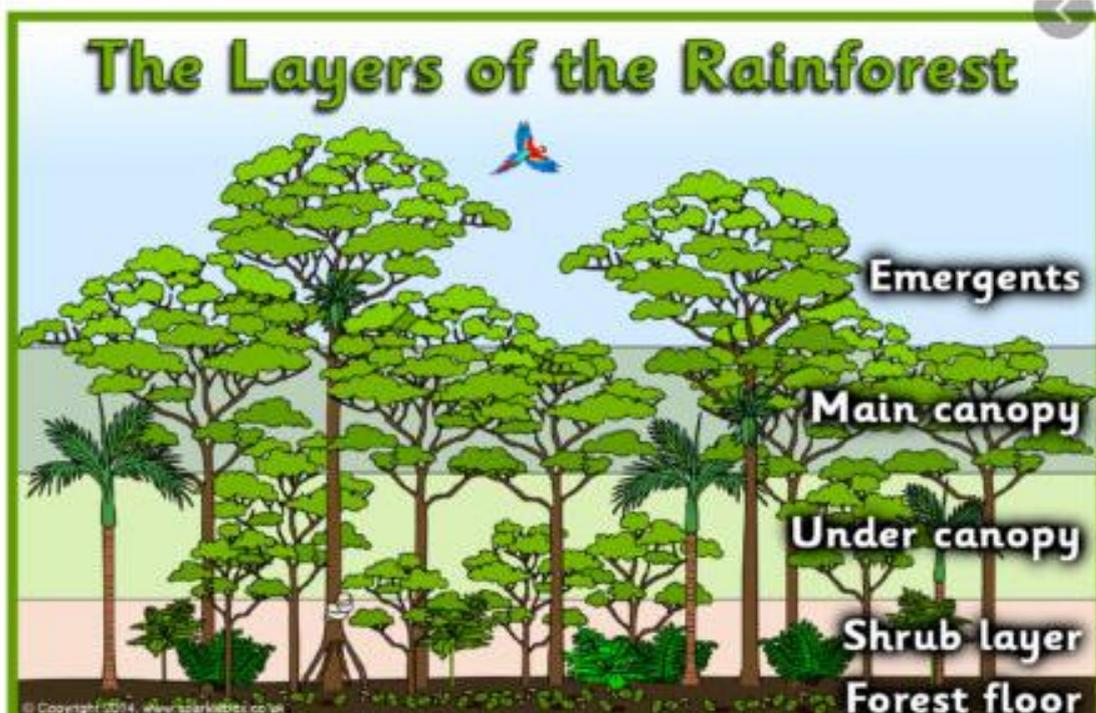


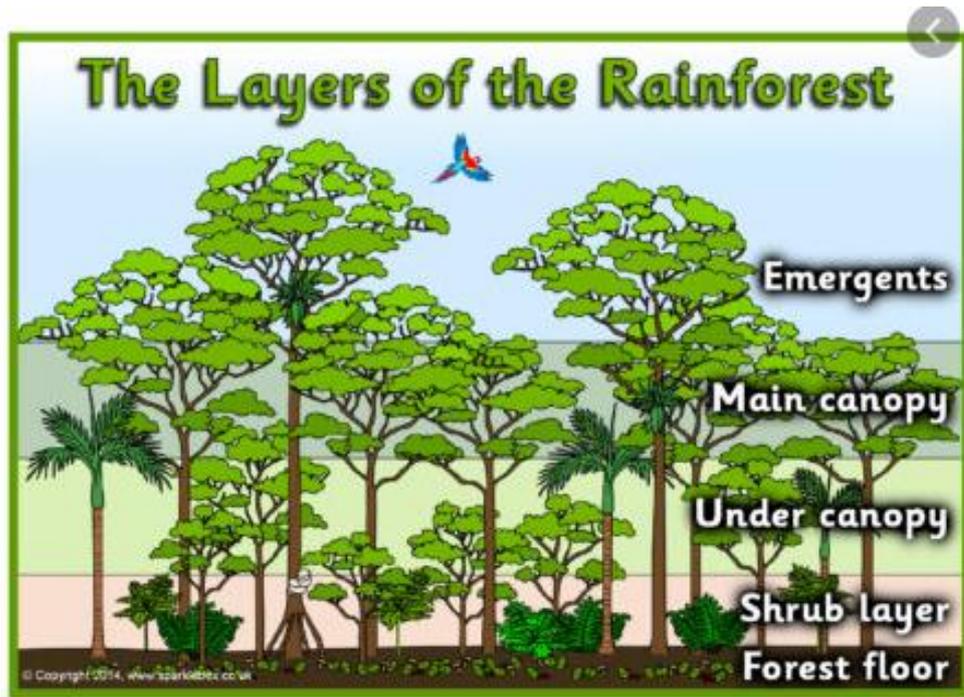
Week 6 year four – read this report.



