



Year 4 Term 4 week 2
Week beginning 01.03.2021

Hello Class 4! Below are all the activities planned for week 2. There are many different links within the different subjects, which you can use to support/aid the children's learning. We look forward to receiving photos and or word/power point documents to see the amazing work you are working hard to complete at home. Our class email for this is: c.class4@klz.org.uk which will be 'open' every day within school hours. We are extremely thankful for the continued support you give to your child/children within school and at home. Any problems, queries or questions, do not hesitate to email.

Miss Conway and Mrs Griffiths.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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Word of the day

Write the word three times and its definition. Can you write a sentence using the word accurately? Be creative and colourful with this task it will help you to remember the word.

Ninja Word of the day starting with Shinobi words for year 4 can be found [here](#).

<p>Shinobi Word of the Day</p> <p>Word of the Day: reluctant (re-luc-tant)</p> <p>Word Class: (adjective)</p> <p>Definition: If you are reluctant to do something, you are unwilling to do it and hesitate before doing it, or do it slowly and without enthusiasm.</p> <p>Example: Alonso was reluctant to get in the swimming pool.</p> <p>Phrases: very reluctant, afraid and reluctant</p> <p>Synonyms: unwilling, fearful</p> <p>Antonyms: willing, eager</p> <p>Prefixes / Suffixes: -ly, -ness</p> <p>Rhymes: danger</p> <p>Link Words: fear, danger</p>	<p>Shinobi Word of the Day</p> <p>Word of the Day: effortless (eff-ort-less)</p> <p>Word Class: (adjective)</p> <p>Definition: Something that is effortless is done easily and well.</p> <p>Example: Mr Jay made playing the piano look effortless.</p> <p>Phrases: easy, effortless, natural and effortless</p> <p>Synonyms: easy, simple</p> <p>Antonyms: difficult</p> <p>Prefixes / Suffixes: -ly</p> <p>Rhymes: none</p> <p>Link Words: play</p>	<p>Shinobi Word of the Day</p> <p>Word of the Day: glare (glare)</p> <p>Word Class: (noun / verb)</p> <p>Definition: If you glare at someone, you look at them with an angry expression on your face.</p> <p>Example: Mr Jay glared at Ronnie while she played the piano.</p> <p>Phrases: glare angrily, a sharp glare</p> <p>Synonyms: scowl, glare</p> <p>Antonyms: smile</p> <p>Prefixes / Suffixes: -ed, -ing</p> <p>Rhymes: where, there</p> <p>Link Words: angry, angry</p>	<p>Shinobi Word of the Day</p> <p>Word of the Day: tension (ten-sion)</p> <p>Word Class: (noun)</p> <p>Definition: Tension is the feeling that is produced in a situation when people are anxious and do not trust each other.</p> <p>Example: You could feel the tension, as Mr Jay glared at Ronnie.</p> <p>Phrases: full of tension, not the tension</p> <p>Synonyms: tension, anxiety, stress</p> <p>Antonyms: harmony, calm</p> <p>Prefixes / Suffixes: -ed, -ness</p> <p>Rhymes: tension, tension</p> <p>Link Words: nervous, worried</p>	<p>SCREEN FREE FRIDAY</p> <p>SEE SEPARATE WORLD BOOK DAY ACTIVITIES</p>
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Maths



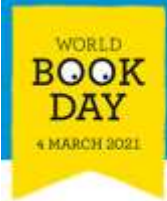
Decimals

STARTER: For this week's TT Rock stars starter, could you please complete **two sound check rounds**. Once you have completed these you can continue with your 10 minutes or trying to beat your previous score as well as any challenges. [ttrockstars](https://www.ttrockstars.com/)







