







Week 6 - 8.2.21
Year 4 Weekly Home Tasks

<p>Ongoing Practice -</p>     	<p>Reading Eggs - https://readingeggs.co.uk/</p> <p>Input - read the book Homes on Reading Eggs</p> <p>Task - then complete the questions. Turn in your work once it has been completed.</p> <p>Updated - Doodle English - https://students.doodleenglish.com/ Task - Login and then complete the work in Extras. Remember to try and stay in the Green Zone.</p> <p>Updated - Doodle Spell - https://students.doodleenglish.com/spell Task - learn your spellings and complete the set Extras. Remember to stay in the Green Zone.</p> <p>Updated - Doodle Math - https://students.doodlemaths.com/ Task - learn your spellings and complete the set Extras. Remember to stay in the Green Zone.</p>	
<p>Times Tables Rockstars - https://play.ttrockstars.com/</p> 	<p>Monday</p> <p><u>LI: We are learning to recall and apply our knowledge of our times tables</u></p>	<p>Input - log into TTRS</p> <p>Task: Complete games in TTRS garage. Complete Baseline grid and then hand in once completed</p> <p>*** Maths box for activity</p>
<p>Maths- Daily lessons will be uploaded to Google Classroom at 9 am. These will have full instructions and resources provided. Children will need to complete the work assigned and turn it in when it has been completed.</p>	<p>Tuesday:</p> <p><u>LI: We are learning to understand how to multiply a 3-digit number by a 1-digit number</u></p> <p>Key Vocabulary</p> <p>Multiply Factors Pairs Sum Greater Exchange</p>	<p>Input: Watch Explain Everything video. Work through the questions on Deepening Understanding powerpoint.</p> <p>Task: Complete questions on Google docs. Hand in once you have completed. Remember to show working out. If you are unable to write on the Google Doc, work out your answers on a piece of paper and upload a picture to Google Classroom.</p> <p>Key questions How is multiplying a three-digit</p>

	H	T	O
	2	4	5
x			4

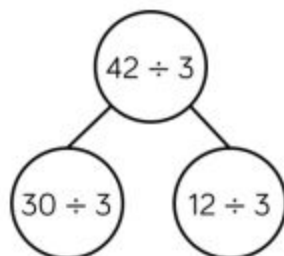
number by one-digit similar to multiplying a two-digit number by one-digit? Would you use counters to represent 84 multiplied by 8? Why?

Wednesday

LI: We are learning to understand how to divide a 2-digit number by a 1-digit number

Key Vocabulary

Partition
Methods
Tens
Ones
Exchange
Partition
Divisor



Input: Watch Explain Everything video.
Work through the questions on powerpoint. Deepening Understanding

Task: Complete questions on Google docs. Hand in once you have completed. Remember to show working out. If you are unable to write on the Google Doc, work out your answers on a piece of paper and upload a picture to Google Classroom.

Key questions

Why have we partitioned 42 into 30 and 12 instead of 40 and 2? What do you notice about the partitioned numbers and the divisor? Why do we partition 96 in different ways depending on the divisor?

Thursday

LI: We are learning to understand how to divide a 2-digit number by a 1-digit number

Key Vocabulary

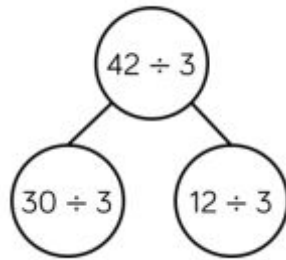
Multiply
Methods
Partition
Part whole method

Input: Watch Explain Everything video.
Work through the questions on Deepening Understanding powerpoint.

Task: Complete questions on Google docs. Hand in once you have completed. Remember to show working out. If you are unable to write on the Google Doc, work out your answers on a piece of paper and upload a picture to Google Classroom.

Key questions

How can we partition 84? How



many rows do we need to share equally between? If I cannot share the tens equally, what do I need to do? How many ones will I have after exchanging the tens? If we know $96 \div 4 = 24$, what will $96 \div 8$ be? What will $96 \div 2$ be? Can you spot a pattern?