Look at this picture of a rainforest. You will notice that there are many different layers of greenery and living plants.



This is what the Amazon Rainforest would look like from above. You can see the river Amazon meandering down to the larger parts of the river. From the air it looks very thick and dense. You cannot see any of the plants that are hidden on the floor. The Amazon rainforest is 5.5 Million squared kilometres. That's about 20 times bigger than the UK.



- The tallest trees are called emergent. The word emerge means to come out of. So these trees are emerging from the forest and squeezing through the other trees to get to the light. Trees will grow to 200 feet high.(that's about 5 times as tall as John Perry school) Their trunks can be as big around as 16 feet. (That's about as wide as our classrooms. The trees are mostly hardwood trees and are evergreen. Animals that live in this layer are; eagles, monkeys bats and butterflies.
- The next group of plants are called the main canopy. A canopy is a covering hung or held up over something, so these trees are held up by the trunks and they cover the plants and animals below them.
- Next is the under canopy. These plants are protected by the main canopy. They do not need as much light or rain. They would be about as tall as the trees in our gardens. Animals that live in the canopies are: snakes, toucans and tree frogs
- Just above the floor is a layer called the shrub layer. Shrubs are like large bushes. Not much sunshine reaches this layer. So the shrubs will all have really big leaves (they need to collect sunshine to help make food- remember!) These shrubs will not grow any taller than 12 feet which is about as tall as our classrooms. Animals that live in this layer are: jaguars, red eye tree frogs, leopards and lots of insects.
- The last layer is the forest floor. Here it is dark. This is where many of the dead leaves, and decomposable vegetation falls. This layer will be full of bugs, worms, and beetles. All of the animals play a very important part in eating up and breaking down the rotting vegetation. They will turn it into a very healthy compost, which will help the plants to grow. A leaf that drops in John Perry field will normally take a year to decompose. A leaf in the forest floor in the Amazon will only take 6 weeks!

## Comprehension:

- 1) How many layers are there in the Amazon rainforest?
- 2) Where is the biggest rainforest found?
- 3) How much bigger is the Amazon rainforest than the UK?
- 4) What does the word emerge mean?
- 5) What do you think the word evergreen means and why?
- 6) What does the word canopy mean?
- 7) Name three animals that live in the canopy area of the forest.
- 8) Why do the shrubs need large leaves?
- 9) Why do you think the red eye frog is called the red eye frog?
- 10) How tall will the shrubs grow?
- 11) Which part of the forest is darkest and why?
- 12) How long does it take a leaf from a John Perry tree to decompose?
- 13) How long does it take a leaf from the Amazon forest to decompose?
- 14) Why do you think the leaves in the Amazon forest rot quicker than those in John Perry?

## SPAG: week 6 (spelling punctuation & grammar)

The following paragraph has been written in the present tense. Rewrite the paragraph and change it into the past tense.

*We got off our small boat and stepped down onto the soft ground at the banks of the Amazon. The monkeys that had been screeching suddenly fell silent as our boat stopped chugging. It was as if they were expecting us. Our tour guide gave us a final set of safety instructions and then led us into the forest. The heat was unbearable. My shirt stuck to my front and drips of sweat rolled down my back. After 20 exhausting minutes of trudging through and barging past the large leaves and short stumps we sat down on some large boulders. The silence was earthshattering but the longer we sat the noisier the animals got. The monkeys chattered at the top of the trees. The Toucans squawked to each other as if they were discussing a party or something. Frogs clicked their legs together as they slid down the leaves. Several times a large army of ants trooped over the boulder and rustled into the leaves below us.*

### Writing task:

Imagine that you are exploring the Amazon forest. You are about to discover a new animal. You have been told by local tribesmen that there is a new breed of an animal in the forest. **Your task is to write about the animal you discover. Remember to include lots of detail you will need to:**

- Describe where you found it
- Describe what it looks like (include how it moves, how it changes colour, what colour it is, what is its skin like? Does it have scales, fur, skin or feathers?)
- Describe what its habitat is like (where does it live specifically)
- What does it eat/drink?
- Does it have any remarkable traits (e.g. spiders can make webs, snails leave a trail of slime, ants can climb great heights, tree frogs can spring from one tree to another and stick with webbed feet)
- Where there any others there or was this one of a kind?