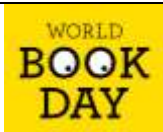


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<p>WALT: Understand tenths</p> <p>What is a tenth?</p> <div style="border: 1px solid black; height: 20px; width: 100px; margin: 10px 0;"></div> <p style="text-align: right;"><small>maths</small></p> <p>Click on the Use the above video to go through understanding what a tenth is.</p> <p>Once you feel secure with your understanding. Complete the below task.</p> <p>Tenth task</p> <p>Answers for self-marking</p>	<p>WALT: Recognise tenths as decimals</p> <div style="text-align: center;">  </div> <p>Use the video link above to look at tenths as decimals and complete the tasks within the video.</p>	<p>WALT: Understand hundredths</p> <p>What is a hundredth?</p> <div style="border: 1px solid black; height: 100px; width: 80px; margin: 10px 0;"></div> <p style="text-align: right;"><small>maths</small></p> <p>Use the above video to go through understanding what a hundredth is.</p> <p>Once you feel secure with your understanding of hundredths, complete the task below.</p> <p>Hundredths task</p> <p>Answers for self-marking</p>	<p>WALT: Recognise hundredths as decimals</p> <div style="text-align: center;">  </div> <p>Use the video link above to look at hundredths as decimals and complete the tasks within the video.</p>	<p>SCREEN FREE FRIDAY</p>
<p style="text-align: center;">Writing</p> <p style="text-align: center;">World Book Week – This week’s focus for World Book Day will be looking at: The Bad Seed</p> <p style="text-align: center;">Read aloud link is here.</p> <p style="text-align: center;">There is also a read aloud within this week’s intro video.</p>				
<div style="text-align: center;">  <div style="background-color: #0072bc; color: white; padding: 10px; display: inline-block;"> <p style="font-size: 2em; margin: 0;">WORLD BOOK DAY</p> <p style="font-size: 0.8em; margin: 0;">Changing lives through a love of books and shared reading.</p> </div> </div> <p>To celebrate World Book Day this year, we will be completing a variety of whole school activities across the week. Every Class Teacher has chosen a picture book that we will read to you on our weekly videos. Please complete the activities below for Monday to Thursday based on the book your teacher has read to you. On Friday, there is a separate timetable of 'bookish' activities to choose from! When you return to school, we will give you your World Book Day book token. You will be able to exchange your voucher for one of the special 'World Book Day 2021' books in supermarkets and bookshops. With authors including: Tom Fletcher, Julia Donaldson and Katherine Rundell, there are some fantastic reads! Have a look here for a preview of what you could choose: 2021 Book selection</p> <p style="text-align: center;">We hope that you enjoy celebrating your love of books and reading!</p>				



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 <p>Listen to your class story!</p> <p>Make a mini book by following these instructions. Can you add a front cover and some illustrations? Write words or sentences on each page to summarise the story.</p>	 <p><u>Letter to a character</u></p> <p>Choose one of the characters from your class story. Write a letter to the character. You may want to ask them some questions about the story or how they felt at different parts.</p>	<p><u>Story in a box!</u></p>  <p>Use whatever materials you can find to create your story in any box! You can use toys you have or draw pictures to colour and stick in.</p>	 <p><u>Freeze Frame!</u></p> <p>Imagine you were re-creating one scene from your class picture book. Which part of the story would you choose?</p> <p>Use the template below to plan what you would need to re-create it at home.</p>	 <p>Please see the separate timetable of activities in your class home learning section on our school website.</p>
<p style="text-align: center;">Reading</p> <p style="text-align: center;">World Book Week – This week's focus for World Book Day will be looking at: The Bad Seed</p> <p style="text-align: center;">Read aloud link is here.</p> <p style="text-align: center;">There is also a read aloud within this week's intro video.</p>				
<p>WALT: Skim and scan to identify key ideas and answer questions from the text.</p> <p>Listen to The Bad Seed using the link above or the reading within this week's intro video. Use what you learn from hearing/reading the text to answer the following:</p> <ol style="list-style-type: none"> 1. What is the book about? 2. Why do you think the seed is bad? 	<p>WALT: Read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act.</p> <p>Using what you already know about the story and listening/reading the text again, create two small mind maps on the following areas:</p> <ol style="list-style-type: none"> 1. What are the characters thinking/feeling within the story? 2. In what ways does the bad seed act? 	<p>WALT: Refer to the text to support opinions and predictions (sum up what I have found/discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views).</p> <p>Using the story and what you know about it already, write down your opinion of the story ensuring you are using evidence from the text to support your opinion.</p>	<p>SCREEN FREE FRIDAY</p>	



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Foundation Subjects

GEOGRAPHY

WALT: Locate cities around the world.

Add the listed cities to a map of your choice. You can do this by printing the map and labelling each city, or by digitally adding a marker and a text box to label each city. Take care to be as accurate as possible! You can use an Atlas or Google Maps to help you. You might want to print onto A3 if you can.

Cities to locate:

- London,
- Canterbury,
- Rome,
- Oslo,
- Moscow,
- New York,
- Washington DC,
- Rio De Janeiro,
- Cape Town
- Canberra.

Use the map below or this link to print one off if you can. You can also use the map template within purple mash 2DO task also.

SCIENCE:

WALT: Use a key to identify vertebrates



Use [Twinkl Go](#) code: **EB3790** to access the power point and activity sheet for this lesson if you wish to print this or use the one below.

