



Please email us your work to:  
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### REMARKABLE WRITING!

Have you ever flown a kite? If you have, how did it make you feel? If you haven't, you can use this link to see some truly amazing kites! <https://www.youtube.com/watch?v=SRmuJRAajMs>

Now have a look at the picture on the attached sheet. Begin by jotting down all the words that come to mind when you look at the picture. Include words to describe what you can see as well as how it makes you feel. Try to include adjectives, adverbs and some similes. Challenge yourself to think of a metaphor, some alliteration and perhaps even some onomatopoeia.

You now have a wonderful word bank to help you write a descriptive paragraph using the picture as your starting point.

**When you have finished, please remember to edit your work!**

**Capital letters, punctuation and check it makes sense.**

**Spelling**

**Uplevelling – improve some word choices or add an extra wonderful word; re-word a sentence thinking about the openers.**

### RESILIENT READERS!

Attached below is a short story called 'The Kite'. There are a few comprehension questions at the bottom of the sheet for you to answer.

Now try answering these extra questions:

**How did Tyler's feelings change by the end of the story? How do you know?**

**Can you collect words from the text that demonstrate how he felt before and after flying the kite?**

**Can you add some of your own words to describe Tyler's feelings?**

### Vocabulary challenge!

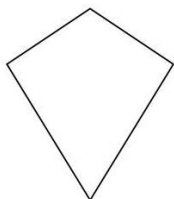
There are 3 levels of this challenge attached below. You need to look at the words and order them according to the strength of meaning.

**Can you then find a different way to order them?**

**Can you explain what you have done to someone else?**

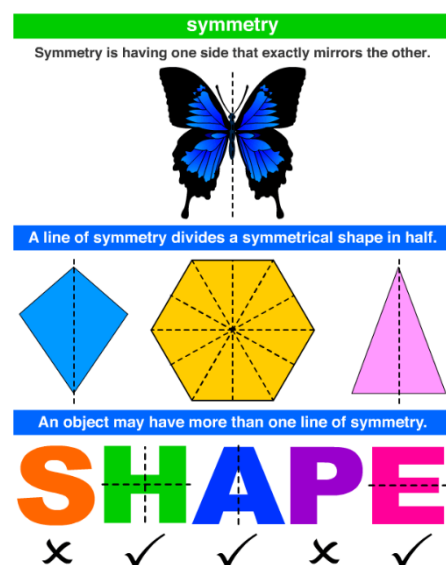
### MARVELLOUS MATHS!

There is a very clear link between maths and kites ... if we asked you to draw a kite, it is very likely this is the shape you would draw! This is, mathematically, a 2D shape called a kite!



The patterns on a kite are sometimes symmetrical, so this is the theme of your maths activity. You will see the definition of a line of symmetry attached below. It would be helpful for you to investigate it in this way. If you have a mirror and you hold it on the line of symmetry you will then be able to see the complete shape. If the shape looks peculiar, then it is not a line of symmetry.

Now you can have some fun with symmetry! There are a variety of activities attached as a separate document with the Home Learning Matrices on the school website.



## SUPER SCIENCE!

### Design and Test a Parachute

Learn about air resistance while making an awesome parachute! Design one that can fall slowly to the ground before putting it to the test, making modifications as you go.

#### What you'll need:

- A plastic bag or light material
- Scissors
- String
- A small object to act as the weight, a little action figure would be perfect

#### Instructions:



1. Cut out a large square from your plastic bag or material.
2. Trim the edges so it looks like an octagon (an eight sided shape).
3. Cut a small whole near the edge of each side.
4. Attach 8 pieces of string of the same length to each of the holes.
5. Tie the pieces of string to the object you are using as a weight.
6. Use a chair or find a high spot to drop your parachute and test how well it worked, remember that you want it to drop as slow as possible.

#### What's happening?

Hopefully your parachute will descend slowly to the ground, giving your weight a comfortable landing. When you release the parachute the weight pulls down on the strings and opens up a large surface area of material that uses air resistance to slow it down. The larger the surface area the more air resistance and the slower the parachute will drop.

Cutting a small hole in the middle of the parachute will allow air to slowly pass through it rather than spilling out over one side, this should help the parachute fall straighter.



## WONDERFUL WELLBEING!

**We know that you are all amazing people!**

It is important for all of us to think about ourselves and the things that make us special, unique and valued to those around us as well as to remember all these positives that make us the amazing individuals we are.

Attached below is a balloons sheet with some sentence starters to help you think about wonderful you!

Perhaps you can then use similar ideas to pay someone you know a compliment and to tell them exactly why they too are amazing!

## THE HISTORY OF KITES!

Kites have been around for a very long time. You can use these links to investigate who invented kites and some of the amazing things they have been used for.

