

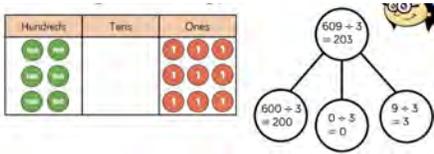
Week 7 - 22.2.21

Year 4 Weekly Home Tasks



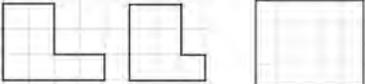
<p>Ongoing Practice -</p>     	<p>Reading Eggs - https://readingeggs.co.uk/</p> <p>Input - read the book Sea Life on Reading Eggs</p> <p>Task - then complete the questions. Turn in your work once it has been completed.</p> <p>Updated - Doodle English - https://students.doodleenglish.com/ Task - Login 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>Maths</p> <p><i>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.</i></p>		
<p>Times Tables Rockstars - https://play.ttrockstars.com/</p> 	<p>Monday <u>LI: We are learning to recall and apply our knowledge of our times tables</u></p> <p><u>Key Vocabulary</u></p> <p>Multiplication Factors Factor pairs Configurations Investigations</p>	<p>Input - log into TTRS</p> <p>Task 1: Complete games in TTRS garage. Complete grid on Google Docs once completed games.</p> <p>Task 2: complete the investigation - Sweets in a Box. You may draw the box configurations on paper and then upload a picture of them.</p> <p>Key Questions</p> <p>How could you arrange 36 sweets in a rectangular box?</p> <p>Are there any other ways?</p> <p>What can you say about the number 36? What are its factors?</p>

		<p>How does that help?</p> <p>How do you know you have got all the rectangular designs?</p> <p>How are you going to colour your arrangement so that no sweets of the same colour are adjacent to each other?</p> <p>Will you always be able to colour the sweets like this?</p>
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	<p>Tuesday <u>LI: We are learning to understand how to divide a 3-digit number by a 1-digit number with and without remainders</u></p> <p>Key Vocabulary</p> <p>Divide Partitioning Whole part models Remainders Exchange Place value counters</p> <p>Key Visuals</p>  <p>The image shows a place value chart with columns for Hundreds, Tens, and Ones. The Hundreds column has three green circles, Tens is empty, and Ones has three red circles. To the right is a division tree for 609 ÷ 3 = 203. The tree starts with 609 ÷ 3 = 203 at the top, branching down to 600 ÷ 3 = 200, 0 ÷ 3 = 0, and 9 ÷ 3 = 3. A small smiley face icon is next to the tree.</p>	<p>Input: Watch the video which will explain the lesson.</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 What is the same and what's different when we are dividing 3-digit number by a 1-digit number and a 2-digit number by a 1-digit number?</p> <p>Do we need to partition 609 into three parts or could it just be partitioned into two parts?</p> <p>Can we partition the number in more than one way to support dividing more efficiently?</p>
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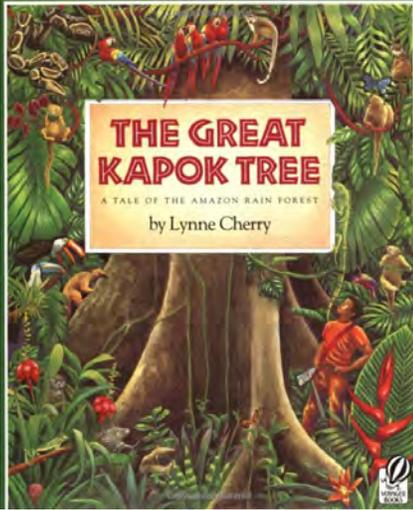
	<p>Wednesday <u>LI: We are learning to solve more complex correspondence problems applying our learnt skills.</u></p> <p>Key Vocabulary</p> <p>Partition</p>	<p>Input: Watch the video attached and make note of the new words in this unit.</p> <p>Task: Complete questions on Google docs. Hand in once you have completed. Remember to show working out. If you are unable to write on the Google Doc, work out your answers on a piece</p>
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	<p>Methods Correspondence Multiplication Division</p> <p>Supported Links https://app.mymaths.co.uk/3289-lesson/more-correspondence-problems</p>	<p>of paper and upload a picture to Google Classroom.</p> <p>Key questions Can you use a table to support you to find all the combinations?</p> <p>Can you use a code to help you find the combinations? e.g. VS meaning Vanilla and Sauce</p> <p>Can you use coins to support you to make all the possible combinations?</p>
	<p>Thursday <u>LI: We are learning to understand that area is the amount space is taken up by a 2D shape or surface</u></p> <p>Key Vocabulary</p> <p>Area 2D shape Space Calculation Surface Estimate Measure</p> <hr/> <p>Which of the two shapes covers most surface?</p>  <p>How do you know?</p>	<p>Input: We will use this mymaths lesson - https://app.mymaths.co.uk/3286-lesson/introducing-area To go through the lesson and introduce the area.</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 Use square sticky notes to find areas of different items in the classroom, which items have the largest surface area?</p> <p>Would we want to find the area of the playground using sticky notes? What else could we use?</p> <p>Why are shapes with perpendicular sides more effective to find the area of rectilinear shapes?</p>

