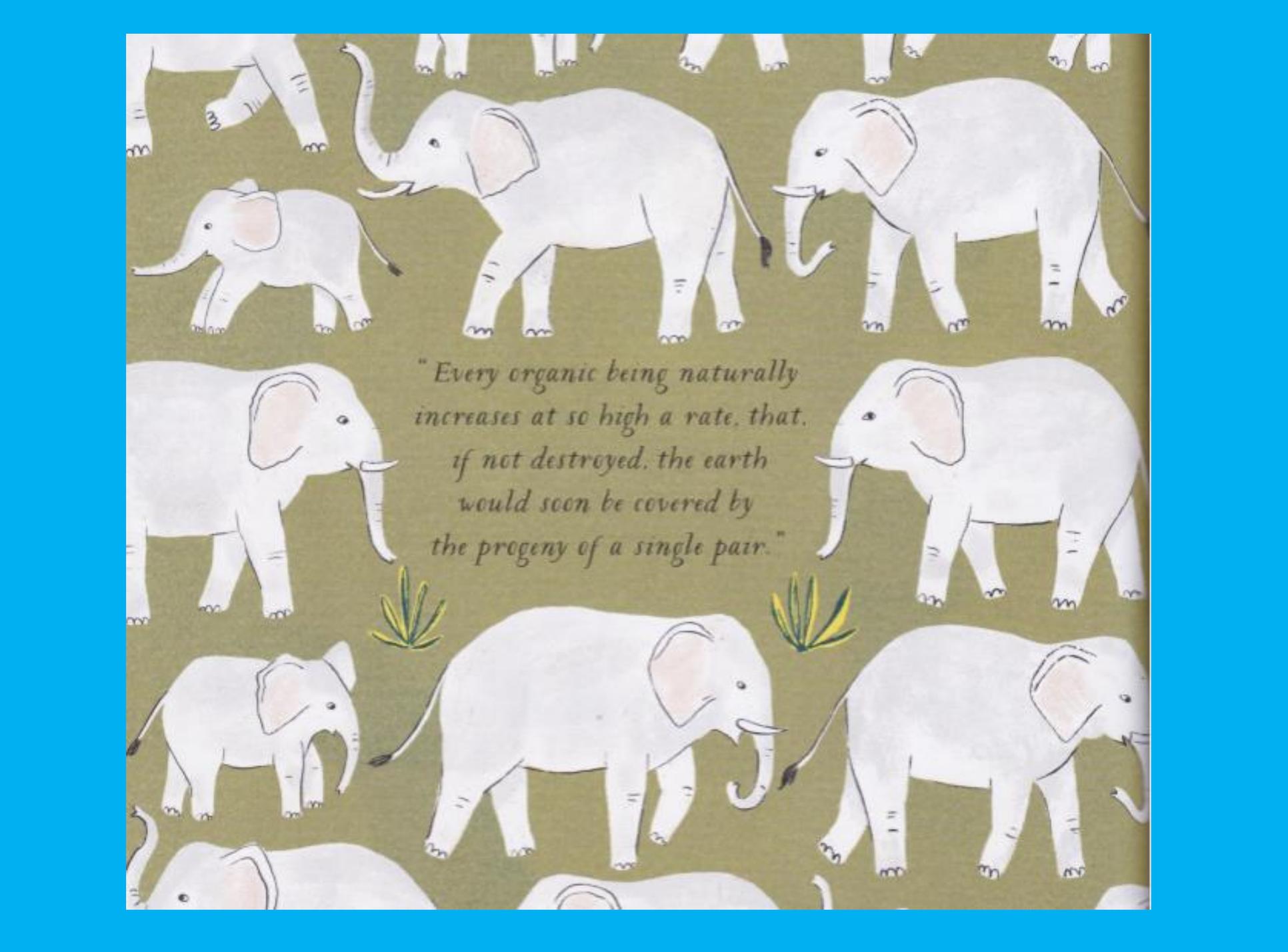


## *Struggle for Existence*

Nature may be beautiful and abundant, but living in the wilderness is not easy for any species.

Many can't escape their predators or find the right conditions to survive.



The image features a repeating pattern of white elephants of various sizes on a green background. The elephants are drawn in a simple, illustrative style with black outlines and some pink shading on their ears. In the center, a quote is written in a cursive font. There are also small green and yellow plants scattered throughout the pattern.

*"Every organic being naturally increases at so high a rate, that, if not destroyed, the earth would soon be covered by the progeny of a single pair."*



Animals compete for food and shelter  
– things they must have if they are to  
survive and have babies. It's a struggle  
to live in the wild and only the  
best adapted will succeed.



*"I estimated that the winter of  
1854-55 destroyed four-fifths of the  
birds in my own grounds."*

# Things we can discuss on zoom

- **Why do you think some animals become extinct?**
- **What do animals compete for in the wild?  
What do they need?**
- **What do you think “survival of the fittest” means?**

## Darwin and the Galapagos Finches

What is useful about each of the four different beaks of the finches? How do they make the finches better adapted to their environment to survive?

### Beak Type

### Advantage

- 1
- 2.
- 3.
- 4.

Record in your books