





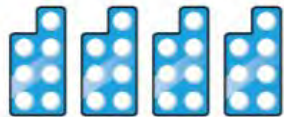




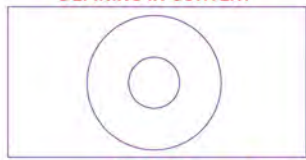
Week 4 - 25.1.21

Year 4 Weekly Home Tasks



<p>Ongoing Practice -</p>     	<p><b>Reading Eggs</b> - <a href="https://readingeggs.co.uk/">https://readingeggs.co.uk/</a></p> <p>Input - read the book <i>The Turtle Who Couldn't Stop Talking</i> on Reading Eggs</p> <p>Task - then complete the questions. Turn in your work once it has been completed.</p> <p><b>Doodle English</b> - <a href="https://students.doodleenglish.com/">https://students.doodleenglish.com/</a> Task - Login and then complete the work in Extras. Remember to try and stay in the Green Zone.</p> <p><b>Doodle Spell</b> - <a href="https://students.doodleenglish.com/spell">https://students.doodleenglish.com/spell</a> Task - learn your spellings and complete the set Extras. Remember to stay in the Green Zone.</p> <p><b>Doodle Math</b> - <a href="https://students.doodlemaths.com/">https://students.doodlemaths.com/</a> Task - learn your spellings and complete the set Extras. Remember to stay in the Green Zone.</p>	
<p><b>Times Tables Rockstars</b> - <a href="https://play.ttrockstars.com/">https://play.ttrockstars.com/</a></p> 	<p><b>Monday</b></p> <p><u>LI: we are learning to recall and apply our knowledge of our 8 and 9 times tables</u></p>	<p><b>Input - log into TTRS</b></p> <p><b>Task:</b> Complete games in TTRS garage. Complete questions on times tables</p> <p>Blue and Green group- questions on the 9 times tables</p> <p>Orange group- questions on the 8 times tables</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><b>Tuesday:</b></p> <p><u>LI: We are learning to understand to multiply and divide by 7 to solve questions</u></p> <p><b>Key Vocabulary</b></p> <p>Multiply Equal Group Divide Altogether</p>	<p><b>Input:</b> Watch Explain Everything video. Work through the questions on Deepening Understanding powerpoint.</p> <p><b>Task:</b> 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</p>

	<p>Counters</p> 	<p>Google Classroom.</p> <p><b>Key questions</b>  How many do we have altogether?  Can you work out the answers by partitioning 7 into 4 and 3?  Which multiples of 7 do you already know from your other tables?</p>
	<p><b><u>Wednesday</u></b></p> <p><u>LI: We are learning to apply our knowledge of the 7 times table and division facts to solve problems</u></p> <p><b><u>Key Vocabulary</u></b></p> <p>Equivalent  Multiple  Times table  Fact  Product</p>	<p><b>Input:</b> Watch Explain Everything video.  Work through the questions on powerpoint. Deepening Understanding</p> <p><b>Task:</b> Complete questions on Google Docs. Hand in once you have completed.</p> <p><b>Key questions</b>  If you know the answer to the three times seven, how does it help you?  What's the same and what's different about the number facts?  How does your 7 times table help you work out the answers?</p>
	<p><b><u>Thursday</u></b></p> <p><u>LI: We are learning to apply our knowledge of the 11- and 12-times tables to solve questions</u></p> <p><b><u>Key Vocabulary</u></b></p> <p>Altogether  Group  Represent  Equal  Multiply  Product</p>	<p><b>Input:</b> Watch Explain Everything video.  Work through the questions on Deepening Understanding powerpoint.</p> <p><b>Task:</b> Complete questions on Google forms. Hand in once you have completed.</p> <p><b>Key questions</b>  Which multiplication and division facts in the 11 and 12 times tables have not appeared before in other times tables</p> <p>Can you partition 11 and 12 into</p>