	<p>Friday <u>LI: We are learning to understand how to use the strategy of counting the number of squares in a shape to measure and compare the areas of rectilinear shapes.</u></p> <p>Key Vocabulary Area 2D shape Space Calculation Surface Estimate Measure</p> <p>Key Visual</p> <p>Complete the sentences for each shape.</p>  <p>The area of the shape is ____ squares.</p>	<p>Input:</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 What strategy can you use to ensure you don't count a square twice?</p> <p>Which colour covers the largest area of the quilt?</p> <p>Which colour covers the smallest area of the quilt?</p> <p>Will Jack's method work for every rectilinear shape?</p>
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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.*

	<p>Monday <u>LI: We are learning to write a persuasive letter- COLD TASK</u></p> <p>Key vocabulary Persuasive Features</p> <p>Key Questions Which features of a persuasive letter can you remember?</p>	<p>Input - Watch video powerpoint</p> <p>Task 1- COLD TASK</p> <p>Write a persuasive letter to persuade teachers to let children wear non-uniform to school.</p>
	<p>Tuesday <u>LI: We are learning to predict what might happen from details stated and implied (2e)</u></p> <p>Key vocabulary</p>	<p>Input - In this lesson we are going to look at our new book called The great Kapok Tree. Watch the video. We are going to look at the front cover of the book and predict what</p>

Modal verbs
Time connectives
First
Next
Lastly
Might
Could

Key Questions

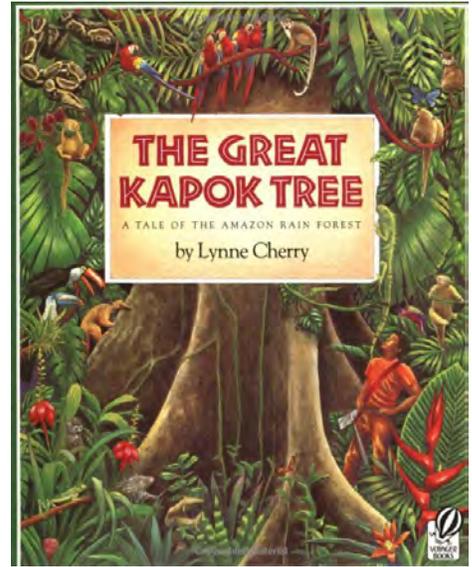
What do you think this book is about?

What can you see in the picture?

What can the picture tell you about what is going to happen in the book?

we think the book will be about.

Task - Complete the Google Doc.



Wednesday

LI: We are learning to write a setting description using our different senses.

