



Year 4 Term 3 week 1
Week beginning 04.01.2021

Happy New Year to you all!

I hope you are all well and keeping safe. Below is all the activities planned for week 1. There are many different links within the different subjects which you can use to support/aid the children's learning.

For all work or activities they complete, I have more than happy to receive photos, word/power point documents to share the amazing work the children do.

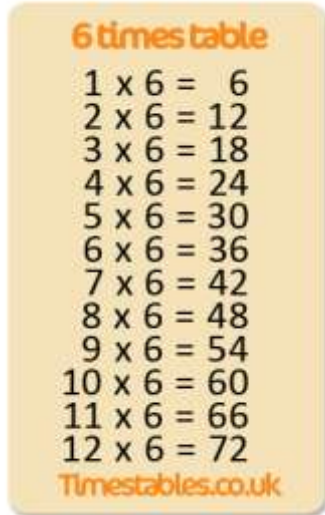
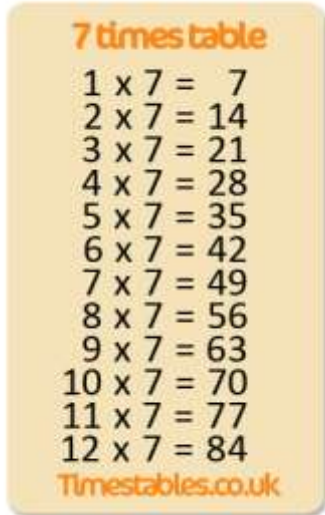
Don't forget the class email for this is: classc26@klz.org.uk which I will have open daily and will aim to respond to you as soon as I can.

I am 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 through the above email address.

Thanks

Miss Conway

MONDAY CC DUTY	TUESDAY AG DUTY	WEDNESDAY CC DUTY	THURSDAY AG DUTY	FRIDAY CC DUTY
<p>STARTER: Number sequences. Children to complete the number sequences on the board.</p> <p>Completing this at home, write the next two numbers in the sequences below:</p> <ol style="list-style-type: none"> 5, 10, 15 3, 6, 9 6, 12, 18 10, 20, 30 4, 8, 12 	<p>STARTER: Number sequences reasoning question. Complete the question below:</p> <p>The lottery prize is £15 on Monday, £25 on Tuesday and £35 on Wednesday.</p> <p>a) How much is the prize on Saturday?</p> <p>b) How much more is the prize on Thursday than the prize on Monday?</p>	<p>STARTER: Counting in multiples of 6 forwards and backwards.</p> 	<p>STARTER: Counting in multiples of 7 forwards and backwards.</p> 	<p>STARTER: Counting in multiples of 6 & 7 from a given number.</p> <p>Completing this at home use the following numbers: Count in 6's from the following numbers and record the next 3:</p> <ol style="list-style-type: none"> 45 20 61 37 <p>Count in 7's from the following numbers and record the next 3:</p> <ol style="list-style-type: none"> 84 16 73 21
<p>MATHS: WALT – Recognise the place value</p>	<p>MATHS: WALT – Round numbers to the nearest 10.</p>	<p>MATHS: WALT – Round numbers to the nearest 100.</p>	<p>MATHS: WALT – Read many Roman numerals to 100.</p>	<p>MATHS: WALT – Solve number and</p>



