

Year 4 Home Learning Challenges- Topic, Art, PSHCE, RE, ICT + Science (Week 6)

Challenge 1: Science Sound -

This week, we would like you to choose your own sound experiment to do at home. There are 5 to choose from. Make sure you explain what you have done, what you used and what happened on the sheet provided.




Challenge 2: Art - Egyptian Pharaohs

How the Ancient Egyptians drew their pharaohs

- Heads were almost always shown in profile (sideways) view.
- It is easier to get the nose correct when drawing a face from the side.
- Profile heads also allowed the artist to show the ear and headdresses or hair.
- Some headdresses were twisted to show the front view to make the image clearer.



Different Ancient Egyptian Headdresses

<p>White crown The White Crown symbolised the pharaoh's control over Upper Egypt, and was worn on occasions involving Upper Egypt only.</p> 	<p>Red crown The Red Crown symbolised the pharaoh's control over Lower Egypt, and was worn on occasions involving Lower Egypt only.</p> 	<p>Atef crown The Atef Crown was a white headdress decorated with ostrich feathers. It was worn during some religious rituals.</p> 
<p>Double crown The Double Crown was a combination of the Red Crown of Lower Egypt and the White Crown of Upper Egypt. It symbolised the joining of the two lands, and the pharaoh's control over the two lands.</p> 	<p>Blue crown The Blue Crown (the Khepresh) was a blue cloth or leather headdress decorated with bronze or gold discs. The Blue Crown was worn in battles, as well as on ceremonial occasions.</p> 	<p>Nemes Headdress The Nemes Headdress was a blue and gold striped head cloth.</p> 

Turn yourself into a pharaoh!



Challenge 3: ICT

Tuesday 9th February is Safer Internet Day. Using what you already know about e-safety from lessons in school, fill in the magnifying glass template with ideas of how to make the internet a safer and more trustworthy place.

You can include...

- Questions to ask when you are looking at information online. For example: Who wrote this? Why was it written?
- Pictures of what a better, more trustworthy internet could look like or images of online clues that may make something seem less reliable/trustworthy.
- Pledges of what you will do to help create a more trustworthy internet. For example: 'I will only share things I have checked are true' or 'I will support my friends if fake news upsets them.'
- Or any other way they like to support making the internet safer.

An example:

Let's create #AnInternetWeTrust

I know I can trust Spiderman cartoons on the internet because it's Marvel and I watch them with Daddy

News about my Kickstarters sessions on Facebook is real because it's from my coaches who I know

EducationCity

My teacher Miss Holt tells me to learn on Education City, so it must be true

Archie

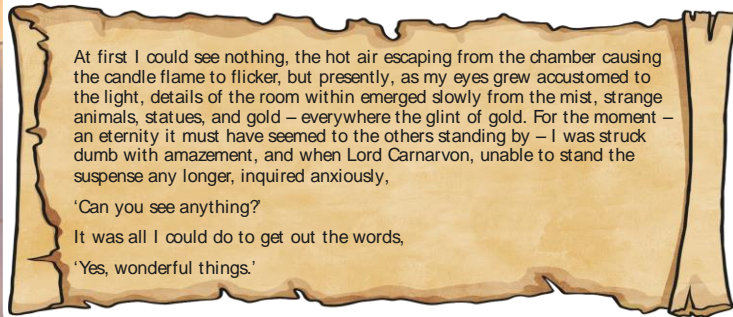
UK Safer Internet Centre | An internet we trust | #SaferInternetDay | saferinternetday.org.uk | #AnInternetWeTrust

Challenge 4 - Topic

LI: Can I write a diary entry as Howard Carter?

Use the information you collected from your research last week to write a diary entry as Howard Carter when he discovered Tutankhamun's tomb.

Here is an example of Howard Carter's own diary describing the event...



Below is a template to help you write your diary entry:

Challenge 5: PSHCE

LI: I know how to make a new plan and set new goals even if I have been disappointed.

We all face disappointment sometimes. Staying positive, having determination, resilience and self-belief can really help us manage being disappointed. Negative feelings are a natural part of being disappointed but can be unhelpful to us if we hold on to them for too long.

- Why is this?
- What is self-belief?
- Where does it come from?

Task: Come up with a three-step approach to help someone reach their dream. Write or draw your guide to help someone overcome disappointment.

- How might they stay positive and resilient?
- Who might help them to reach their goal?
- How will they know when they have achieved their goal?

Challenge 6: RE

LI: What links are there between Bible stories studied and the importance of love, and life in the world today?

Recap:



Think about the 3 Bible stories you have looked at in this unit.

➤ What were the messages Jesus taught through his example or telling of parable?



Jesus calls the disciples

Message:



Jesus touched and healed the man with leprosy.

Message:



The parable of the Good Samaritan

Message:

Thinking about all of these stories, see if you can complete a triptych (3 connected images).

- In the middle panel, put an image of something that you think is wrong in the world around you – something that people are doing or causing that you do not think is right with a sentence to say

Dear Diary,

Before I entered the tomb I was feeling _____

We walked towards the tomb and started to break the seal.

As I opened the door I saw _____

I felt _____

I heard _____

I took a step forwards and discovered _____

"Can you see anything?" asked Lord Carnarvon. "Yes, wonderful things!" I gasped.

what is happening.

- In the left hand panel, draw and write what Jesus might do using what you have learnt so far about the world Jesus would want.
- In the right hand panel, draw and write what you might do in that situation to make it right or better (it does not have to be the same as what Jesus would do!)

What kind of world would Jesus want?

