



*Year 4 Term 2 week 5*  
*Week beginning 30.11.2020*

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
<b>NUMBER WORK:</b> To round numbers to the nearest 10. Model the rules of rounding numbers. Children to use the numbers on the board and round them to the nearest multiple of 10 using the rules for rounding.	<b>NUMBER WORK:</b> CATS TEST  Completing work at home, show the place value of the following numbers: 1. 1256 2. 5613 3. 2574 4. 3364 5. 5397 6. 5203 7. 4036 8. 4480 9. 7953 10. 1023	<b>NUMBER WORK:</b> CATS TEST  Completing work at home, show 10 more and less of the following numbers: 1. 126 2. 352 3. 498 4. 610 5. 746 6. 302 7. 498 8. 642 9. 482 10. 112	<b>NUMBER WORK:</b> CATS TEST  Completing work at home, show 100 more and less of the following numbers: 1. 1364 2. 7235 3. 6240 4. 2643 5. 1032 6. 9465 7. 2203 8. 4569 9. 1124 10. 3261	<b>NUMBER WORK:</b> To round numbers to the nearest 100. Recap the rules for rounding numbers. Children to use the numbers on the board and round them to the nearest multiple of 100.
Maths: <b>WALT – Interpret and construct simple pictograms.</b> Introduce pictograms and discuss with the children what they are and how/why they are used. Gather information about the children's favourite colours. Record this information on the board and model how to take this information and create a pictogram.  Children to interpret and construct a variety of pictograms.	Maths: <b>CATS TEST</b>  Completing work at home, create a table of information around the favourite flavour crisps of people at home. Use the following flavours to find out which one is the most popular:  Ready salted Salt and vinegar Cheese and onion Smokey bacon Chicken	Maths: <b>CATS TEST</b>  Completing work at home, using your information collected yesterday, create a pictogram of the results.  Use the link below to learn how to construct a pictogram: <a href="https://www.bing.com/videos/search?q=how+to+create+a+pictogram&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dhow%2bto%2bcreate%2ba%2bpictogram%26FOR%26M%3dHDRSC3&amp;adlt=strict&amp;view=detail&amp;mid=1DA3238AB0D741D89B2A1DA3238AB0D741D89B2A&amp;rvsmid=F566E0A872F19438B514F566E0A872F19438B514&amp;FORM=VDRVRV">https://www.bing.com/videos/search?q=how+to+create+a+pictogram&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dhow%2bto%2bcreate%2ba%2bpictogram%26FOR%26M%3dHDRSC3&amp;adlt=strict&amp;view=detail&amp;mid=1DA3238AB0D741D89B2A1DA3238AB0D741D89B2A&amp;rvsmid=F566E0A872F19438B514F566E0A872F19438B514&amp;FORM=VDRVRV</a>	Maths: <b>CATS TEST</b>  Completing work at home, gather information on the eye colour and hair colour of people at home. Use this information and create two tally chart tables with the information.  Use the link below to learn how to construct a tally chart: <a href="https://www.bing.com/videos/search?q=how+to+create+a+tally+chart&amp;adlt=strict&amp;view=detail&amp;mid=D78292A83AA26337FA47D78292A83AA26337FA47&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dhow%2520to%2520create%2520a%2520tally%2520chart%26qs%3Dn%26form%3DQBVDMMH%26sp%3D-1%26ghc%3D1%26pg%3Dhow%2520to%2520create%2520a%2520tally%2520chart%26sc%3D4-27%26sk%3D%26cvid%3D10469CA05B2B4BB19C260596903366E2">https://www.bing.com/videos/search?q=how+to+create+a+tally+chart&amp;adlt=strict&amp;view=detail&amp;mid=D78292A83AA26337FA47D78292A83AA26337FA47&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dhow%2520to%2520create%2520a%2520tally%2520chart%26qs%3Dn%26form%3DQBVDMMH%26sp%3D-1%26ghc%3D1%26pg%3Dhow%2520to%2520create%2520a%2520tally%2520chart%26sc%3D4-27%26sk%3D%26cvid%3D10469CA05B2B4BB19C260596903366E2</a>	Maths: <b>WALT – Interpret and construct simple tally charts.</b> Introduce and discuss tally charts. Question the children to if they know what a tally chart is and how/why, we use them. Using a topic of choice gather information from the children to use to create a tally chart.  Children to interpret and construct a variety of tally charts.



