



Year 4 Term 2 week 1
Week beginning 02.11.2020

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
<p>Maths: WALT – Use a formal written method for multiplication. (Short multiplication) Starter: mental arithmetic/times tables using top marks daily 10. Task: using the short multiplication method, solve the following calculations:</p> <ol style="list-style-type: none"> 1. $14 \times 5 =$ 2. $27 \times 3 =$ 3. $45 \times 6 =$ 4. $31 \times 4 =$ 5. $66 \times 2 =$ 6. $58 \times 7 =$ <p>https://classroom.thenational.academy/lessons/multiplication-and-division-64r32e?from_query=multiplication+and+division</p> <p>https://www.bing.com/videos/search?q=short+multiplication&view=detail&mid=30702FBAFFA8B620ABDD30702FBAFFA8B620ABDD&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dshort%2Bmultiplication%26FORM%3DHD RSC3</p> <p>Completing this at home, use the above link to recap knowledge of multiplication. Use the second link to learn how to complete short multiplication. Complete the calculations above.</p>	<p>Maths: WALT – Use a formal written method for multiplication. (Long Multiplication). Starter: mental arithmetic/times tables using top marks daily 10. Task: using long multiplication method, solve the following calculations:</p> <ol style="list-style-type: none"> 1. $152 \times 3 =$ 2. $197 \times 4 =$ 3. $225 \times 2 =$ 4. $461 \times 5 =$ 5. $194 \times 6 =$ 6. $353 \times 5 =$ <p>https://classroom.thenational.academy/lessons/recalling-multiplication-and-division-facts-cmwk0d?from_query=multiplication+and+division</p> <p>https://www.bing.com/videos/search?q=long+multiplication&view=detail&mid=2D2678F0C1BE420A297E2D2678F0C1BE420A297E&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dlong%2520multiplication%26qs%3Dn%26form%3DQBVDMMH%26sp%3D-1%26pq%3Dlong%2520multiplication%26sc%3D8-19%26sk%3D%26cvid%3D9C59367E412F439C977BEEAB03D8D61A</p> <p>Completing this at home, use the above link to recap knowledge of multiplication. Use the second link to learn how to complete long multiplication. Complete the calculations above.</p>	<p>Maths: WALT – Use a formal written method for division. (Short) Starter: mental arithmetic/times tables using top marks daily 10. Task: using short division solve the following calculations:</p> <ol style="list-style-type: none"> 1. $165 \div 5 =$ 2. $276 \div 4 =$ 3. $112 \div 4 =$ 4. $382 \div 2 =$ 5. $198 \div 3 =$ 6. $234 \div 6 =$ <p>https://www.bing.com/videos/search?q=short+division&view=detail&mid=49BDEBADB824A5A34B8C49BDEBADB824A5A34B8C&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dshort%2520division%26qs%3Dn%26form%3DQBVDMMH%26sp%3D-1%26pq%3Dshort%2520division%26sc%3D8-14%26sk%3D%26cvid%3DBF024C55A62A4F52806668D16B8153B3</p> <p>Completing this at home, use the above link to learn how to use short division. Complete the calculations above.</p>	<p>Maths: WALT – Use a formal written method for division. (Long) Starter: mental arithmetic/times tables using top marks daily 10. Task: using long division method, solve the following calculations:</p> <ol style="list-style-type: none"> 1. $258 \div 6 =$ 2. $176 \div 4 =$ 3. $318 \div 6 =$ 4. $192 \div 3 =$ 5. $428 \div 4 =$ 6. $561 \div 3 =$ <p>https://www.bing.com/videos/search?q=long+division&view=detail&mid=5DF8E99B1DE2AC60EAFE5DF8E99B1DE2AC60EAFE&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dlong%2520division%26qs%3Dn%26form%3DQBVDMMH%26sp%3D-1%26pq%3Dlong%2520division%26sc%3D8-13%26sk%3D%26cvid%3D907BBB335FB5440A83C55ED820AD0507</p> <p>Completing this at home, use the above link to learn how to use long division. Complete the calculations above.</p>	<p>Maths: WALT – solve problems involving multiplication and division. Starter: mental arithmetic/times tables using top marks daily 10. Task: using the methods of short/long multiplication and division solve the problems below.</p> <p>https://classroom.thenational.academy/lessons/practise-multiplication-and-division-skills-64vp2e?from_query=multiplication+and+division</p> <p>Completing this at home, use the methods learnt this week to solve the problems down below.</p>



