

HOME LEARNING PACK



Year 4 Home Learning Pack

Date: 1st June 2020

Year 4
Day 1
1st June, 2020

Writing – Transcription and Spelling

Suffixes

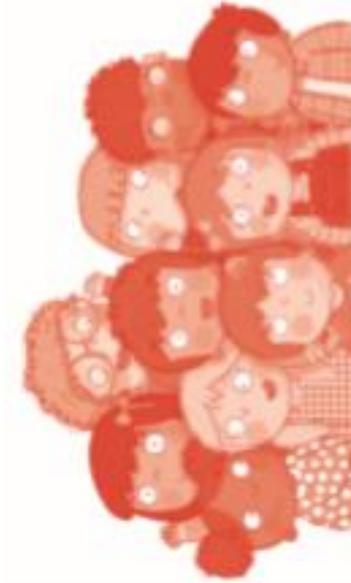
Challenge 3

1 The following words end with the suffix -ous.

Insert the correct word in each sentence.

serious	courageous	outrageous
spontaneous	enormous	curious

- The crowd erupted in _____ applause.
- I was in _____ trouble.
- My friend has the most _____ cat.
- When she fell over, she was so _____.
- It was _____ that the Christmas fair was cancelled.
- The most _____ thing happened today.



Total marks /2

How am I doing? ☺ ☹ ☻ ☻ ☻ ☻

Marks: A

Day 1 – English; Monday, 1st June, 2020

LI – To be able to recognise the suffixes; **ous** and **sion**.

Writing – Transcription and Spelling

Suffixes

Challenge 1

1 Underline the suffix in each of these words.

- a) fabulous
- b) famous
- c) horrendous
- d) jealous
- e) dangerous

2 Draw a line to match each word to its correct definition.

fabulous	famous	horrendous	jealous	dangerous
known about by many people	extraordinary, great	risky, could cause harm	extremely unpleasant	feeling resentment for what other people have

Grammar **Punctuation** **Spelling**

Challenge 2

1 Tick the words ending in the suffix -ous that make sense.

serious	<input type="checkbox"/>	largeous	<input type="checkbox"/>	mountainous	<input type="checkbox"/>
nastyous	<input type="checkbox"/>	glamorous	<input type="checkbox"/>	hillous	<input type="checkbox"/>
obvious	<input type="checkbox"/>	lateous	<input type="checkbox"/>	nervous	<input type="checkbox"/>

Mark _____ /10

Mark _____ /5

Day 1 – Maths; Monday, 1st June, 2020
LI – To be able to add two fractions together.



Adding Fractions

Colour in the fraction bars to show these calculations and then give the answers.

1. $\frac{1}{5} + \frac{2}{5} = \boxed{}$ 

2. $\frac{3}{10} + \frac{3}{10} + \frac{3}{10} = \boxed{}$ 

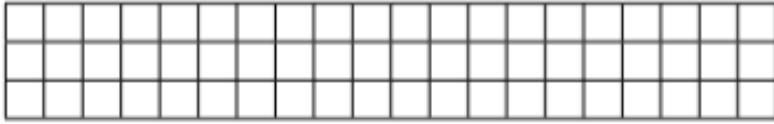
3. $\frac{8}{9} + \frac{1}{9} = \boxed{} \text{ or } \boxed{}$ 

4. $\frac{4}{10} + \frac{2}{10} = \boxed{} \text{ or } \boxed{}$ 

Draw fraction bars to show these calculations and then give the answers.

5. $\frac{3}{10} + \frac{2}{10} = \boxed{}$ 

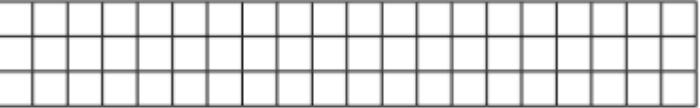
6. $\frac{5}{10} + \frac{3}{10} = \boxed{} \text{ or } \boxed{}$ 

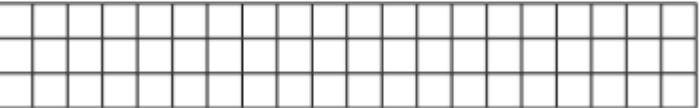
7. $\frac{1}{100} + \frac{2}{100} = \boxed{} \text{ or } \boxed{}$ 



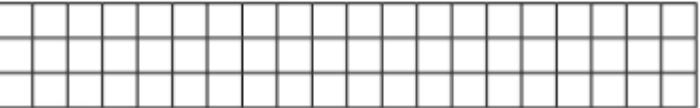
Draw fraction bars to show these calculations and then give the answers.