Key Vocabulary

adjectives
Expanded noun phrases
Metaphors
Similes
Personification
Five senses
Power of three

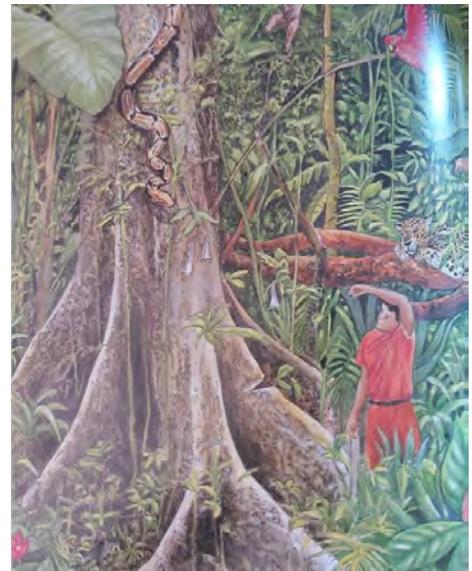
Key Questions

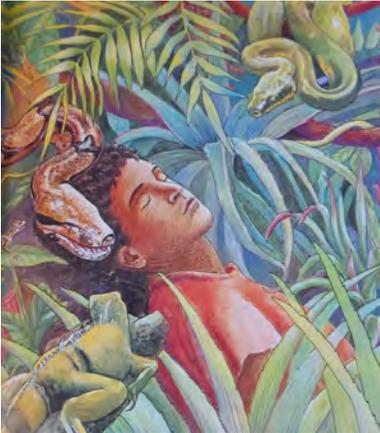
What can you hear?
What can you see?
What will you be able to feel?
How will the atmosphere smell?
How will you be feeling?

Input - Watch the video and read p.2 of the Great Kapok Tree with your teacher.

In this lesson you will be writing a setting description using your 5 senses.

You will be describing the setting in the book using the picture given.



	<p>Thursday <u>LI: We are learning to retrieve from the text to answer questions evidence from the text.</u></p> <p><u>Key Vocabulary</u> Metaphors Personification onomatopoeia</p> <p>Key Questions What writing techniques can you find in the text?</p> <p>Can you find evidence to support your answer?</p>	<p>Input - In this lesson, you will be reading the first few pages of I The Great Kapok Tree with your teacher.</p> <p>Task - Re read pages 4-9 on the PDF version of the Great Kapok Tree and answer the questions on the google doc using full sentences.</p> 
	<p>Friday <u>LI: We are learning words with the /s/ sound spelt with 'sc'</u></p> <p><u>Key Vocabulary</u> Science crescent Discipline fascinate scent scissors ascent descent scientist scenery</p> <p>Key Questions When is the 's' sound spelt with 'sc'?</p>	<p>Input: in this lesson you will learn about Words with the /s/ sound spelt with 'sc'</p> <p>You will need to</p> <p>Task 1: complete your Extra in Doodle Spell. Remember to practise each word carefully.</p> <p>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.</p>

Reading -

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 - How do they make costumes?



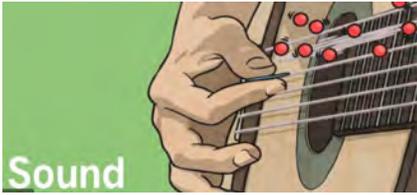
Green Group - How to be an Explorer



Blue Group - Washed Up.



Science - Sound



LI: We are learning to identify what we now know and what we want to find out about sound

Key Vocabulary

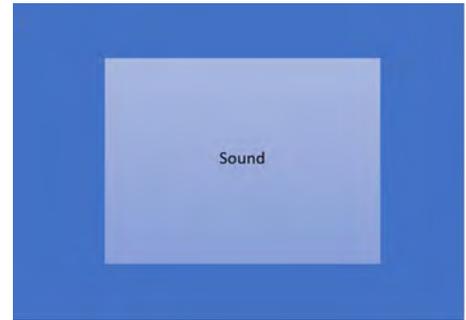
- Vibration
- Sound
- Noise
- Pitch

Key Questions

- What do you think causes sounds?
- How can we hear sounds?
- What does pitch mean?

Task:

Complete defining frame to show what you already know about sound and what you want to find out about.



LI: We are learning to know how to work out the steps to take to achieve a goal, and do this successfully as part of a group

Vocabulary

- Garden
- Decoration
- Dream
- Goal
- Team work
- Enterprise
- Design
- Cooperation

Key Questions

- Are you excited about the challenge?
- How might you work best in your team?
- What role might you do?
- How can you ensure everyone in your team is heard and uses their strengths?