Write a report about your new discovery. Imagine that you are going to tell the world about it. (You may be the next David Attenborough-people will want to hear all about your discovery). Your report should be at least half an A4 (half a page) long. You should include headings. Try to use scientific vocabulary to describe its habitat. Can you include any of the vocabulary from the report about the Amazon?

More reports to read next



# Deforestation what is it and why does it happen?



Look at this picture. What do you think is happening here?

## What is deforestation?

**Deforestation** is when forests are destroyed by cutting and not replanted. Sometimes deforestation happens when people change the land into farms, ranches and cities. A lot of deforestation is caused by the removal of all the trees from a forest for wood or fuel. Without the forest, the habitats of the animals are lost and many animals die. It also results in global warming (climate change).

## Why do people do it?

People cut down great areas of trees so that they can build cities or roads. The more roads that they build the more trees they need to cut down. As population grows, people remove more trees. They use the land to make farms. They also use the wood from the trees as lumber to make buildings and other things, or to burn the trees for heat. Sometimes, forests are lost because people want to make cities bigger: this means building roads and buildings on the land where the forests are.

## How does this affect us?

Although we live quite a way away from the Amazon all this deforestation will affect us. We know that we breathe out carbon dioxide. This is a poisonous gas and too much of it will hurt us. The trees take the carbon dioxide and eat it all up. Then when they have eaten it all up they spit out some lovely stuff called

oxygen. Oxygen helps us to breathe. It makes the air clean and things can grow better. Without trees we may not live.

### So what about the animals?

As large areas of the Amazon are lost, so too are the animals that live there. From the orangutans to the tiny spiders that creep in the undergrowth each animal lost is a sad story.



Look at these two pictures. The one on the left shows a baby orangutan at home in the Amazon. He looks like he is enjoying life. The picture on the right shows an orangutan that is clinging on to what is left of his home.

### What are the costs?

- More than 80% of the plants, animals, and insects living on land can be found in the world's forests!
- Today there is only about one-fifth of the original forests remaining
- Every year, an estimated 18.7 million acres of forest is lost. That's more than 20 million football fields!
- Cutting down trees releases all the carbon dioxide they once stored. Carbon dioxide is a greenhouse gas which traps heat from the Sun close to Earth's surface, causing global temperatures to rise and bringing about a process known as climate change.
- Fewer trees also means less rainfall and more drought, and many more animals and plants will face extinction as their forest homes are destroyed.

### **Comprehension:**

- 1) What do you think is happening in the pictures at the start of this report?
- 2) What does the word deforestation mean?
- 3) What habitat is lost when trees are cut down?

- 4) Find three reasons, from the text, for why people cut down trees in large amounts.
- 5) What do you think the word 'lumber' means?
- 6) How do trees help us?
- 7) What is an orangutan?
- 8) What percentage of plants, animals and insects living on Earth are found in the forest?
- 9) How many fifths of the world's forests have been destroyed, to date?
- 10) How many football fields worth of forests are destroyed each day?
- 11) Why do you think this report makes a comparison of 'football fields' in the facts?
- 12) What is climate change? (use the text to help find the answer)
- 13) What is a drought and what do you think the opposite of a drought might be?
- 14) Why are many animals facing extinction?
- 15) Can you think of a solution to this problem? What would you do if you were the prime minister?

## Writing task:

Imagine that you are the orangutan in both pictures. **Write two diary entries about your days in the forest.** One should be from the first picture and the other from the second picture. (you are the orangutan in both pictures -imagine how you feel)

### ➤ Write 2 short paragraphs.

- **In the first you should** be the young happy orangutan.
  - You have a lovely life and all the food you can eat.
  - You have trees to swing from. Fruit and vegetables to eat.
  - You can play with your friends and your brothers and sisters.
  - There are no humans around and it is a peaceful world that you live in.
- **In the second you should** be clinging onto the only tree stump left of your home.
  - You look around there are no trees left
  - You have no brothers and sisters left (they may have died)
  - There is nothing to eat
  - The humans keep coming with their diggers and loggers and making lots of noise and chasing you out.

## SPAG (spelling punctuation and grammar)

Re- write each of the following sentences and improve them. Change the underlined word for a better one. (Use a thesaurus if you have one - or cheat and use google)

Example: The humans had cut the trees down.

