








Week 3 - 18.1.21
Year 4 Weekly Home Tasks




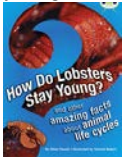
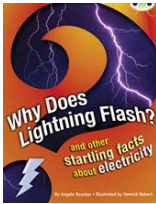
<p>Ongoing Practice -</p>     	<p>Reading Eggs - https://readingeggs.co.uk/</p> <p>Input - read the book Tiddalick the Frog on Reading Eggs</p> <p>Task - then complete the questions. Turn in your work once it has been completed.</p> <p>Doodle English - https://students.doodleenglish.com/ Task - Login and then complete the work in Extras. Remember to try and stay in the Green Zone.</p> <p>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>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><i>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.</i></p>	<p>Tuesday:</p> <p><u>LI: We are learning to apply our knowledge of 6 times tables to multiply and divide by 6</u></p> <p>Key Vocabulary</p> <p>Altogether Group Represent Equal</p>	<p>Input: Watch Explain Everything video. Work through the questions on Deepening Understanding powerpoint.</p> <p>Task: Complete questions on Google forms. Hand in once you have completed.</p> <p>Key questions How many equal groups do we have? How many are in each group? How many do we have altogether? Can you write a number sentence to show this? What does each number in the calculation represent?</p>

	<p><u>Wednesday</u></p> <p><u>LI: We are learning to apply our 6 times and division facts to solve problems</u></p> <p><u>Key Vocabulary</u></p> <p>Equivalent Multiple Times table Fact Product</p> <p><u>Key visuals</u></p>	<p>Input: Watch Explain Everything video. Work through the questions on powerpoint. Deepening Understanding</p> <p>Task: Complete questions on Google forms. Hand in once you have completed.</p> <p>Key questions What do you notice about the 3 times table and the 6 times table? What known fact did you use?</p>
	<p><u>Thursday</u></p> <p><u>LI: We are learning to apply our knowledge of 9 times tables to multiply and divide by 9</u></p> <p><u>Key Vocabulary</u></p> <p>Altogether Group Represent Equal</p> <p><u>Key visuals</u></p>	<p>Input: Watch Explain Everything video. Work through the questions on Deepening Understanding powerpoint.</p> <p>Task: Complete questions on Google forms. Hand in once you have completed.</p> <p>Key questions How many lots of 9 do we have? How many groups of 9 do we have? What does each number in the calculation represent?</p>
	<p><u>Friday</u></p> <p><u>LI: We are learning to apply our 9 times and division facts to solve problems</u></p> <p><u>Key Vocabulary</u></p> <p>Equivalent Multiple Times table Fact</p>	<p>Input: Watch Explain Everything video. Work through the questions on Deepening Understanding powerpoint.</p> <p>Task: Complete questions on Google forms. Hand in once you have completed.</p> <p>Key questions What do you notice about the multiples of 9? What do you notice about the 9</p>

	<p>Products</p> <p><u>Key visuals</u></p>	<p>times table and 10 times table?</p>
<p><i>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.</i></p> 	<p>Monday <u>LI: To draw inferences from characters feelings, thoughts and actions from the poem 'The People Next Door.</u></p> <p>Vocabulary Descriptive language Thoughts Feelings Predicting Clues</p>	<p>Input - Go through the LI/key words. What does inference mean?next few slides will be attempting to infer what each picture of passage says. Practiseyour inference skills on a piece of paper.</p> <p>Now look through the document - can you infer what is happening within the poem 'The People Next Door'.</p> <p>Key Questions Identify how the character might be feeling in this poem? What clues are there to help you understand what they are thinking? What do you think the character might do next (predict)?</p> <p>Task - read the poem and then answer the questions after in the role of a character.</p>
	<p>Tuesday <u>LI: To plan a persuasive letter</u></p> <p><u>Key vocab</u> Persuade,persuasive letter,reason,pros/cons,argument,for,against,unfair,support</p> <p><u>Key Q</u> Who is the letter for ? Who has written the letter? Can you imagine what the supper would be like? What games would they want to play? Would you go? What does a letter include? What are the features? How would we persuade our</p>	<p>Input - Go back to the poem - a letter has come from the neighbours, how would you react normally if someone invited you over? What could the good and bad reasons be for going to the house?</p> <p>Go through the PPT and complete the tasks within the slides on paper.</p> <p>Task - Complete the plan for your letter thinking about the features of a letter.</p>

	reader?	
	<p><u>Wednesday</u> <u>L: We are learning to review what statutory spelling words we can read and write</u></p>	<p>Input - Recap on -cian words. What is the rule for words having the -cian spelling? Can you say a few examples.</p> <p>This week we are going to be practising our statutory spelling words. These are the words that you need to know (read and write) by the end of Year 4. Read and write all of these words - any words you cannot read or write, make a list of and continue to practise these as part of your ongoing lockdown. I have attached a document which has all of the words - you can highlight these or tick the words off once you know them.</p> <p>Activity 1 - ask an adult to test you on reading the words. Record on a piece of paper</p> <p>Activity 2 - ask an adult to test you on spelling the words. Record on a piece of paper</p> <p>Take a picture and upload. Parents should keep a note of the words your child does not know and support pupils with learning these words by the end of the year.</p>
	<p><u>Thursday/Friday</u> <u>L: To write a letter applying persuasive language</u></p> <p><u>Key Vocabulary</u> Persuade, for, against, persuasion, letter, dear, from, argument</p> <p><u>Key Qs</u> How do you feel when you are persuading? What is your body language like? What are you thinking?</p>	<p>Input - The neighbours have responded to your letter but they don't want to come. Now it's up to you to PERSUADE them to come over. What are you going to say so that they decide to come?</p> <p>Now let's read an example of a persuasive letter. What can you include in your letter?</p> <p>Think about what 3 arguments for why the neighbours should come around you will include. Fill in the defining frame of all the different ways we are persuaded and we persuade.</p>