Input - Read through working as a team powerpoint.

Task - Working as a team with someone at home You are going to create a Potato Person which will be entered into a class competition to see which one is the funniest.

The task involves:

- Working as a team
- Designing the Potato Person
- Making the Potato Person
- Creating a funny personality for the Potato Person

Reflection:

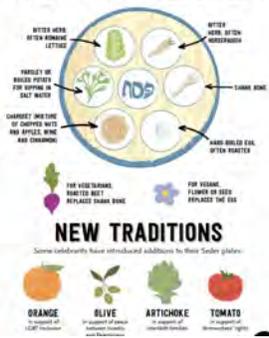
How did you make sure you were able to work well as part of a team to create your potato person?

Did you find anything difficult whilst working in your team?



<p>Article of the week</p> 	<p>This week's activities link to the following articles:</p> <p>Article 16 - the right to privacy</p> <p>Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.</p> <p>Article 17 - access to information from the media</p> <p>Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</p> <p><u>Key Vocabulary</u></p> <p>Online, cyber, cyberbullying, rules, private, harm</p> <p><u>Key Questions</u></p> <p>When you think of the internet and being online, how many different rights are connected with this?</p>	<p>Input: Read through the PPT and think about the question in it.</p> <p>Task: Watch this Newsround report about cyberbullying. What can you do to respect people's rights online? Write a short story, drama script or song to give positive messages about acting respectfully online.</p>
<p>RE - Judaism</p> 	<p><u>LI: We are learning to understand how Passover is celebrated by Jews.</u></p> <p><u>Key vocabulary</u></p> <p>Passover God Forbidden Give up</p> <p><u>Key Question</u></p> <p>How important is it for Jewish people to do what God asks them to do?</p> <p><u>Key visual</u></p>	<p>Input - Read through the powerpoint. In this lesson we are going to discuss giving up our favourite foods for god.</p> <p>We will think about what foods are special to us and what it means to give something we love.</p> <p>We will also explore why this is important to Jews during passover.</p> <p>Task: complete the activity in google docs/ upload a picture of your work.</p>

WHAT'S ON YOUR SEDER PLATE?



Spanish - Mi Casa

LI: We are learning to revise all language covered so far and complete assessment for the unit

Key Vocabulary

en mi casa hay...,

un piso

un despacho

en la costa

un jardín

una casa

un sótano

en la ciudad

un salón

un dormitorio

un garaje

un cuarto de baño

vivo en...

n comedor.

Input - In this lesson you will recap all language learnt in this unit. There will be some longer reading and listening exercises to test that you know all the vocabulary taught this unit.

login to -

<https://www.languageangels.com/homeschool/>

Login - Wellin2007 Password - lahome

Go to Unit 5: Mi Casa (My Home)

Unit 5: Mi Casa (My Home)

Click on to Lesson 6.



Listen to the interactive lesson and practise saying the different names of the rooms.

Task 1: Complete assessment tasks in Google classroom.

Task 2: play games in the arcade



Fun activities / wellbeing



'The rainforest is a vital part of our lives and our future. We don't all realise this yet but the tribal people of the Amazon know it. By engaging children with the rainforest through art I hope it will build a lifelong concern and connection to the environment.'

John Dyer



MOVE IT - Joe Wicks is going to start his PE sessions from Monday. Make sure you log in every Monday, Wednesday and Friday.

Do your daily work out with Joe Wicks - <https://www.youtube.com/c/TheBodyCoachTV/featured> upload some photos to show your stamina and workouts.

Art - 'Spirit of the Rainforest' Exhibition

We are going to create a 'Spirit of the Rainforest' Exhibition this week.

First you will need to watch the 2015 Exhibition -

<https://vimeo.com/142864304>

This will give you some idea of pictures and paintings to create.

Then watch this video which tell you more about the project -

<https://vimeo.com/127430948>

Here are some ideas to help you.

Task: using these ideas, create a similar picture/painting to show the Spirit of the Rainforest.

You can use A4 paper.

Use pencils/felt tips/paints/chalks

Make it bright and upload pictures when you are finished.