8. $\frac{4}{10} + \frac{3}{10} = \boxed{}$ 

9. $\frac{4}{100} + \frac{2}{100} = \boxed{} \text{ or } \boxed{}$ 

10. $\frac{4}{100} + \frac{3}{100} = \boxed{} \text{ or } \boxed{}$ 

11. $\frac{2}{10} + \frac{1}{10} = \boxed{} \text{ or } \boxed{}$ 

12. $\frac{3}{10} + \frac{2}{10} + \frac{1}{10} = \boxed{} \text{ or } \boxed{}$ 

History; Day 1 – 1st June, 2020

Complete reading the rest of the text about what it was like to live in the Bronze Age;

<https://school.eb.co.uk/levels/foundation/article/Bronze-Age/439911>

Bronze Age



People used bronze to make tools during the Bronze Age.

© Stanislav Khokholkov/Shutterstock.com

Article Reading Level

1

2

Introduction



The Bronze Age was a time in early human history when people first began to use tools made of **bronze**. Bronze is a hard, yellowish alloy, or mixture of metals. People make it by melting copper and tin together. The Bronze Age began in some places about 5,000 years ago. It began later in other places. Learning how to use bronze led to advances in many areas of human life.

Related



History; Day 1 – 1st June, 2020

LI - To be able to understand what it was like to live in the Bronze Age.

Look at the Bronze Age items below and draw a Modern version of the items. How similar or different are they?



3,000 BC

Construction begins on the Stonehenge.



2,500 - 1,500 BC

'Bell Beaker' culture arrives in Britain.



2,500 - 800 BC

Bronze axes are developed.



2,500 - 800 BC

Metal work becomes increasingly sophisticated.



1,200 - 800 BC

Tribal kingdoms and Celtic cultures develop in Britain.



1,200 - 800 BC

Round houses are the main domestic structure.

800 BC



Bronze Age ends.
Iron Age begins.

Year 4
Day 2

Date: 1st June 2020

Day 2 – English; Tuesday, 2nd June, 2020

L1 – To be able to use brackets effectively.

Copy out the sentences below and complete them using an option from the phrase bank.

The phrases provide extra information, so they should go **inside** the **brackets**.

Top tip!

Read the sentences carefully. They should still make sense with the extra information added.



Phrase bank

- *Home of the Humans*
- *who was puzzled*
- *with a great roar*
- *the god of fire*
- *filled with trees, lakes, flowers and rivers*
- *who lived a long time ago*

1. The Vikings (.....) sailed around in very long ships.
2. Loki (.....) watched Odin create the world.
3. Loki (.....) said, "Isn't it a bit generous, giving a home to our enemy the giants?"
4. Odin (.....) sent a freezing wind across the blackness.
5. Odin breathed gently and a new world (.....) appeared.
6. This land was called Midgard (.....).

Activity 3

Finish these three sentences by putting your own extra information inside the **brackets**.

For example: **The Giants (who were the gods' enemies) lived in a land made from freezing cold ice and frost.**

Top tip!

- Read the whole sentence first.
 - Remember that brackets add information about whatever is directly **before** them in the sentence.
1. The palaces (.....) had turrets of gold and silver.
 2. This land was called Asgard (.....).
 3. Odin (.....) created the world.



Have a go at writing two of your own sentences about the video, using **brackets** to add extra information. Look at the previous examples to help you.

Day 2 – Maths; Tuesday, 2nd June, 2020

LI – To be able to subtract fractions including subtracting from wholes.

Think together

Unit 9: Fractions (2), Lesson 3

- 1 Holly cooks 3 pizzas for her family. She eats $\frac{2}{3}$ of a pizza.

How many pizzas does she have left?

$$3 - \frac{2}{3} = 2 \frac{\square}{\square} - \frac{\square}{\square}$$

$$= \frac{\square}{\square} + \frac{\square}{\square}$$



Holly has $\frac{\square}{\square}$ pizzas left for her family.