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<p>of each digit in a four digit number.</p> <p>Children to use a range of representations to show the value of each digit within a range of four digit numbers.</p> <p>Extend the children to complete a place value reasoning activity.</p> <p>Completing work at home, use the link below: https://classroom.thenational.academy/lessons/identifying-values-in-four-digit-numbers-68r38e?from_query=place+value+four+digit+numbers</p>	<p>Recap on the rules for rounding numbers. Go through a few examples together to ensure the children understand how to round to the nearest 10.</p> <p>Children to round a range of numbers to the nearest 10.</p> <p>Completing work at home, use the link below: https://classroom.thenational.academy/lessons/rounding-2-and-3-digit-numbers-to-the-nearest-10-6gu3er?from_query=rounding+numbers+to+the+nearest+10</p> <p>Complete this task, use paper/pens/pencils you have to do so.</p>	<p>Recap the rules of rounding numbers to the nearest 100. Go through some examples together as a class to ensure the understanding is secure.</p> <p>Children to round a selection of numbers to the nearest 100.</p> <p>Completing work at home, use the link below: https://classroom.thenational.academy/lessons/rounding-2-and-3-digit-numbers-to-the-nearest-100-ctgpar?from_query=rounding+numbers+to+the+nearest+100</p> <p>Complete this task, use paper/pens/pencils you at home to do so</p>	<p>Revisit previous learning of Roman numerals. Get the children to write on whiteboards all the Roman numerals they know and the number they represent. Introduce new Roman numerals to 100. Using a small selection of Roman numerals, go through them as a class to identify which numbers they are representing.</p> <p>Children to convert the Roman numerals into the numbers they represent.</p> <p>Extend children onto a reasoning based question.</p> <p>Completing work at home, use the link below: https://classroom.thenational.academy/lessons/investigating-roman-numerals-up-to-100-6guk8c</p> <p>Complete this task, use paper/pens/pencils you have at home to do so</p>	<p>practical problems using all of my number skills.</p> <p>Using known number skills and strategies. Look at a range of number problems. Work together as a class to investigate how to solve the example question also on how to approach problem solving using RUCSAC.</p> <p>Remember RUCSAC is:</p> <ol style="list-style-type: none"> 1. Read the question 2. Underline the key information 3. Choose an method to use to solve 4. Solve the question using the method chosen 5. Answer the question 6. Check back through the question and your method/answer <p>Children to complete some number problems using the RUCSAC method to help them.</p> <p>Completing work at home, use the link below: https://classroom.thenational.academy/lessons/applying-place-value-knowledge-to-problem-solving-71jket?from_query=place+value+problems</p> <p>Complete the questions below</p>
<p>GUIDED READING: WALT- Increasing familiarity with a wide range of books, including</p>	<p>GUIDED READING:</p>	<p>DEAR TIME: Quiet reading for 15 minutes. CT/TA to hear children read.</p>	<p>GUDIED READING: WALT – Use knowledge of the text to locate information.</p>	<p>DEAR TIME: Quiet reading for 15 minutes. CT/TA to hear children read.</p>



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<p>fairy stories, myths and legends and retelling some of these orally.</p> <p>Introduce Pandora's Box. Read this to orally learn the story. Children to create a comic strip retelling the story of Pandora's Box</p> <p>Extract below for those who are completing work at home.</p>	<p>WALT - Predict what might happen by quoting directly from the text.</p> <p>Give children a short extract of writing. Based on what they have read and understood from the piece of text, what can they predict might happen next?</p> <p>Completing this at home, use chapter 22 of Charlotte's Web. Read this and get the children to predict what might happen next based on what they know from the story. Encourage the children to quote extracts of information from the chapter within their prediction.</p> <p>Copy of Charlotte's Web use this link: https://cleveracademy.vn/wp-content/uploads/2016/10/Charlotte_s_Web_.pdf</p>	<p>Choose a book from home and read to an adult/sibling/yourself for 15 minutes.</p>	<p>Children to use a model text to answer questions to where certain information will be based within that piece of text.</p> <p>Questions to answer:</p> <ul style="list-style-type: none"> Where would you find information regarding the dangers that could be harmful to Guinea Pigs? What areas would you find information on what Guinea Pigs eat? Would the section on Diet, give you information about where and how Guinea Pigs live? If not why? <p>Completing this at home, extract below on How to Care for a Guinea Pig and questions are above.</p>	<p>Choose a book from home and read to an adult/sibling/yourself for 15 minutes.</p>
<p>ENGLISH: WALT – Substitute features.</p> <p>Using features from the key text, the children need to start plotting out their own idea to change certain features of the story.</p> <p>The areas which will need to be changed are:</p> <ul style="list-style-type: none"> Yann Horse 	<p>ENGLISH: WALT- Discuss and record my ideas.</p> <p>Using their substitutions, the children need to take their new features and put these into a plan for the story.</p> <p>Encourage children to use one of the method below to plan their story:</p>	<p>ENGLISH: SPAG WALT: Consistently use the correct determiner.</p> <p>Explore what the term determiner means and how/why, we use them. Children to complete a determiner activity ensuring they are using the correct ones within the sentences.</p> <p>Sheet below</p>	<p>ENGLISH: SPAG WALT: Express time, place and cause using conjunctions (when, before, next).</p> <p>Recap on the above conjunctions plus other, which help express time, place or cause. Children to use these within written sentences.</p> <p>Sheet below</p>	<p>ENGLISH: WALT – Write in a variety of genres. (Wishing story)</p> <p>Using their edited/improved story, children to write their best copy ready for their publishing books.</p>