		<p>tens and ones? What times tables can we add together to help us multiply by 11 and 12?</p> <p>If I know <math>11 \times 10</math> is equal to 110, how can I use this to calculate <math>11 \times 11</math>?</p>
	<p><b>Friday</b></p> <p><u>LI: We are learning to understand how to multiply 3 numbers together</u></p> <p><b>Key Vocabulary</b> Group Multiply Arrays Concrete</p> $\square \times \square \times \square = \square$	<p><b>Input:</b> Watch Explain Everything video. Work through the questions on Deepening Understanding powerpoint.</p> <p><b>Task:</b> Complete questions on Google Docs. Hand in once you have completed.</p> <p><b>Key questions</b> Can you use concrete materials to build the calculations? How will you decide which order to do the multiplication in? What's the same and what's different about the arrays? Which order do you find easier to calculate efficiently?</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><b>Monday</b></p> <p><u>LI: we are learning to identify what figurative language is and apply it in my own writing.</u></p> <p><u>Key vocab</u> Similes Metaphor Environment Alliteration Onomatopoeia Parade</p>	<p><b>Input -</b> This week we are going to be looking at poems about our <b>Environment</b>. What does this word mean?</p>  <p>Complete defining frame about what is in our environment</p>  <p>DEFINING IN CONTEXT</p> <p>Show the poem 'Trees on Parade'. What does the word parade mean? Read the poem and discuss</p>



Key words in poem -  
canopies, colonnade

Key Q

What does the word parade mean? What does figurative language mean? What does it include? What do the words, 'trees are on fire' mean? Why has the poet chosen to use this word to describe the trees?

the following:  
What do the words, 'trees are on fire' mean?

Why has the poet chosen to use this word to describe the trees?

Look through the powerpoint about figurative language

**Lesson Activity 1** - on a piece of paper, hand draw the trees on parade and what you think the poem would look like.

**Lesson Activity 2** - Write down any words that relate to autumn around the tree. How would you describe the trees? Can you include figurative language about the trees around your picture? Upload a picture of this activity.

**Task -**

Look at the four elements (water, air, earth, fire) Describe each element using figurative language (similes/metaphors/alliteration etc)



**Tuesday**

**LI: We are learning to respond to poetry evaluate how Poets use language**



Input:

Yesterday we looked at TREES. Close your eyes. You are not going to watch the video but just listen to the sounds. What sounds can you hear? Where do you think you are?

Lesson activity 1 - Write a list of words describing the sounds you hear.

Now let us read the poem 'I asked the River'.



**Task:** On the copy that has been added to your work today, can you highlight in three different colours - Blue - words/lines you like the sound of  
Green - anything that puzzles you  
Yellow - one particularly powerful image that you want to illustrate - illustrate it on paper and upload.

**Plenary**

Which poem did you prefer about the environment and why?

How are they similar?

How are they different?

**Wednesday**


**LI: We are learning to use poetic devices in our planning.**

- Stanza
- Rhyming
- Metaphor
- Simile
- Personification



**Input** - watch the Explain Everything video and use the PPTs to help you with your planning.

Task: in today's lesson you are going to use the poetic devices you have learnt from the previous two lessons and begin to plan a poem of your own using the picture cue given.

	<p>Onomatopoeia Comma Question</p>	<p>You will pay particular attention to structure, form, use of verses and language to bring about mood and atmosphere. You will complete the plan, drawing upon ideas learnt and those you have researched.</p>
	<p><b>Thursday</b> <u>LI: We are learning to write a poem using poetic devices.</u></p> <p><b>Key Vocabulary</b> Verse  Stanza Rhyming Metaphor Simile Personification Onomatopoeia Comma Questions</p> <p><b>Key Questions</b> How do you feel when you are writing your poem? How have you used different punctuation for effect? What does your poem tell the reader? How do you think they will feel when reading your poem?</p>	<p><b>Input -</b> In this lesson, you will use your plan from yesterday to now write your poem using the picture as your cue.</p> <p>You will need to listen to the Explain everything video and use this to help with the lesson.</p> <p><b>Task -</b> Use your plan from yesterday to write your poem. You will be given a success criteria to use and you will need to follow the instructions carefully to make sure that you have included all the relevant poetic devices.</p>  <p>4928 x 3264</p>
	<p><b>Friday</b> <u>LI: we are learning to spell words with the /k/ sound spelt ch</u></p> <p><b>Key Vocabulary</b></p>	<p>Input: log into and complete your Doodle Spell extras.</p> <p>Task: Remember to practise each word carefully. When you have finished, you can complete the activity set for you in google docs.</p>