Friday

LI: We are learning to understand how to divide a 2-digit number by a 1-digit number

Key Vocabulary

- Division
- Remainder
- Exchange
- Divisor



Tens	Ones

Input: Watch Explain Everything video.

Work through the questions on Deepening Understanding powerpoint.

Task: Complete questions on Google docs. Hand in once you have completed. Remember to show working out. If you are unable to write on the Google Doc, work out your answers on a piece of paper and upload a picture to Google Classroom.

Key questions

How do we know 13 divided by 4 will have a remainder? Can a remainder ever be more than the divisor? Which is your favourite method? Which methods are most efficient with larger two digit numbers?

English - Daily lessons will be uploaded to Google Classroom at 9 am. These will have full instructions and resources will be provided. Children will need to complete the work assigned and turn it in when it has been completed.

Monday - GPS & Reading

LI: We are learning to discuss word meanings, based on their existing vocabulary knowledge.

Key vocabulary

- Word meaning
- Synonym
- Clues

Key Questions

How can we use these strategies

Input - in today's lesson you will watch and go through the PPT to explain the lesson. You will be able to complete tasks as we go through it.

In this lesson we will investigate some strategies to work out the meaning of unfamiliar words which you come across.

The key strategies which are

to work out unfamiliar words?
How can we look for clues in a text to help us decode?
What is a synonym?

modelled are: using context clues, using synonyms and identifying parts of familiar words within the unfamiliar word.

Task 1- complete 3 in 3

Task 2 - complete the activity to identify the meaning of new words.

Sometimes, when we are reading, we might come across a word or phrase we don't understand and might not have seen before. We are going to learn about strategies which we can use to try to work out the meaning.

Strategies we will explore:

- Using the context of the word.
- Using synonyms.
- Using parts of a word.

Tuesday - GPS & Reading
LI: We are learning to discuss how the use of different sentence types changes the meaning of a passage

Key vocabulary

statements
questions
exclamations
commands
explanation sentences
descriptive sentences
short sentences
'ing' sentences

Key Questions

How many sentence types are there?
What clues can we look for to identify different sentence types?

Input - In this lesson we are going to look at different sentence types and how these can change the meaning of a passage. We will look at some examples and we go through the PPT.

Task - you will need to have your google doc open as you watch the video and complete the small tasks within it.

Your final task will be to change sentence types.

There are many different types of sentences, including:

- statements
- questions
- exclamations
- commands
- explanation sentences
- descriptive sentences
- short sentences
- 'ing' sentences



Wednesday - Reading
LI: We are learning to use a range of reading skills to answer a set of comprehension questions.

Key Vocabulary
vocabulary

Input - Watch the video and read the text with your teacher. In this lesson you will be using a range of reading skills to answer a set of questions based on a text.

Task 1 - read the text, as many times as you need to to understand

Question
Inference
Decode
Deduce
Retrieve summarise

Key Questions

How will you decode unfamiliar words?
How will you use your skill of skimming and scanning to locate important information?
How can underlining/highlighting help to locate key facts?

what the text is about, then when you are ready begin to answer the questions.

Refer back to the text as many times as you need to to be successful in answering the questions.

Author Choice	2g:	Identify/explain how meaning is enhanced through choice of words and phrases.
Vocabulary	2a:	Give/explain the meaning of words in context.
Compare, Contrast & Comment	2f:	Identify/explain how information/narrative content is related and contributes to meaning as a whole.
	2h:	Make comparisons within the text.
Retrieval	2b:	Retrieve and record information/identify key details from fiction and non-fiction.
Inference	2d:	Make inferences from the text/explain and justify inferences with evidence from the text.
Summary	2c:	Summarise main ideas from more than one paragraph.
Prediction	2e:	Predict what might happen from details stated and implied.

Thursday

LI:We are learning to identify main and subordinate clauses

Key Vocabulary

clause

Main clause

Subordinate clause

Subject

verb

Key Questions

How can we identify main and subordinate clauses?
What is a verb and subject?

