




Year 4 Term 1 Week 6
Week beginning 05.10.2020

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
<p>Maths: WALT – To add fractions. Starter: mental arithmetic +/- & times tables Task: Children to be given a selection of calculations, to which they need to add the fractions together to solve them.</p> <p>https://classroom.thenational.academy/lessons/add-fractions-cn3ar?from_query=add+fractions</p>	<p>Maths: WALT – To subtract fractions. Starter: mental arithmetic +/- & times tables Task: Using a selection of calculations, children to subtract them from each other to solve.</p> <p>https://classroom.thenational.academy/lessons/subtract-fractions-6hh66r?from_query=subtract+fractions</p>	<p>Maths: WALT – To add and subtract fractions. Starter: mental arithmetic +/- & times tables Task: children to be given a selection of calculations to which they need to solve.</p> <p>https://classroom.thenational.academy/lessons/add-and-subtract-fractions-fluency-75j3jc?from_query=add+and+subtract+fractions</p>	<p>Maths: WALT – To count up and down in tenth and hundredths. Starter: mental arithmetic +/- & times tables Task: children to be given a selection of tenths/hundredths where they need to count up and down from them.</p> <p>Count up in tenths/hundredths: https://www.bing.com/videos/search?q=count+in+tenths+and+hundredths+year+4&adlt=strict&view=detail&mid=E306A9F4&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dcount%2Bin%2Btenths%2Band%2Bhundredths%2Byear%2B4%26FORM%3DHDRSC3</p> <p>Count down in tenths/hundredths: https://www.bing.com/videos/search?q=count+in+tenths+and+hundredths+year+4&adlt=strict&view=detail&mid=1F3A09937580C5A924271F3A09937580C5A92427&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dcount%2Bin%2Btenths%2Band%2Bhundredths%2Byear%2B4%26FORM%3DQVXVXX</p>	<p>Maths: WALT – To recognise and write equivalent fractions. Starter: mental arithmetic +/- & times tables Task: children to recognise and write equivalent fractions.</p> <p>https://classroom.thenational.academy/lessons/equivalent-fractions-cgt66c?from_query=equivalent+fractions</p>
<p>English: WALT – To plan a diary entry. Children to use a box up plan to structure their generated ideas into. Encourage children to read through their generated ideas thoroughly in order to plan an effective diary entry from their ideas.</p> <p>Completing this at home, a box up plan for a diary entry needs to include the following areas:</p> <ul style="list-style-type: none"> Events which the writer is talking about. 	<p>English: WALT- To write a diary entry. Children to use their planned ideas to write their diary entry. Encourage children to use their plan effectively by reading through it thoroughly to ensure all areas they planned for are included within their writing.</p> <p>Completing this at home, use your planned ideas to write your diary entry. Remember to include all areas which you planned and do not forget</p>	<p>English: WALT – To edit and improve. Working in mixed ability pairs and with adult support, children to go through their diary entry and edit/improve them. Encourage children to use dictionaries for spellings, add in adjectives if they are not used, check for punctuation etc.</p> <p>Using your written diary from yesterday. Work with an adult or sibling at home to go through your work and edit and improve. Be sure to</p>	<p>English: WALT- To write a diary entry. Children to use their edited and improved diary entry to write their best draft in their publishing books. Encourage children to be mindful of their presentation and ensure they include all areas which they worked on yesterday.</p> <p>Completing this at home, use your edited and improved work to write up your best draft of your diary entry.</p>	<p>English: WALT – To identify the features of a play script. Using a play script example, children to work with a partner to go through and identify the features of a play script. Using different colours, children need to underline or circle the following features:</p> <ul style="list-style-type: none"> Character names – red Setting the scene – blue Stage directions – green Speech – orange