*The thoughtless humans, who's only interest was making money, had hacked great swathes of trees away, leaving nothing put pain.*

Remember to try to add some more information in each sentences

- 1) The land looked very boring.
- 2) The orangutan had brown hair.
- 3) The trees were broken and laid on the floor.
- 4) They made tables, chairs and homes with the wood.
- 5) The orangutan sat on the branch and wished he was with his sister.
- 6) A new road and shopping centre was going to be built.
- 7) The builders only had 3 more barns to build.

## D&T for week 6.

We all know that if we continue to use the world like we are we will run out of fresh air, animals, fish, habitats and many other important things which help us to live. With this in mind we need to seriously think of ways to re-use things and not keep throwing them away. Your task this week is to use an empty tin can (an old baked bean tin or tinned tomato can will do) and see how many different things you can make out of it. What can you use it for - instead of throwing it away?

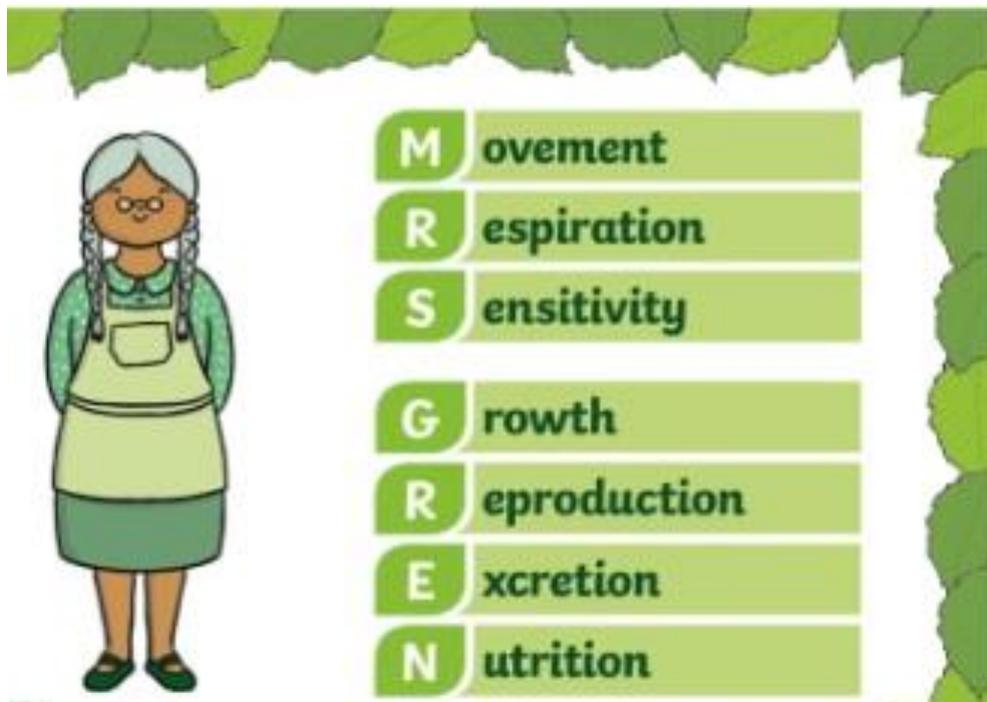


(Here are just a few ideas to get started)

We are sure that you will come up with some amazing ideas. Why not take photos of what you have made with your tin can so you can share with us. (you may even want to share them via e-mails to the year group.

## Science:

How well do you know about growing things? We have already learned that trees are being cut down by the football field load. All living things need to do the following to be alive. This is called a mnemonic (A way that helps you remember things)



All plants will need to do all of the above to be a living plant.

- all plants move, they bend in the wind and flowers close when they get cold.
- all plants respire or BREATHE. They take in sunlight and carbon dioxide and give us oxygen.
- all plants are sensitive, they feel light or heat, even if it is just their flowers moving to look at the sun.
- all plants grow, bit by bit they get bigger, bushier, grow taller or wider.
- all plants reproduce, they give out seeds or pips (conkers, tomato seeds, apple pips)

-all plants excrete. This means just like humans they get rid of waste that they do not need.

- all plants need nutrition (they suck up water through their stems or eat the sunlight beaming down on them.)

Your task is to draw and label a diagram to show all of the above things happening in a plant. Make it A4 size and be sure to include all 7 of the processes that are involved. Each label should have a brief explanation under the heading so that we can clearly see what your living plant is doing.

e.g.



**MOVE**

This plant is moving in the wind, its stem is bending.

## Week 6 Year 4 Maths

Continue to learn and revise your times tables.