Input - In this lesson, you will learn how to identify main and subordinate clauses. You will learn what clues to look for, what we mean by subject and verb and how this applies to your own learning.

Task - Watch and go through the PPT with your teacher. Complete the examples as you learn to get your practise in. Then complete your final task at the end.

The **main clause** is the most important clause in a sentence
It should make sense by itself.
Spot the main clause:
The boys, who were all eight-years-old, ran along the busy road.

The **subordinate clause** depends on the main clause to make sense
It **cannot** be a sentence by itself.
Spot the subordinate clause:
Until the girl came back, nobody could remember what had happened.

Friday

Input: in this lesson you will learn

LI: We are learning to add the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')

Key Vocabulary

submerge subheading submarine
subordinate subway superman
supervise supersede superpower
superhuman

Key Questions

What does the prefix super mean?
What does the suffix sub mean?

about the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above').

You will need to

Task 1: complete your Extra in Doodle Spell.
Remember to practise each word carefully.

Task 2: When you have finished, you can complete the activity set for you in google docs.
Find the meaning of the word using a dictionary.
Then use the word in a sentence including a preposition in the sentence.

conjunctions	adverbs	prepositions
when	there	before
before	next	after
while	near	during
as	along	in
because	probably	because of
since	surely	where
whenever	late	below
later	near	under
unless	throughout	through
until	possibly	in
yet	possibly	within
once	possibly	due to
that	possibly	with
if		

Reading - This is to be completed this week and turned in on Friday.

Have you read your books on Bug Club?

You will be awarded 3 Dojos for logging into Bug Club, completing your tasks to a very good level and handing the tasks in on time.

LI: We are learning to read and respond to comprehension questions

This week you will be allocated a book to read and answer questions on a book in Bug Club.

You will need to log in and read the book as usual, answering the bug questions and then answer the questions given on Google Docs. Once you have completed this, you will need to work on the longer writing task.

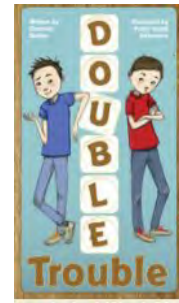
The standard of this work will need to be the same as what you produce in school in your purple task books.

Log in to book club and find the books below (they should already be allocated)

1. Read the book
2. On google docs answer the questions - giving evidence **from the book** to support your answer.
3. Complete the written task underneath your questions.
4. Return the completed task.

Purple Group - Catch up with previous reading tasks please. These are now overdue.

Orange Group - Double Trouble



Green Group - Heading for Glory



Blue Group - Kura's Story



Topic - Geography

Our Geography topic this term is the

Amazon Rainforest & Antarctica



LI: We are learning to identify the countries, mountain ranges, rivers and oceans of South America

Key Vocabulary

forest, tundra, desert, grassland, countries, mountain ranges,



capitals, rivers and oceans of South America,



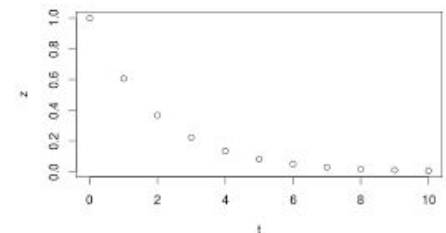
Input: Locate Brazil, Ink to amazon rainforest, focus on Manaus.



On a map discuss its location in relation to the UK. Identify the similarities and differences.

Task1:

Look at rainfall in both places, plot on a graph with average temperature



climate, rainfall, tropics, equator



humidity



Key Questions

What are the features of south america?

Why is the amazon rainforest located in South America?

What are the reasons why rainforests are found only between this region?

Watch the Explain Everything, showing you how to make a graph and label it.



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

LI: we are learning to know what it means to be resilient and to have a positive attitude

Vocabulary

- Resilience
- Self-belief
- Motivation
- Perseverance
- Determination
- Goal
- Dream
- Commitment

Key Questions

- How can we manage negative beliefs and thoughts?
- Where does self-belief come from?
- How can you stay resilient?
- Who can help you?

Input - Watch the youtube video.

Task - complete the tasks on your google doc about being hopeful and self belief.