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<ul style="list-style-type: none"> • Authors thoughts or feelings about these events. • Rhetorical questions. • Time conjunctions. • Informal or chatty language. 	<p>that a diary starts with "Dear diary" and ends with the writers name.</p>	<p>look out for the following when editing & improving:</p> <ul style="list-style-type: none"> • Punctuation • Adjectives • Time conjunctions • Rhetorical questions 		<ul style="list-style-type: none"> • Characters directions within speech – yellow <p>Completing this at home, use the play script below and identify the features above using the colours shown.</p>
<p>Music: WALT – To interpret a tune to a piece of music. Children to listen to a piece of music, to which they need to create a tune of their own using their recorders. Encourage the children to think very carefully about the different notes a recorder plays and for them to think about this when interpreting the music.</p> <p>https://www.youtube.com/watch?v=UGywGcdJ17w&list=RDUgywGcdJ17w&start_radio=1</p> <p>Completing this at home, using the link above can you create your own humming tune to this piece of music?</p>	<p>Computing: WALT – To identify the similarities and differences between online and real-life communication. Class discussion around the different types of communication and the similarities and differences between them. Children to create a document of their choice detailing the above.</p> <p>Completing this at home, create a document detailing the similarities and differences between online communication and real-life communication.</p>	<p>Geography: WALT – To use maps to identify links between settlements. Using an atlas, children to identify the roads you would use to travel between settlements. Extend children to think about other ways you can travel between settlements – trains/buses etc.</p> <p>Completing this at home, use google maps if you have access and record the transport links between where you live and the school. Transport links are the following:</p> <ul style="list-style-type: none"> • Bus/Car - Road • Train • Ferry/boat 	<p>Science: WALT – To explore sound proofing. Task: using different materials, children need to explore which ones absorb more sound and why this might be. Once investigation is complete, children need to write a letter to a bad explaining which materials are best for their studio.</p> <p>Completing this task at home, use a device which plays/makes sound and explore the ways you can change the level of sound it makes. You can do this by covering the item in a range of different materials or putting the item in an enclosed box/area.</p>	<p>RE: WALT – To learn about temptation through religious stories. Children to create an image/mind map detailing what it meant by temptation and how different individuals face this and how their religion teaches them to overcome it.</p> <p>https://www.bing.com/videos/search?q=temptation+for+kids+explanation&dlt=strict&view=detail&mid=00C38BBCD61C7210519900C38BBCD61C72105199&FORM=VRDGAR</p> <p>Completing this at home, use the above link to found out more about temptation and how to deal with this. Create a mind map of what is meant by temptation and the key steps you can take to stop yourself from being tempted.</p>
<p>DT: WALT – To design a Roman drawstring purse. Using information collected in the previous lesson, children to design their own version of a Roman drawstring purse. Children to label each part of their design with the materials they will need to make their purse.</p> <p>WALT – To make a draft model. Children to use their design to make a draft model of their purse using basic materials such as card or paper to test the effectiveness of their design. Children to make any adjustments to the design that benefits it.</p>		<p>DT IMAGE EXMAPLES</p> 		



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The Story of Baucis, Philemon, Zeus and Hermes Play Script

Cast List and Costume Ideas

Zeus – long cloak with hood, white robe and a golden crown

Hermes – long cloak with hood, white robe, golden winged sandals and a golden winged hat

Baucis (wife) – old and ragged long dress

Philemon (husband) – old and ragged tunic

Greek man – tunic

Narrator

Scene 1

Lights go up to show a track road with homes along one side. It is beginning to get dark.

Outside one of the houses, Zeus and Hermes are stood on the track road. They are dressed in disguise.

Hermes: Father, I'll knock on the next door.

(Hermes knocks on the door and the men wait.)

Zeus: *(disappointed)* Let's try another door.

(The men move to the house next door. Zeus knocks.)

Greek man: *(narrowly opening the door and peeking out)* Can I help you?

Zeus: Good evening. Please can you help us? We are two very tired travellers that need shelter for the night.

(Greek man shuts the door without responding.)

Hermes: *(looking at Zeus)* That was the eighth house to turn us away.

(The men walk further down the track and head for an old, wooden hut. They stand by the front door.)

Hermes: Let's try this door.

(Hermes knocks on the door. An old lady answers dressed in old clothes.)

Baucis: Yes?

Hermes: We are two very tired travellers that are in need of shelter and food. Please can you help us?