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<b>Guided Reading:</b> <b>WALT: Discuss the merits of different presentational devices.</b> Look at a range of presentational devices used within a range of texts. Get the children to discuss with a partner what the sole purpose/point of that presentational device is and how it lends itself to the type of text it is used within.	<b>Guided Reading:</b> <b>WALT: Locate information by skimming and scanning.</b> Using a short extract of writing, question the children about the text. Children need to skim/scan the text to locate pieces of information that will help them answer the questions. Model how to do this beforehand to ensure the concepts are understood.	Completing work at home, choose a book from home and create a book review of this. Book review template is below.	<b>Guided Reading:</b> <b>WALT: Talk about the effects of different words and phrases to create different images and atmosphere.</b> Using an example text, get the children to discuss the effects of the words/phrases when creating different images or atmospheres.	<b>Guided Reading:</b> <b>WALT: Discuss why the author might have chosen these words/phrases.</b> Children to be given an example piece of writing for them to go through and highlight/underline different words/phrases that the author has used effectively within that piece to give it more depth or detail.
English: <b>HOOK LESSON</b> Children to all have a letter from a Gene explaining to them about how they give out one wish to people. Children to discuss with a partner about what wish they would like to have if they were given the chance to receive one. Wishes to be recorded in children books in a response to the Gene.	English: CATS TEST  Completing work at home, write a letter to Father Christmas detailing what you are looking forward this year at Christmas.	English: CATS TEST  Completing work at home, design your own toy/game which would be new for Christmas this year. Remember to think about the different uses it has, how you use it, where you would buy it from, how much it would cost.  Create a design poster of this toy/game with information above.	English: CATS TEST  Completing work at home, using your design from yesterday, create an advertisement poster that you could use within shops to persuade people to buy your new toy/game for Christmas this year.	English: <b>WALT- Write a wishing tale.</b> Discuss with the children to what a wishing tale is. Children to independently write their own wishing tale around a topic of their choosing.
Music: <b>WALT – Sing in unison.</b> Children to learn Christmas song and be able to sing in unison along with the instrumental music.	Computing: <b>WALT – Use excel to create a repeating pattern.</b> Introduce the program excel to the children and how/why we use it. Children to use the colour feature of excel to create three different repeating patterns.	History: <b>WALT – Describe who Emperor Hadrian was and why he built a wall.</b> Children to write a letter or report detailing information about Hadrian's Wall. The report needs to include information around when it was built, why it was built and how it was built.	Science: <b>WALT – Explain how water changes state.</b> Children need to complete three investigations around how water changes state. Within each investigation they need to observe the changes the water makes and why/how this happens. Using this information, children need to create an information sheet detailing how water changes state.	RE: <b>WALT – Who is Mahatma Gandhi and why is he a Hindu hero.</b> <a href="http://www.bbc.co.uk/programmes/p0114x86">www.bbc.co.uk/programmes/p0114x86</a> <a href="http://www.bbc.co.uk/programmes/p0115j0s">www.bbc.co.uk/programmes/p0115j0s</a> <a href="http://www.bbc.co.uk/programmes/p0114rp3">www.bbc.co.uk/programmes/p0114rp3</a> <a href="http://www.bbc.co.uk/religion/religions/hinduism/people/gandhi_1.shtml">www.bbc.co.uk/religion/religions/hinduism/people/gandhi_1.shtml</a>  Children to use the information collected during the video clips to write why Gandhi was seen as a Hindu hero.



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<p>DT/ART:</p> <p><b>ART WALT: Draw a basic image with accurate proportion.</b></p> <p>Children to draw a basic image using an item/object as their stimulus to draw ensuring they use the correct proportions in order to represent it correctly.</p>	<p>French:</p> <p><b>WALT – use my knowledge of actions and directions to give instructions.</b></p> <p>CT/TA to say different body movements in French for the children to say and show back. Once secure on the vocabulary, CT/TA to link more than one move to create a small sequence.</p> <p>Children to use the vocabulary cards to give movement instructions to a partner.</p>	<p>PSHE:</p> <p><b>WALT: Understand what bullying is and how to spot it.</b></p> <p>Refer back to the anti-bullying week and the discussion previous had around this topic. Discuss as a class what bullying is and how we can spot it.</p> <p>Children to create an information poster about what bullying is and how we can spot and stop it.</p>	<p>SPELLING:</p> <p><b>WALT: learn new strategies to spell words.</b></p> <p><b>Monday:</b> Test children on new spelling containing prefix 'in'</p> <p><b>Tuesday:</b> Children to practise this weeks spelling using pyramid spelling, look/cover/write/check, acronyms or definitions to learn spelling they misspelt yesterday.</p> <p><b>Wednesday:</b> children to completed different spelling activities around this week's focus words.</p> <p><b>Thursday:</b> Peer testing. Children to test each other on this week's spellings.</p> <p><b>Friday:</b> Class testing of this week's spellings.</p>
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# Book Review



## Plot

Event 1 \_\_\_\_\_

\_\_\_\_\_

Event 2 \_\_\_\_\_

\_\_\_\_\_

Event 3 \_\_\_\_\_

\_\_\_\_\_

## Cause and Effect

of one of the events in the book

Cause

Effect



## My Star Rating



Why I rated the book \_\_\_\_\_ stars

\_\_\_\_\_

\_\_\_\_\_

## Book Title

Author \_\_\_\_\_

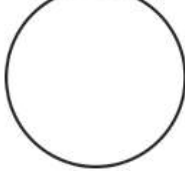
Illustrator \_\_\_\_\_

Genre (tick as many as apply to your book)

- |                                      |                                     |                                       |
|--------------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> fiction     | <input type="checkbox"/> scary      | <input type="checkbox"/> animal story |
| <input type="checkbox"/> non-fiction | <input type="checkbox"/> fairy tale | <input type="checkbox"/> biography    |
| <input type="checkbox"/> fantasy     | <input type="checkbox"/> adventure  | <input type="checkbox"/> historical   |
| <input type="checkbox"/> humour      | <input type="checkbox"/> sports     | <input type="checkbox"/> mystery      |
| <input type="checkbox"/> other _____ |                                     |                                       |

## Setting

Picture of the setting



## Character



Name \_\_\_\_\_

Personality \_\_\_\_\_

\_\_\_\_\_

Physical Appearance \_\_\_\_\_

\_\_\_\_\_

How I feel about this character

and why: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

draw how you felt?