- 2 Abdul orders 8 pizzas for a party.

He eats $\frac{3}{5}$ of a pizza before his friends arrive.

How many pizzas are left for his friends?

$$8 - \frac{\square}{\square} = \frac{\square}{\square} - \frac{\square}{\square}$$

$$= \frac{\square}{\square} + \frac{\square}{\square}$$



There are $\frac{\square}{\square}$ pizzas left for Abdul's friends.

Day 2 – Maths; Tuesday, 2nd June, 2020

LI – To be able to subtract fractions including subtracting from wholes.



Unit 9: Fractions (2), Lesson 3

- 3 There are 5 cheese and tomato pizzas and 5 mushroom pizzas for a party.

Each pizza is cut into 7 slices.

- a) Some of the cheese and tomato pizza is eaten.

There are $4\frac{2}{7}$ cheese and tomato pizzas remaining.



What fraction of cheese and tomato pizza has been eaten?

of a cheese and tomato pizza has been eaten.

- b) Some mushroom pizza is eaten by 2 people.



There are now $4\frac{2}{7}$ mushroom pizzas left.

How much mushroom pizza has been eaten?

How many ways could it have been shared between 2 people?



I will use fraction strips to represent the pizzas.

Day 2 – Maths; Tuesday, 2nd June, 2020

LI – To be able to subtract fractions including subtracting from wholes.

Unit 9: Fractions (2), Lesson 3

Subtracting fractions ②

- 1 Amelia has 2 cakes. She eats $\frac{1}{8}$ of one of the cakes with her friend.

How much cake does she have left?



$$2 - \begin{array}{c} \boxed{} \\ \hline \boxed{} \end{array} = \begin{array}{c} \boxed{} \\ \hline \boxed{} \end{array} - \begin{array}{c} \boxed{} \\ \hline \boxed{} \end{array} = \boxed{}$$

Amelia has $\boxed{}$ cake left.

- 2 Complete the following calculations. Use the fraction strips to help you.

a) $3 - \frac{1}{5} = \boxed{}$

d) $3 - \frac{4}{5} = \boxed{}$



b) $3 - \frac{2}{5} = \boxed{}$

e) $3 - \frac{5}{5} = \boxed{}$



c) $3 - \frac{3}{5} = \boxed{}$



Geography ; Day 2; Tuesday, 2nd June, 2020

LI - To be able to use the internet to fill in the missing gaps about mountains.
Challenge – Write the list of mountains in order from the highest to the lowest.

Mountain Area	Continent	Named mountain	Height (Metres)
	North America		4399
Andes Mountains		Anconcagua	
		Mt Everest	
Ethiopian Highlands		Mt. Batu	4307
Pyrenees		Pic de Aneto	
Ural Mountains		Mt. Narodnaya	1894
Alps			4807
Great Dividing Range	Australasia		
Caucasus		Mt Elbrus	
Atlas Mountains		Toubkal	

Year 4
Day 3
3rd June 2020

LI – To be able to revisit the rules for apostrophes for contraction and use them in your writing.

Read the paragraph below.

There are five pairs of words that **could** be contracted but aren't.

Find them and write the **contracted** form of the word down on paper.

For example: **did not = didn't**

Top tip!

Check your spelling and punctuation carefully. The apostrophe should go where the letters have been taken out.



Many years ago, people thought that women could not be scientists. Luckily, this is not the case today! In Poland, where Marie Curie lived, girls were not allowed to go to university so her parents sent her in secret. She later married a French scientist called Pierre. They worked together looking at elements and discovered radium and radioactivity. She would later receive two Nobel prizes: one with her husband in physics and one in chemistry on her own. Marie was the first woman to win a Nobel prize. Unfortunately, Marie Curie got ill and died but she will be remembered for being an inspiration, showing girls they can do anything.

Day 3 – English; Wednesday, 3rd June, 2020

LI – To be able to revisit the rules for apostrophes for contraction and use them in your writing.

Activity 3

Now write your own paragraph about someone who inspires you. For example, a teacher, a parent, or a brother or sister.

Aim to write eight sentences and use at least five contractions.

When you've finished, circle all your **contractions**.
How many did you use?

Top tip!