	<p>Do you change your persuasion techniques with different people? Do you always get your way?</p>	<p>Look through the flow map and how you should write your letter, read the teacher example and then begin writing your own persuasive letter.</p> <p>Look at the page with the sentence starters and adverbials. Which ones would be the best to apply in your writing? Where would they fit in perfectly?</p> <p>Task - begin writing your letter after going through all the powerpoints and using the plan you created yesterday. Use the success criteria and tick off when you have completed. You are expected to write the letter in today's lesson.</p> <p>Do not hand your work in today - you will be reading through it tomorrow</p>
	<p>Friday <u>LI: To be able to read through my work and check for persuasive features</u></p> <p><u>Key Vocabulary</u></p>	<p>If you have not completed the persuasive letter from yesterday's lesson, please take some time to complete it and hand it in today.</p> <p>Once complete look through the PP.</p> <p>What features of a letter have you included? Have you completed your success criteria? Before handing the letter in make sure you do.</p> <p>Hand in your Persuasive letter.</p>
<p>Reading - continued from last week. This week, you will need to submit your work.</p>	<p><u>LI: To read and respond to comprehension questions</u></p> <p>This week you will be allocated a book to read and answer questions on a book in Bug Club.</p> <p>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</p>	<p>Log in to book club and find the books below (they should already be allocated)</p> <ol style="list-style-type: none"> 1. Read the book 2. On google docs answer the questions - giving evidence <i>from the book</i> to support your answer. 3. Complete the written task underneath your questions. 4. Return the completed task.

	<p>longer writing task.</p> <p>The standard of this work will need to be the same as what you produce in school in your purple task books.</p>	<p>White level - How Animals Smell, Taste and Touch</p>  <p>Brown level - How do Lobsters stay young?</p>  <p>Grey level - Why does Lightning Flash?</p> 
<p>Science</p>	<p><u>LI: We are learning to describe and research environmental dangers to endangered species</u></p> <p><u>Key Vocabulary</u></p> <p>Endangered, extinct, changing environments, deforestation, habitat, natural, man made, destruction, tribes, farming</p> <p><u>Key visuals</u></p>	<p>Input - Read through powerpoint</p> <p>Task-</p> <p>Blue group: You are going to research one endangered animal. Draw a picture of the animal. Describe the animal's habitat. Explain what changes to the environment have made the animal an endangered species. Suggest what can be done to save the animal from extinction.</p> <p>Green group: Task: Using the headings to help you, research an endangered animal of your choice and write up a report</p> <p>Orange group: Investigate how deforestation on the amazon rainforest has caused unbalance</p>

<p>PSHCE</p>  	<p><u>LI: we are learning to link our right of having an education and appropriate health care.</u></p>  <p>ARTICLE OF THE WEEK</p> <p><u>Key Vocabulary</u></p> <p><u>Health, education right</u></p>  <p><u>Martin Luther King assembly</u></p> 	<p>and what we can do to help. Use the vocabulary to help you.</p> <p>Input - Read through both PowerPoints and discuss the questions on the slides. - RRSA Article of the Week: Balancing Rights Introduced by Kathy Allan Professional Adviser - YouTube</p> <p>Task - Think about how you learn about health in school. Your school will talk to you about wellbeing.</p> <p>Key questions</p> <p>What does health and wellbeing mean to you?</p> <p>Why are they important?</p> <p>Create an information leaflet or poster to share your ideas.</p> <p>Read through the power point and discuss the questions. On the last slide, read the quotes from Martin Luther King. Choose one of them.</p> <p>In a moment of stillness you are invited to think more deeply about what you think Martin Luther King meant when he said the words.</p> <p>What do the words mean to you, today, at the start of 2021?</p>
<p>RE</p> 	<p><u>LI: we are learning about the teachings of Buddha and explore what he taught about greed and selfishness</u></p> <p><u>Key vocabulary (from the story/LI)</u></p>	<p>Input - Read through the powerpoint</p> <p>Task - Complete worksheet on the teachings of Buddha</p> <p>Include Key questions</p>

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	<p><u>Key visual (Buddha)</u></p>	
<p>Spanish - Mi Casa</p>	<p><u>LI: We are learning to say whether we live in a house or an apartment and describe where it is</u></p> <p>We will use all of the classroom items we've learnt in our previous two lessons and integrate them with the Spanish phrase 'Tengo...' (I have...) and 'No tengo...' (I do not have) to say what we have and do not have in our pencil case.</p> <p>Key Vocabulary</p> <p>Silla, mesa, perchero, ventana, papeleria, papel, libro, pinceles, goma, tijeras, cajones, pinturas</p> <p>Key visuals</p> 	<p>Input - login to https://www.languageangels.com/homeschool/</p> <p>Login - Wellin2007 Password - password</p> <p>Go to Unit 5: Mi Casa (My Home)</p> <p>Unit 5: Mi Casa (My Home)</p> <p>Watch the video for Lesson 3. Complete tasks on Google class</p>  <p>Task - complete the activities set for you and then hand in your assignment.</p>
<p>Fun activities / wellbeing</p>  	<p><u>TASK 1</u></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</p> <ul style="list-style-type: none"> •The 'many ways of being kind' challenge Make a list of all the ways you could be kind or help other people. Some things will be quick and easy; others will be harder or take longer. 	

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