<https://www.youtube.com/watch?v=oM2vSWuVGHg>

<https://kids.britannica.com/kids/article/kite/400122>

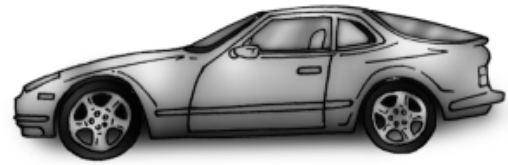
Tell us what you have found out in any way you choose!

Alternatively, you could have a go at making a kite.

# The Kite

Tyler had been looking forward to his birthday for weeks. Now he was down to his last present. It was long, thin and light. No way could it be the remote-controlled car he had longed for.

"And this is from Great Uncle Gordon," said his mum, trying to sound more cheerful than she was feeling. She had done her best, but she could tell Tyler was disappointed.



He tore off the paper. It was a kite. "Great," muttered Tyler and threw it to one side. Then he stomped off to his room. Mum quietly slipped the kite out of sight.



A couple of months later, the family were in the local park. It was a bright, breezy day. Tyler was running around, having a great time scrambling over the climbing frames and chasing his friends around.

Now and again, he jogged over to take a sip from his bottle of water. "You know that kite you got for your birthday?" said Mum. "Mind if we give it a go?"

"Go for it," replied Tyler before dashing off again.

Dad watched while Mum and Dylan, Tyler's younger sister, set up the kite. Mum checked which way the wind was going, then held on to the ends of the twin strings while Dylan held the kite above her head.

Mum walked backwards about thirty paces. Dylan stretched as high as she could. There was a strong gust. Mum tugged on the strings and the kite jerked out of Dylan's hands.

"Hooray!" cried Dylan as the kite climbed into the sky with its colourful tail swirling beneath it.

"Come and have a go," said Mum.

Dylan squealed and gasped as it ducked and danced on the breeze. Suddenly, Tyler was by her side, asking to have a go. She handed him the string holders. Mum gave him a few tips on what to do.

Soon, he was laughing and cheering. He couldn't take his eyes off it. Before long, he was able to control each spiral and swoop. It was only when his arms started to ache that he let the others have another go. "Happy birthday, love," grinned Mum.



## General questions you could ask as you read:

- How did Tyler feel about the kite when he was first given it?
- What does Tyler do that tells you he was disappointed?
- What was the weather like? How do you know?
- How did the kite move in the air? Which words tell you this?
- How did Tyler feel about the kite at the end of the story?



My word bank:



## Vocabulary Activity

LINK IT/USE IT

### Shades of meaning

Put these words in order. Explain how you have ordered them.

swiftly


speedily

gently

quickly

slowly

Challenger



PiXL  
PRIMARY  
English

LINK IT/USE IT

### Shades of meaning

Put these words in order. Explain how you have ordered them.

soar


flutter

hover

glide

fly

Contender



PiXL  
PRIMARY  
English

LINK IT/USE IT

### Shades of meaning

Put these words in order. Explain how you have ordered them.

blustery


gusty

squally

breezy

still

Champion

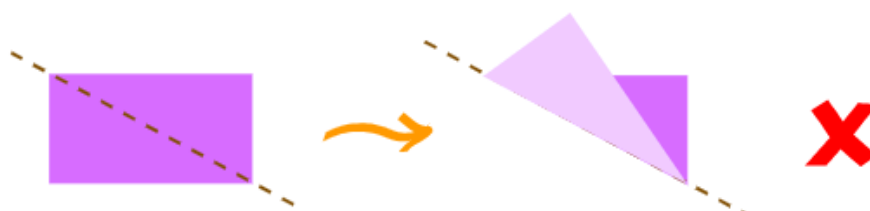


PiXL  
PRIMARY  
English

You can find if a shape has a Line of Symmetry by **folding it**.

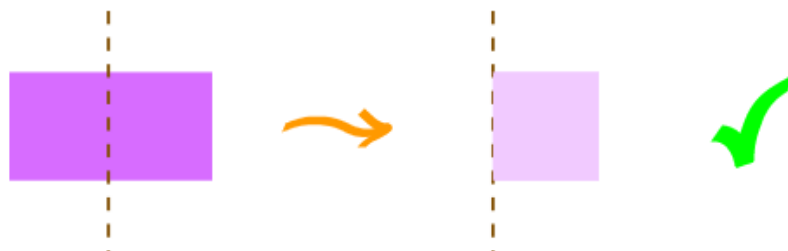
When the folded part sits perfectly on top (all edges matching), then the fold line is a Line of Symmetry.

Here I have folded a rectangle one way, and **it didn't work**.



So this is **not** a Line of Symmetry

But when I try it this way, it **does work** (the folded part sits perfectly on top, all edges matching):



So this **is** a Line of Symmetry

# I Am an Amazing Person!

Read and finish the sentences in the balloons below.