Try changing these words into **contractions** and using them in your writing.

should have, did not, could not, cannot, I will, they are



Day 3 – Maths; Wednesday, 3rd June, 2020

LI – To be able to find a unit fraction of an amount.

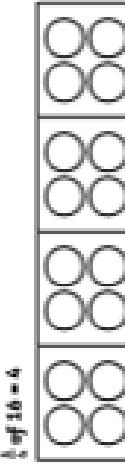
Colour or circle the answers.



2) a) $\frac{1}{3}$ of 12 = 4



b) $\frac{1}{4}$ of 16 = 4



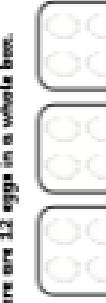
c) $\frac{1}{5}$ of 15 = 3



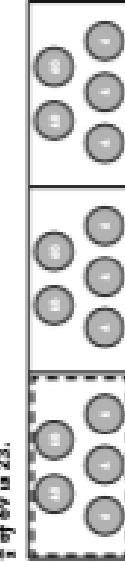
3) There are 12 strawberries in a whole punnet.



4) There are 12 eggs in a whole box.



5) $\frac{1}{4}$ of 60 is 15.



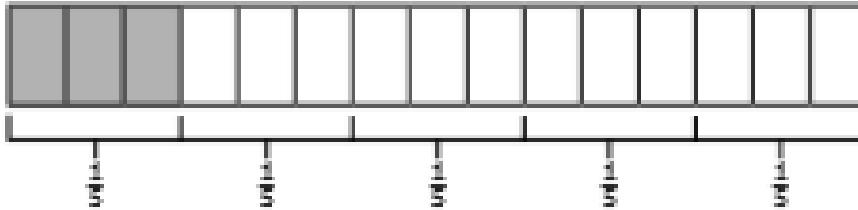
Day 3 – Maths; Wednesday, 3rd June, 2020

LI – To be able to find a unit fraction of an amount.

Look at the visual representations used to answer question 1 and 2.
Now use illustrations to show the answer to question 3.

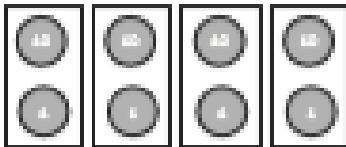
- 1) Andrew has 15 toys altogether. If 3 cars represent $\frac{1}{5}$, then $\frac{5}{5}$ is 15.

Children may choose to show their answer visually:



- 2) $\frac{1}{4}$ of 44 is 11 because $44 \div 4 = 11$. Therefore, Yanick is correct.

Children can prove their answer using a diagram:



- 3) $\frac{1}{11}$ of £33 is £1. Jamil has £22 left to spend in the sports shop.

$\frac{1}{11}$ of £22 is £1.

Jamil bought either:

- one tennis racket and a water bottle ($\$10 + \$1 = \$11$)
- 11 water bottles ($11 \times \$1 = \11)
- 1 set of tennis balls and 5 water bottles ($\$6 + \$1 + \$1 + \$1 + \$1 + \$1 = \$11$)



Day 3 – Maths; Wednesday, 3rd June, 2020

LI – To be able to find a unit fraction of an amount.

Look at the visual representation used to answer question 1.
Now use illustrations to show the answers to question 2, 3 and 4.

1) $\frac{1}{6}$ of 48 is 8. Becky would get 8 sweets in total.



$\frac{1}{8}$ of 48 is 6. Analley would get 6 sweets in total.



Therefore, Becky would get the most sweets.

2) In Shop A, $\frac{1}{5}$ of £42 is £14. $£42 - £14 = £28$.

In Shop B, $\frac{1}{7}$ of £42 is £7. $£42 - 7 = £35$.

Shop A sells the jumper at the cheapest price.

It is £7 cheaper than Shop B.

3) $\frac{1}{7}$ of 70 = 14

$\frac{1}{5}$ of 70 = 10

The school council should aim to sell $\frac{1}{4}$ of the packs of raisins, as they would sell 14 packs in total. This is four more packs than they would sell if they sold $\frac{1}{5}$ of the packs.