Show how to know that you can make new plans for you and still achieve your dream.

How can you show what resilience is?

Making Negative Thoughts into Positive Thoughts

Often, we think negatively about a situation or an event that has happened or is about to happen. When we think negatively, we are likely to carry on thinking negatively, which helps to make the thought more powerful. When this happens, it is really difficult to find positive thoughts. This can lead to a one-sided view of a situation or event which is often not a true judgement.

Please complete the table below so you can see how you can change negative thoughts into positive thoughts.

Negative Thoughts	Positive Thoughts
My friends don't like me anymore because I can't go to the party on Saturday night.	Some of my friends can't go to the party either so we could meet up on Sunday instead.

Article of the week



Article 23 - A child with a disability has the right to live a full and decent life with dignity, and as far as possible, independence, and to play an active part in their community.

Governments must do all they can to support disabled children and their families.

Key Vocabulary

- Disability, awareness, respect, inclusion, equality,

Key Questions

- What does disability mean to you? Do you know anyone who has a disability? How does your

Input: Some children can't use their hands to do things like drawing and painting. Watch this video and have a look at some art created by artists using only their mouth or feet.

Task: Have a go at [painting this hedgehog \(or anything else\) with either your mouth or feet](https://www.mfpa.uk/news-events/hedgehog-tutorial-by-mouth-painter-rosie-moriarty-simmonds/)

school help people with disabilities?

RE



LI: We are learning to show understanding of what I now know about the teachings of Buddha

Key vocabulary (from the story/LI)

Buddha
Prince Siddhartha
Devadatta

Key visual (Buddha)





Input - Read through the powerpoint

Tasks for today:

1. Draw a defining/brainstorming frame on a blank piece of paper. In the large space inside, write down everything you know about Buddhism. Remember everything we have learned so far in Year 4. Remember the stories from today, also the Eightfold Path, the story of Prince Siddhartha and how Buddhism started from the Autumn term. You have successfully drawn a lot of defining/brainstorming frames in the past, but if you have forgotten what one looks like, we have put an example on the next slide.
2. Then, around the outside of the frame, answer the following question: Could everything the Buddha taught make the world a better place?

Challenge - if you want to, you could research Buddhism a little more and add even more facts to your defining frame.

3. Scan or take a photograph of your finished frame and upload it onto Google Classroom.

<p>Spanish - Mi Casa</p>	<p><u>LI: We are learning to recap on what we have learnt in this and previous units in Spanish.</u></p> <p><u>Key Vocabulary</u></p> <p>Una cocina</p> <p>Un sótano</p> <p>lavadero</p> <p>Un comedor</p> <p>Un salón</p> <p>Un dormitorio</p> <p>Un despacho</p> <p>Un jardín</p> <p>Un garaje</p>	<p>Input - In this lesson you will recap all language learnt in this unit as well as previously learnt vocabulary such as 'Me llamo...' (My name is) and 'Tengo ... años' (I am ... years old). There will be some longer reading and listening exercises as well as role play activities to test that you know all the vocabulary taught this unit.</p> <p>login to - https://www.languageangels.com/homeschool/</p> <p>Login - Wellin2007 Password - lahome</p> <p>Go to Unit 5: Mi Casa (My Home)</p> <p>Unit 5: Mi Casa (My Home)</p> <p>Click on to Lesson 5.</p>  <p>Listen to the interactive lesson and practise saying the names of the rooms.</p> <p>Task 1: Complete tasks in Google classroom.</p> <p>Task 2: play games in the arcade</p> 
<p>Fun activities / wellbeing</p>	<p>MOVE IT - Joe Wicks is going to start his PE sessions from Monday. Make sure you log in every Monday, Wednesday and Friday.</p> <p>Do your daily work out with Joe Wicks - https://www.youtube.com/c/TheBodyCoachTV/featured upload some</p>	



photos to show your stamina and workouts.

Food around the world

Cook/bake a dish from your culture or another culture around the world. Take a picture of you baking/cooking the food and upload to Google Classroom.

Get Cooking!