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<p>English: WALT – Write a play script. Task: children to write their best copy of their play script using their edited & improved version.</p> <p>Completing this at home, write your own version of a play script. Remember the following structural areas of a play script:</p> <ul style="list-style-type: none"> Title Cast list Costumes Setting description for setting the scene Speech detailed with the character's name beforehand Stage directions Character directions 	<p>English: WALT- write a warning tale. Task: children to write their own version of a warning tale. Discuss with the children beforehand to what a warning tale is and what you could write one about.</p> <p>Completing this at home, write your own warning tale story. A warning tale is a story where the main character is warned not to do something, but they go ahead and do this.</p> <p>Don't forget the following structure of a story:</p> <ul style="list-style-type: none"> Opening – introduce main characters Build up- main character is warned not to do something Problem- something goes wrong and the main character is in trouble Resolution – main character is eventually rescued Ending- main characters are punished or told off for not listening to the warning. 	<p>English: WALT – identify the features of a warning tale. Task: Using the focus text of 'Little Red Riding Hood' children to identify the different structural and language features used within the text. Children to use the following colours to highlight the following features:</p> <ul style="list-style-type: none"> Title Opening, build-up, problem, resolution and ending Fronted adverbials Conjunctions Speech marks Possessive apostrophe Adjectives Punctuation such as , - ' ! <p>Completing this at home, use the copy of the focus text below and identify the above features.</p>	<p>English: WALT- represent a story. Task: using the focus text, children need to create a comic strip to represent the story and what they know happens throughout it.</p> <p>Completing this at home, use the focus text and create a comic strip of this to represent the story.</p>	<p>English: WALT – identify and use fronted adverbials. Task: children to identify a range of fronted adverbials from a given text.</p> <p>Once fronted adverbials are understood, using the video below, children to need to write sentences about what happened in the video ensuring they are using fronted adverbials within their sentences.</p> <p>https://www.literacyshed.com/marshallallows.html</p> <p>Completing this at home, use the fronted adverbial word mat below to write sentences about what happens in the above video. Remember to start each sentence with a fronted adverbial.</p>
<p>Music: WALT – learn a simple song. Task: group 1 to learn the words to Mamma Mia.</p> <p>Group 2 & 3 to use their recorders to play a simple tune to hot cross buns.</p> <p>Completing this at home, learn the words to Mamma Mia using the video below:</p> <p>https://www.bing.com/videos/search?q=mamma+mia+with+lyrics&&view=d</p>	<p>Computing: WALT – create a simple repeating pattern. Task: children to create simple repeating patterns using the shape feature on Word. Using no more than 4 different shapes. Once pattern is established, children can add colour to their shapes to extend the repeating pattern further.</p> <p>Completing this at home, use word or power point to create a simple repeating pattern using shapes or simple images.</p>	<p>History: WALT – explain the spread of the Roman Empire. Task: using information gathered throughout the lesson, children to match the key facts about the spread of the Roman Empire with their correct dates.</p> <p>Completing this at home match the facts to their key dates. You can use the spread of the roman empire power points on twinkl.</p>	<p>Science: WALT – sort and describe materials. Task 1: children to sort the materials into whether they are solid, liquid or a gas. Task 2: using knowledge/information collected from the lesson, children to detail what they know about something being a solid, liquid or a gas using written sentences including key vocab plus an image showing how the particles are.</p>	<p>RE: WALT – who is a Hindu and what do they believe? Task: using a blank jigsaw piece (spilt into 4) children to write down four things that are important to them.</p> <p>Repeat this again while watching a video clip of two Hindu individuals. Children need to record on the pieces what are important to those in the video.</p> <p>http://www.bbc.co.uk/programmes/p02n5xj7</p>



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etail&mid=9AABBC6A732AC0E4F5539AABBC6A732AC0E4F553&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dmamma%2Bmia%2Bwith%2Blyrics%26FORM%3DHDRSC3			Completing this at home, sort a range of materials at home into solid liquid or gas. For task 2 write, what you know about materials being solid, liquid or gas. You can also use the internet to research into these further or use the solid liquid or gas power point on twinkl.	Completing this at home, use the blank jigsaw piece below to complete both task above.
<p>DT: WALT – assemble and join materials. Task: using their design plan, children to continue to assemble and join materials together to develop a draft mode of their Roman drawstring purse.</p> <p>Completing this at home, create a new design for your Roman drawstring purse. If you have materials available at home, have a go at creating your design.</p>	<p>French: WALT – detail the different types of transport. Task: children to detail how they travel to school, using the correct vocabulary within their written sentences.</p> <p>Completing this at home, using the key vocabulary word mat below, to write sentences on how to you get to school. You can also use the twinkl power point Lesson 1 on the move French transport.</p>	<p>SPAG: WALT: use the correct determiner. Task: children to identify and use the correct determiner within their sentences.</p> <p>Completing this at home, use the worksheet below to identify the determiners within the sentences. Use the word mat to create your own sentences using some of the determiners. You can also use the twinkl SPAG year 4 power point on determiners.</p>	<p>SPELLING: WALT: learn new strategies to spell words. Monday: Strategies for learning words: words from statutory list. Test the children on the following 10 words. Tuesday: Learn new strategies/ways of spelling the words they found tricky from the previous day. Wednesday: word ending, 'sure'. Introduce word ending with 'sure' Thursday: create sentences using words from the previous day. Friday: Collaborate testing/class testing.</p> <p>Completing this at home, use the following 10 words as this week's spelling focus:</p> <ol style="list-style-type: none"> 1. accident 2. accidentally 3. actual 4. actually 5. address 6. answer 7. appear 8. arrive 9. believe 10. bicycle <p>Wednesday 'sure' words: treasure, measure, pleasure, enclosure, closure. Look closely at the word ending and how the words change when 'sure' is added.</p>	