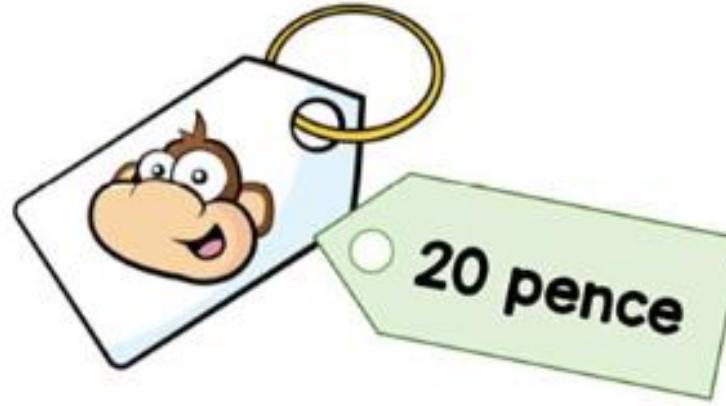
4) There are nine possible answers:



Day 3 – Maths; Wednesday, 3rd June, 2020

LI – To be able to find a unit fraction of an amount

Lola buys this key ring.



Her mum gives a quarter of the money.

She pays for the rest herself.

How much does she pay herself?

Friction - Advantages and Disadvantages

Look at the images and decide if friction is an advantage or disadvantage in the situation, then colour in the box you have chosen. Explain why.



fidget spinner

advantage disadvantage

My explanation:



running shoes

advantage disadvantage

My explanation:



bike brakes

advantage disadvantage

My explanation:



playground slide

advantage disadvantage

My explanation:

Year 4
Day 4
4th June, 2020

English - Day 4 – Thursday, 4th June, 2020
To be able to revise the rules for apostrophes for possession and use them in your writing.

Read the story summary below, then re-write it using apostrophes for possession to make it easier to understand and flow better.

For example:

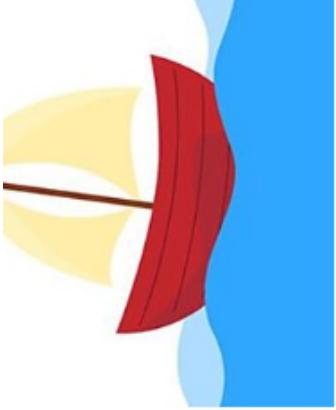
The sail that belonged to the boat rippled softly in the breeze.

The boat's sail rippled softly in the breeze.

You need to change eight sentences.

Top tip!

Watch out for plural nouns and remember the rule for them is slightly different; you just add an apostrophe – no extra s.



Near the edge belonging to a cliff, on a peaceful and isolated patch of land, there was an inn. The inn was run by a young boy called Jim Hawkins. The mother that belonged to Jim was exhausted and his father had died.

One day, a strange thing happened. An old sailor pushing a huge chest appeared at the inn. The pony tail that belonged to the man was hung low on his back and he wore an earring in his left ear. He told Jim to call him 'Captain'. The chest that belonged to the Captain was very heavy so Jim helped him carry it to his room.

After a few weeks, a strange man called Black Dog appeared and got into a fight with the captain. The missing fingers that belonged to Black Dog made him very memorable. The next day, a blind man visited and soon after, the captain mysteriously died.

Jim and his mother looked inside the chest that belonged to the captain and found clothes, gold and some parchment.

Suddenly, a boat that belonged to some pirates pulled up by the inn. They ran up the path and the shouts that belonged to the pirates could be heard inside the inn. What would Jim do now?

To be able to revise the rules for apostrophes for possession and use them in your writing.

Activity 3

Write five of your own sentences about the video.

Each should include an apostrophe for possession.

At least one sentence needs to show an apostrophe with a plural noun.

They can be separate sentences or they can follow on from each other.

For example:

Billy Bones' chest contained some money. Jim's mother was very honest and only took what was owed to her.



Remember: When a singular noun ends in an s already (like 'Billy Bones'), you don't need to add an extra s.

Day 4 – Maths; Thursday, 4th June, 2020

LI - To learn how to solve problems by adding, subtracting and finding fractions.

Fractions, Decimals and Percentages

Fractions and Decimals

1

a) Shade $\frac{1}{5}$ of this shape:



$\frac{1}{5}$

b) Shade $\frac{2}{3}$ of this shape:



$\frac{2}{3}$

2

Tick the calculation that has the smallest answer.

$\frac{1}{4}$ of 20

or

$\frac{1}{3}$ of 18

Explain how you know.