Use the activity sheet below to put the correct vertebrates in the blank spaces based on the questions asked.

Challenge: Why not create your own questions to classify the vertebrates. Use sheet 2 for this.

FRENCH:

WALT: Understand where they speak French in the world



Use the [Twinkl Go](#) Code: **VD4732** to access the power point and activity sheet if you wish to print this, or use the one below.

Write sentences using the countries within the power point explaining where they speak French around the world.

Activity sheet below to use or you can also do this within 2publish plus on purple mash.

RE:

WALT: Understand what Pesach is and why do Jewish people celebrate it every year.



MUSIC:

WALT: Understand the earliest musical instruments used.

Research Lesson

Remember research is where you use a safe search engine found [here](#), to find different pieces of information and images relating to your subject.

As an introduction to our new History of Music topic, I would like you to carry out some research and make notes and collect images on the earliest instruments used. Below are a few I have found:



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Use the video linked in the above picture to watch a video about what Pesach (Passover) is. Once you have finished watching the video, go through the interactive resources to gather further information on this festival.

Your task is to create an information piece on this festival. You could create a power point, leaflet, and poster etc detailing what Pesach is and why and how it is celebrated. You can also do this within the 2DO on purple mash if you wish.



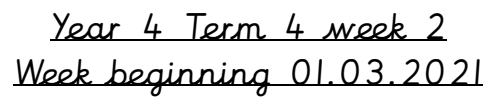
Neanderthal flute



Spinditty

Remember making notes is where you read through your information and note down 2-3 pieces of key information.

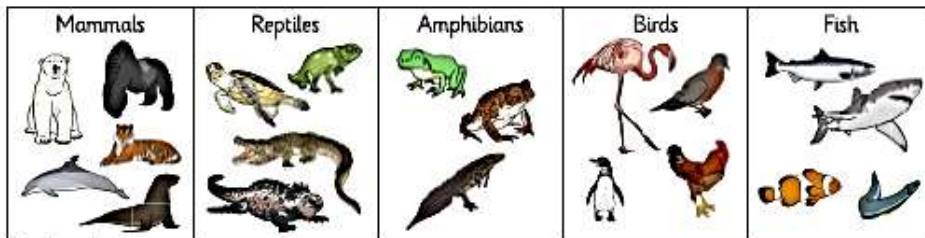
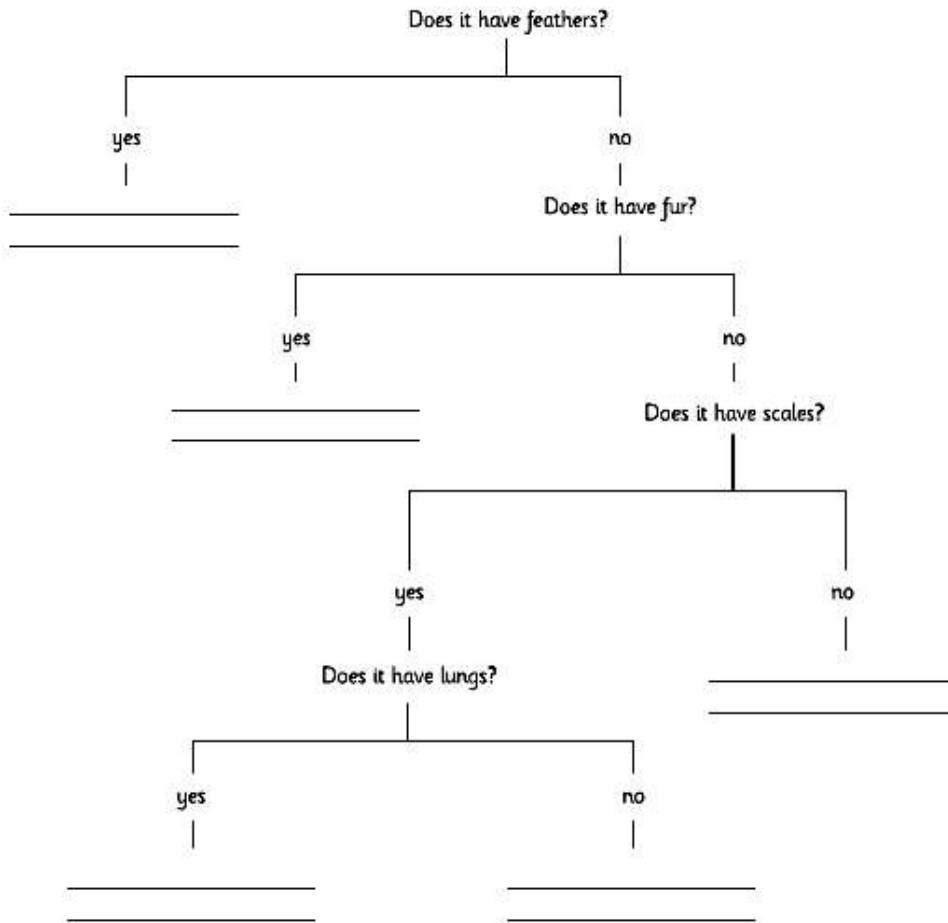
You can set this out as a mind map, lists, a word document, a power point or on purple mash. You can also do this on paper with drawings as well.