1. scheme

2. chorus

3. chemist

4. echo

5. character

6. monarch

7. orchid

#### Key Questions

Why do these words have the K sound for ch?

Can you think of 5 more words which follow this pattern?

Can you think of a rule to help you spell these words successfully?

**Reading** - continued from last week. This week, you will need to submit your work.

#### **L1: 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.**

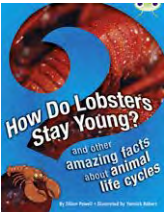
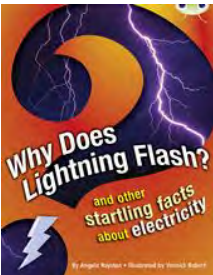
Log in to book club and find the books below (they should already be allocated)

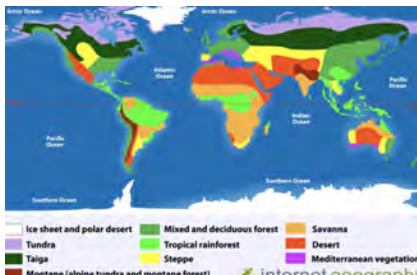
1. Read the book
2. On google docs answer the questions - giving evidence **from the book** to support your answer.
3. Complete the written task underneath your questions.
4. Return the completed task.


White level - How Animals Smell, Taste and Touch



Brown level - How do Lobsters stay young?

		 <p>Grey level - Why does Lightning Flash?</p> 
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<p><b>Topic</b></p> 	<p><b><u>LI: We are learning to investigate and identify biomes and and explain their features</u></b></p> <p><b><u>LI: We are learning to make comparisons between two biomes</u></b></p> <p><b><u>Key Vocabulary</u></b></p> <p>Rainforest Antarctica Biomes Climate Deciduous forests rainforest forest tundra desert Grassland</p> <p><b><u>Key Questions</u></b></p> <p>What is a biome? What are their characteristics? How do they differ? Why are they so important?</p>	<p>Input: read through the PPT and use the links provided to learn about the different biomes. *Links will be included within the assignment.</p> <p>Task: use the map to explore different biomes and complete the table.</p> <p>Then use the given comparative language to discuss the similarities and differences between the two different biomes.</p>
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	<p><b><u>LI: We are learning understand that sometimes hopes and dreams do not come true and that this can hurt</u></b></p> <p><b><u>We are learning to know how disappointment feels and identify when I have felt that way</u></b></p>	<p>Task 1 What does the word 'resilient' mean?</p> <p>TASK 2 1. In each of the situations above describe how you would feel</p>
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### Key Vocabulary

Dreams, Goals, Hopes, Disappointment, Fears, Hurt, Resilience

### Key Questions

How does it feel when dreams don't come true?

What can help when you feel hurt or disappointed?

Can you think of a time when you felt disappointed or let down or when a dream you had was broken?

How did you cope with that situation?

2. What might you do in that situation?
3. How could you overcome the hurt that this situation might cause?
4. How could they be more resilient?