$\frac{1}{3}$

3 Pia has 20 apples.

$\frac{3}{4}$ of her apples are red.

How many red apples does Pia have?



$\frac{15}{4}$

4 Tom and Ben share a bar of chocolate.

Tom has $\frac{1}{8}$

Ben has $\frac{3}{8}$

What fraction of the bar is left?



$\frac{1}{2}$

Day 4 – Maths; Thursday, 4th June, 2020

LI - To be able to learn how to solve problems by adding, subtracting and finding fractions.

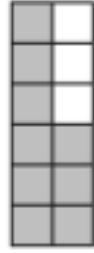
Fractions and Decimals

- 5 Jenny spends $\frac{1}{2}$ hour on her reading and $\frac{3}{4}$ hour on her maths homework.

How many hours does she spend studying in total?

hours

1 mark



Complete these fractions to show how much of the grid is shaded:

$$\frac{\square}{12} = \frac{3}{\square}$$

2 marks

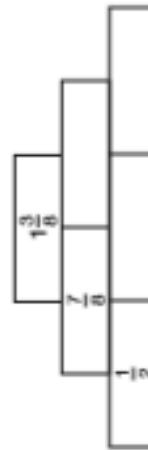
- 7 Write $<$, $>$ or $=$ between each pair of fractions.

$$\frac{5}{7} \quad \square \quad \frac{10}{14} \qquad \frac{3}{6} \quad \square \quad \frac{10}{24} \qquad \frac{2}{5} \quad \square \quad \frac{12}{25} \qquad \frac{1}{3} \quad \square \quad \frac{1}{2}$$

- 8 In an addition wall, you add the two numbers below to get the number above, like this:



Complete this addition wall:



3 marks

ICT; Day 4; Thursday, 4th June, 2020

LI - To be able to learn about how the internet works and how you can use search engines to use the internet.

Perfect Passwords

I can use technology safely, respectfully and responsibly.

Being safe online is very important. Lots of websites ask you to set up a password.

What makes a good password?

Include numbers, letters and symbols.

Use at least one capital letter.

Make it something that you will remember but others cannot guess.

Make it at least 8 characters long.

Never use obvious names or dates.

Don't share your password with friends.



Ella is 9. She goes to Longmead Primary School. She lives at 9 Brook Close. She enjoys playing football and netball. Her favourite team is Arsenal. At home she has two dogs called Charlie and Chimp.

Ella's perfect password:



Mia is 13 and attends Brixbury Secondary School in Devon. She makes jewellery and likes knitting and sewing. She likes shopping with her friends at the weekend. She has a grey cat called Pixie.

Mia's perfect password:



Amir is 10. His birthday is in March. He goes to Fairfield Junior School in Leeds. He belongs to Fairfield Athletic Club and is very good at long jump. His favourite colour is blue. He lives with his two brothers.

Amir's perfect password:

What about you? What would your perfect password look like? Follow the rules to create your own strong password. Enter it into a password checker website and see how strong your password is. Remember, don't tell anyone your idea for a password!

Year 4
Day 5
5th June, 2020

The Race

It was the final lap of the race. The sixty-sixth lap of hair-raising, one hundred miles per hour madness. John was all set for the victory. Around the final bend he came, then bang...

Everything stopped. John could see the flashes of red, green and blue flying past and on to the finish line.

He placed his head in his hands and sighed.

How is John feeling at the end of this story?

Why would he be feeling that way?

twinkl.co.uk

The Trip

I can't believe I'm actually here. The towns below look so small and I can see for miles in every direction. The engine is whirring and there's a man in the aisle next to me eating crisps. "Don't be afraid. It's natural to be a bit nervous." Mum said before we got on board. I'm definitely not nervous now. It's brilliant!

Who is speaking?

Where are they?

How were they feeling before getting on board?

twinkl.co.uk

My Favourite Subject

I love science because we do great experiments, like launching parachutes and making electrical circuits. When I get home I'm going to have another go at making a space rocket powered by balloons. I hate running out of time in experiments, but if I have tea early, it should be ok.

Has the child run out of time in experiments before?

Is the child worried about something?

twinkl.co.uk

Hiding Place

"10-9-8-7..."
Chelsea dived in. The material was all soft and warm but she could tell that she was very easy to spot.
"I know," she said to herself, and climbed out of the bed to hide underneath it.