Use 'Hit the button' <https://www.topmarks.co.uk/maths-games/hit-the-button> ,

Times tables check <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

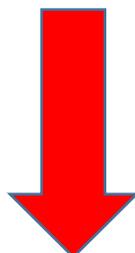
TT rock stars

Quick fire round  $3 \times \underline{\quad} = 30$

$7 \times \underline{\quad} = 49$

$6 \times \underline{\quad} = 72$

MORE MATHS







# Multiplication and Division

1. Fill in the missing numbers in the multiplication square.

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2		4		6		8	9		11	12
2	2		6	8		12	14		18	20		24
3	3			12	15		21	24		30	33	
4		8	12		20	24		32	36		44	48
5	5	10		20	25		35	40		50	55	
6	6		18	24	30	36			54	60		72
7		14	21			42	49	56		70	77	
8	8	16		32	40		56	64	72		88	96
9		18	27		45	54	63		81	90	99	108
10	10		30	40		60	70	80	90	100		120
11		22	33		55	66		88			121	
12	12	24		48	60		84		108	120		144

2. Explain the pattern of the 9 times table.

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KEEP GOING





<b>Deserts/dry/dry and rocky</b> China , Pakistan Kazakhstan, Afghanistan, Bahrain, Kyrgyzstan, Iran, Iraq, Jordan, the United Arab Emirates, Syria, and Oman	<b>A large area of land that gets less than 25cm of rain each year. Some deserts are hot all year (Sahara) others are cold (Gobi)</b>
<b>Tropical forest/ rain forest</b> Brazil, Democratic Republic of the Congo. Indonesia, Peru	<b>Habitats near the earths equator that receive at least 406cm of rain each year</b>
<b>Temperate forest /woodland</b> Northwest Europe, Canada's British Columbia, Eastern USA, and Western Asia. In the southern hemisphere smaller areas of this forest are found in southern Chile, Tasmania, in Australia, and on New Zealand's South Island	<b>Forests that have four seasons and trees with broad leaves</b>
<b>Coniferous/ forest/ woodland</b> Northern Europe through Scandinavia and Russia, and across Asia through Siberia to Mongolia	<b>Pine and fir trees live here. They have long cold winters and short moist summers</b>
<b>Mountains highlands/ slopes/ temperate and tropical</b> Tibet, Ethiopia, Kenya, Eritrea, Yemen, Ghana, Nigeria, Papua New Guinea, Syria, and Cantabria	<b>Masses of rock pushed up. The higher it is the colder it gets</b>
<b>Polar arctic/ tundra arctic</b> Canada, Sweden, Iceland, Norway	<b>Treeless with temperatures below 32° for ten months of the year. This part of the earth generally has a permafrost (the soil is frozen all year around)</b>
<b>Freshwater/ still wetlands/ boggy and swamp like</b> Canada, Russia, Botswana	<b>Full of aquatic plants. Has a low salt content.</b>
<b>Fresh flowing rivers/ lakes.</b> Taiwan, India, Pakistan, Germany,	<b>Flowing water -usually in one direction only. Oxygen levels can vary depending on wind and river direction.</b>
<b>Oceans/ inshore/ open sea</b> Atlantic, pacific, Mediterranean	<b>75% of the earth's surface and sunlight only reaching the top. Extremely dark the deeper the water.</b>
<b>Coastal areas/mangrove swamps</b> Indonesia, Brazil, Nigeria and Australia	<b>Very strong winds. Saltwater sitting in the swamps.</b>
<b>Coral reefs</b> Philippines, Indonesia, Malaysia and Papua New Guinea,	<b>Rainbow coloured structures on the ocean floor made of limestone. Salt water areas.</b>

This table shows us what type of areas make up our world. There are 11 different areas and each of them is different in some way to the next. Below are listed some animals and things that they like. You should look at the information about the animals and decide where in the world you think they would live. There are some clues in the information about each animal.

**Your task is to group animals to the area they would live. Draw up a table with the area on**

the left and the living creature on the right. In the third column you need to give examples of where in the world you would find them .

e.g. clown fish: A clown fish would live in the coral reefs because it likes cold salt water and enjoys nibbling off the limestone and eating the algae found on the coral.