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Science

Vertebrates



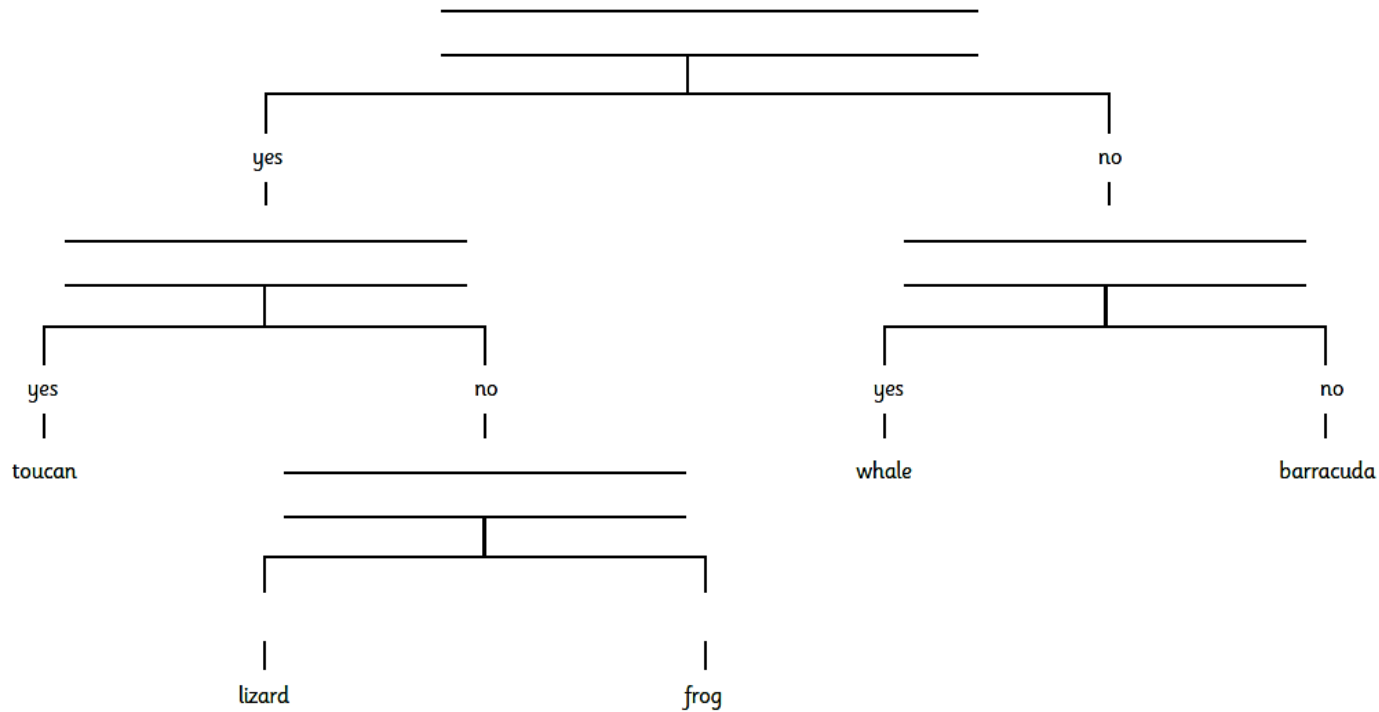


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Science 2



Key Questions



Can you think of other animals that could fit at the end of the key?



French

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Where Do They Speak French?

These are some of the countries where they speak French, write a sentence to say where they speak French, starting

On parle français..... choose the correct word, either **au** for masculine, **en** for feminine, **à** for islands.

France	Canada	Côte d'Ivoire	Belgique
Haïti	Mali	Suisse	Tunisie

1.

2.

3.

4.

5.

6.

7.

8.