What game is Chelsea playing?

Describe Chelsea's first hiding place.

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Multi-Step Word Problems

Fractions of Amounts

1. Sarah entered a 500-word story competition. She wrote her story over two evenings. On the first evening, she wrote $\frac{5}{8}$ and on the second evening she wrote the rest.
 - a. How many words did she write on the first evening?
 - b. How many words did she write on the second evening and what fraction was this?
2. Two families, the Smiths and the Taylors, go to a restaurant for a meal. At the end of the night, when they pay their \$150 bill, they decide to split the bill equally between the two families. Mr Smith pays for his family's half of the bill. The Taylor family, however, decide to split their half of the bill between each of their family members, each member paying $\frac{1}{3}$ of their family's bill.
 - a. How much do the Smiths pay?
 - b. How much do each member of the Taylor family pay?
3. There were 150 school children going on a school residential trip. There were 2 coaches, each carrying $\frac{1}{3}$ of the children. On coach B, $\frac{1}{12}$ of the children had medication with them.
 - a. How many children were on each coach?
 - b. How many children had medication on coach B?
4. A retired couple won £800 on the lottery. They decided to give $\frac{1}{4}$ to their family and to spend $\frac{1}{2}$ on a weekend away for themselves.
 - a. How much money did the couple give to their family?
 - b. How much money did they spend on their weekend away?
5. Jane watched a film that was 120 minutes long. $\frac{2}{3}$ of the way through the film, the doorbell rang. She paused the film to answer the door and it was the postman with a parcel.
 - a. How many minutes of the film had she watched before the postman arrived?
 - b. How many minutes of the film did she have left to watch and what fraction of the film was this?

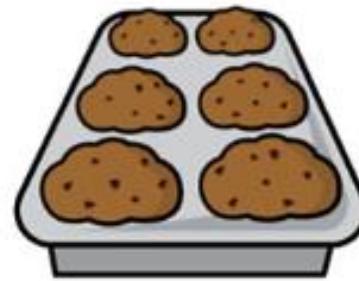
Day 5 – Maths; Friday, 5th June, 2020

LI - To learn how to solve problems by adding, subtracting and finding fractions.

6. A cake maker is baking a wedding cake that needs three different sized tiers. The mixture has a mass of 4000g. He uses $\frac{1}{2}$ of the mixture for the bottom tier, $\frac{3}{8}$ of the mixture for the middle tier and $\frac{1}{8}$ of the mixture for the top tier.
- What is the mass of the mixture in the bottom tier?
 - What is the mass of the mixture in the middle tier?
 - What is the mass of the mixture in the top tier?
7. A dressmaker has 12m of fabric to make an outfit. He makes a bag with $\frac{1}{12}$ of the fabric, a skirt with $\frac{1}{3}$ of the fabric and a top with the rest.
- How much fabric is used for the bag?
 - How much fabric is used for the skirt?
 - How much fabric is used for the top and what is this as a fraction of the total fabric?
8. A chef ordered thirty-six eggs for her restaurant. $\frac{1}{3}$ of the eggs were used for a chocolate brownie special and $\frac{1}{4}$ of the eggs were used for cooked breakfasts. From the remainder, $\frac{1}{2}$ of the eggs were used for the meringue in an Eton Mess pudding.
- How many eggs were used for the chocolate brownie?
 - How many eggs were used for the breakfasts?
 - How many eggs were used for the Eton Mess?
 - How many eggs were left?
9. At the Olympics, a country won 60 medals. $\frac{1}{3}$ of the medals were gold, $\frac{1}{2}$ of the medals were silver and $\frac{1}{6}$ of the medals were bronze.
- How many medals were gold?
 - How many medals were silver?
 - How many medals were bronze?
10. At the local triathlon, competitors travel a total distance of 20km. They cycle $\frac{4}{5}$ of the distance, run $\frac{3}{20}$ of the distance and swim $\frac{1}{10}$ of the distance.
- How far do the competitors cycle?
 - How far do the competitors run?
 - How far do the competitors swim?

Challenge 1

Eric bakes these two trays of muffins.



He eats 2 muffins.

His dad eats 3 muffins.