### TASK 3

Choose any 3 of the situations and write one piece of advice YOU would give to someone who is disappointed because a dream has been broken (like the children in the scenario). Focus on resilience



### Article of the week



### Key Vocabulary

Mental, thoughts, feelings, views Wellbeing, health, dangers Anxious, nervous, terrified, worried, confused, relaxed, emotions,

### Key Questions

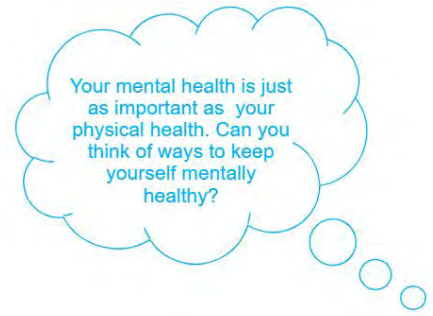
- What is mental health?
- Why is it important to look after your mental health?
- What happens if you do/don't look after your mental health?



Input - Read through both PowerPoints and discuss the questions on the slides.

Task - Think about how you learn about health in school.

Talk with an adult how they overcome worries or stress and how they look after themselves mentally.



Create a poster on how to look after your mental health?

RE

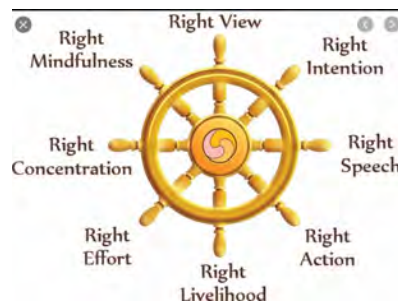


LI: we are learning about the eightfold path

Key vocabulary (from the story/LI)

Eightfold path  
Buddha  
Right view  
Right action  
Right speech  
Right concentration

Key visual (Buddha)





Input - Read through the powerpoint

Tasks

Tasks for today:

- 1) Make sure you can explain the eight steps to someone else in your family.
- 2) Choose one of the eight steps and create a poster to inform others about this area. E.g. for right speech, you could draw people with speech bubbles containing right (positive) speech they are using with each other. You would emphasise that the people were using kind and complimentary words and phrases. Make sure your poster also includes some sentences to explain what a difference doing this step would make to you and to the people around you.
- 3) Upload a photograph of your poster onto Google Classroom.

**Challenge: If you want to and have time, you can create your own 8 fold path for your own life! What eight steps do you think are important to help you**

		<p><b>be happy, content and helpful where you live?</b></p>
<p><b>Spanish - Mi Casa</b></p> <p><b>In this lesson you will learn another five rooms of the home in Spanish and you will also learn the phrase 'En mi casa hay...' (In my home there is/ there are).</b></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><b><u>Key Vocabulary</u></b></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><b>Input</b> - login to <a href="https://www.languageangels.com/homeschool/">https://www.languageangels.com/homeschool/</a></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>Listen to the interactive lesson and practise saying the names of the rooms.</p> <p>Have a go at singing the song in the <a href="https://rockalingua.com/songs/my-house-easy-version">https://rockalingua.com/songs/my-house-easy-version</a> video for Lesson 3.</p> <p>Complete tasks on Google class</p> <p><b>Task</b> - complete the activities set for you and then hand in your assignment.</p>
<p><b>Fun activities / wellbeing</b></p> 	<p><b>MOVE IT</b> - 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 - <a href="https://www.youtube.com/c/TheBodyCoachTV/featured">https://www.youtube.com/c/TheBodyCoachTV/featured</a> upload some photos to show your stamina and work outs.</p> <p>Write a thought .....</p> <p>Write a letter to yourself pretending you are your best friend yourself advice on a particular thought you are having.</p>	



My thought:

Try this:

## Dear Me...

*Let your thought rise up. Let it be.  
No need to fight it. Gently notice it. Then...*

What would you say to your best friend if they were having this thought? What advice would you give them?

Pretend YOU are your own best friend and write yourself a helpful letter with advice.

Sometimes, we forget to treat ourselves with the same care that we would show a friend. This is a reminder to treat yourself just as well as you treat people you really care about.

How do you feel right now?