Give your table a heading : **'Animals and where they can be found'**

**Here are a list of animals and some information that will help you decide which habitat they could be found in.**

Clown fish: like salt water and nibbling off limestone rocks.	Camel: has strong legs and hard hooves can walk for miles without a drink
Shark: enjoys swimming in deep oceans and Likes dark waters where it can sit and wait for its prey	Squirrel: lives in a drey (nest for squirrels) near the top of pine trees. Loves to eat pine cones and pine seeds.
Toucan: a bright bird that loves a tropical climate and enjoys sweeping across the canopy of forests	Deer: I love living in the woodland. I can hide in the undergrowth and eat the vegetation around the outside of a forest. Often I can leave the woodland and creep out into the field next to the forest. I love autumn best as the leaves fall and acorns drop
Goat: I love to climb. The rocks do not annoy me, they are a challenge. I like it most when I am high and it starts to get colder. Nobody can eat the food that I get to first. I have sturdy hooves to help me climb up the side of the mountain	Otter: I love to slip in and out of the water. The rushes help me to stay safe. They hide me. The water is full of aquatic plants which are very tasty
Arctic fox: I am completely white and blend in with everything. I can only catch things to eat if I am very careful. I have warm fur to keep me from getting too cold.	Crocodile: I like my fresh water. The banks of the lakes are where I sleep and often when I catch my prey as they come to drink at the waters edge.
Barnacle: I live by clinging to the roots of a mangrove tree. I suck up all the nutrients I need as the water from the sea comes in. when it goes out again I rest. If you were to walk on me bare foot my hard shell would cut your feet.	

### **SPELLINGS:**

This week spellings are all words that end with the suffix **ative...**

Use look, cover, write and check to practice these. Then use each spelling in a sentence. Try to make your sentences interesting (add brackets, add a fronted adverbial, put in some inverted commas)

creative	talkative	preservative	imaginative
informative	innovative	cooperative	negative
relative	operative		

Finally .... A family project :

PSHE Wellbeing

Check out this website for ideas at home.

<https://thedailymile.co.uk/at-home/>

Every week there are different ideas for you and your family to ‘get active.’



## THE DAILY MILE AT HOME

We would like to introduce all families across the UK to The #DailyMileAtHome. It's an easy and fun way to keep fit and maintain good health and wellbeing for you and your children.

[Read on below](#) 😊



Here are some of the previous week's activities.

Have a read over all the challenges and choose which ones appeal to you. Make sure you get your family involved as well. Have fun.

This was for week 1 of the shutdown:

### CHALLENGE 1: WEAR BLUE DAY (Wednesday or Thursday)

– head out for 15 minutes jogging or running wearing something blue. Dig out those socks, T-shirts, shorts, caps... you name it, you can wear it as long as it's blue. Extra respect for any blue face paint on show. Ready? Go!

### CHALLENGE 2: SIGNS OF SPRING

(Friday and over the weekend) – do The **#DailyMileAtHome** and see how many signs of spring you can spot. Blossom on the trees? Spring flowers in bloom? Or maybe some chocolate for the weekend? Take a picture during your 15 minutes of jogging or running and share @\_thedailymile **#DailyMileAtHome**

OK, there are only two challenges this week – well spotted. There'll be three next week, promise.

These are just a few ideas ... visit the web site if you can how many challenges can you and your family complete? Take pictures, share them with us via the Year 4 email address.



Hello year 4's. This is me sitting in my back garden with my dog Pepper. As you can see she is very alert. Every day she needs exercise, and quite a bit of it. Usually my husband is at home with her. She thinks something special has happened because I am home every day too!

I usually take her out very early in the morning, that way families who don't have dogs can enjoy their walks without worrying about dogs spoiling their fun.

When I go out I am always looking at the flowers and lovely nature that is around us. I love it when a new flower springs up and smiles at me. Very early in the morning you get to hear all sorts of birds too! So far I have heard the high pitch of a skylark, there beautiful song of a robin, a very early thrush who sings such a sweet song and also a cuckoo. If you can google cuckoos and find out all about them. **THEY ARE NOT VERY NICE!**

I have made a little 'bingo' type of game for you and your family to play when you next go on your walk or take some exercise (I do hope you are getting some fresh air- it's quite nice not having so many cars on the roads) All you need to do is print off some of these pictures and take them with you when you go out as a family. Each person needs to be able to see the pictures. You need to spot as many of the things as you can. When you spot them tick them off the list.

The first group are all plants, flowers or trees that you might see. You can make your own version of this - just to change it a bit!

The second group I have tried to make so that you can still play even if you do not have a park or green space around you....it's all about watching out and keeping alert.

I am missing school terribly ... I think I have forgotten how to teach. I will need you all to help me A LOT! When we get back - which I hope won't be long now. **ENJOY! AND SEE YOU SOON!**

Mrs M.