His sister eats 4 muffins.

How many muffins does he have left?

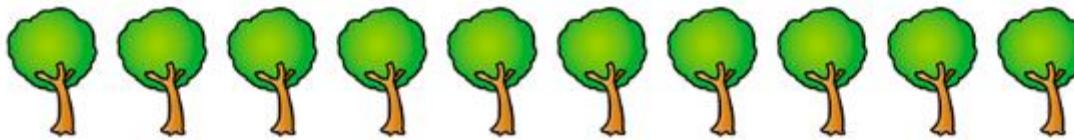
Challenge 3



How old is the teacher?

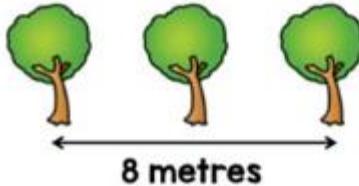
Challenge 4

Ten trees are planted in a row.



The trees are spaced out equally.

The distance between the fourth and sixth tree is 8 metres.



What is the distance between the first and last tree?

Challenge 5

Filip has these five digit cards.



He uses all of the cards to make a three-digit number and a two-digit number.

He multiplies the two numbers together and the answer is **15,741**.

$$\begin{array}{r} & \times \\ \begin{array}{c} 2 \\ 3 \\ 5 \\ 7 \\ 8 \end{array} & \times \\ \hline 1 & 5 & 7 & 4 & 1 \end{array}$$

What are the two numbers Filip makes?

Music Day 5 - Friday, 5th June, 2020

LI - To be able to learn about Dynamics and Tchaikovsky.

Read about the life of Tchaikovsky on the Power point and complete the task on the next slides.

<https://bam.files.bbci.co.uk/bam/live/content/zhdfl382/pdf>



Day 5 – Friday, 5th June, 2020

Watch the bbc video; <https://www.bbc.co.uk/bitesize/articles/z6bpf4j>

Complete the worksheet on the next slide.

Activity 2

Explore dynamics with the Ten Pieces Party

Watch this clip from the Ten Pieces
Party Live Lesson.

Download this worksheet and listen
for the instructions in the clip.

- Worksheet: Exploring dynamics
- Gweithgaredd: Archwilio
Dynameg



Learn about dynamics in Mussorgsky's A Night On The Bare
Mountain with the BBC National Symphony of Wales conducted by
Clark Rundell.

Music Day 5 Friday, 5th June, 2020

LI – To be able to learn about Dynamics and Tchaikovsky.



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Activity 3: Exploring dynamics

The orchestra will play Mussorgsky's A Night on the Bare Mountain.

Listen out for the instructions during the lesson. While the orchestra plays, listen carefully to the first eight bars.

What dynamics do you think the music starts with?

- a) very quiet – gets louder – then quiet – then loud – then quiet again
- b) Loud – gets louder – then quieter
- c) Very loud – gets quieter

During the lesson we'll be introducing you to simple dynamic markings, and how different dynamics can influence the mood and feel of a piece of music.

Here's a useful table of some dynamic markings and what they mean:

SYMBOL	WORD	MEANING
f	forte	loud
p	pieno	quiet
F	fortissimo	very loud
pF	pienos-forte	very quiet
v	mezzo-forte	quite loud
mp	mezzocanto	quite quiet
crescendo		getting louder
diminuendo or decrescendo		getting quieter

Extended activity after the lesson:

Now that you know what each dynamic marking means, try adding them to your composition. Think about how you want your composition to feel, and what dynamics would help get that mood across. You can try writing out your full composition in the space below.

And remember, you don't have to use musical notation if you're a beginner. Try using words to convey the rhythm, and writing down the letters of the notes for the melody.

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Activity 3

Paint a picture in response to the music

Watch how Ricky Martin from Art Ninja creates a painting with sponges while listening to the music. Follow these steps to make your own painting:

1. Get some paints or pens out ready to paint
2. Have a piece of paper ready
3. Set the music of A Night On The Bare Mountain playing (you can get an mp3 or video of a performance from [Ten Pieces.](#))
4. Paint along to the music



Watch Ricky Martin from Art Ninja make a painting with sponges while listening to Mussorgsky's A Night On The Bare Mountain.

Tip: The loud sounds and the quiet sounds can have contrasting colours.