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<ul style="list-style-type: none"> • The wish • Setting • Weather 	<ol style="list-style-type: none"> 1. Story mountain 2. Plot diagram. 	<p>WALT – Write in a variety of genres. (Wishing story) Children to use their plan to write their wishing story. Encourage children to ensure they include all areas of their plan and skills they have been taught/known how to use when writing an interesting story.</p>	<p>WALT- Assess the effectiveness of my own and other writing and suggest improvements. Working with a partner, children, to edit and improve each other's work taking note of the following areas:</p> <ul style="list-style-type: none"> • Punctuation • Spelling • Adjectives • Characters wish • Character and setting description • Speech • Fronted adverbials <p>Work with someone at home to complete this activity.</p>	
<p>FOREST SCHOOL</p> <p>MONDAY- Collecting resources to create a mini beast hotel.</p> <p>TUESDAY- Design mini beast hotel.</p> <p>WEDNESDAY- Begin to join materials together to create mini beast hotel.</p> <p>THURSDAY- Continue to join materials for mini beast hotels.</p> <p>FRIDAY- Place mini beast's hotels around woodland area and assess their design/creation.</p> <p>Completing these tasks at home, you materials you have access to in order to design and create your own mini beast hotel. Remember you can use recycled materials around your house to carry out this activity as well as any materials from a garden if you have access to one.</p>			<p>SPELLING: Monday: introduce the 'g' sound spelt 'gu'. Can the children think of any words that use this sound? Create a class list of these. Tuesday: practise writing the sound 'gu' then use 5 words from the class list created yesterday and put them into sentences. Wednesday: children to learn 5 words from the statutory spelling list for YR 3/4. Using a range of spelling strategies such as pyramid words.</p> <ol style="list-style-type: none"> 1. Disappear 2. Knowledge 3. Occasionally 4. Peculiar 5. Strength <p>Thursday: look at the word ending 'ture' practise writing this word ending before discussing any words that the children know with this word ending. Create a word bank of these. Test the children on the following words: capture, mixture, picture, feature, moisture. Friday: children to use the words from the previous day plus new ones introduced today within sentences. Quick write them, how many can they write in 3 minutes.</p>	

Guided Reading Monday:



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Pandora's Box:

Once upon a time, a long time ago, there were two brothers named Epimetheus and Prometheus. They were good gods. They had good hearts. They were good friends.

One day, Prometheus got in trouble with Zeus. Angry over something or other, Zeus had declared that man did not deserve fire. Because he had a kind heart, and he knew how much man needed fire for food and warmth, Prometheus gave man the secret of fire even though Zeus had told all the gods not to do that. Zeus was furious that his order had been ignored. As punishment, Zeus chained Prometheus to a rock for many years.

But that was not enough punishment, not for Zeus. Once Prometheus was chained to a rock, Zeus went after Prometheus' brother, the gentle, kind-hearted Epimetheus. Zeus did not chain Epimetheus to a rock. Zeus had a more sneaky punishment in mind.

First, Zeus ordered the gods' handyman, the maker of things - Hephaestus - to make Zeus a daughter. Hephaestus made a woman out of clay, a beautiful woman. He brought her to life, and then brought her to Zeus. Zeus named his lovely new daughter Pandora.

Zeus knew that Epimetheus was lonely. Zeus told Epimetheus that his brother, Hephaestus, had to be punished and that's why he was chained to a rock, but he felt sorry that this punishment left Epimetheus without the company of his brother. That's why Zeus had decided to give Pandora in marriage to Epimetheus. It was not the truth of course, but then nearly everyone in the ancient Greek world knew better than to believe the mighty Zeus.

Epimetheus was kind-hearted and gentle and thoughtful, but he was no fool. He knew Zeus was up to something. But he loved Pandora at first sight.

Zeus gave the newlyweds a gift. Some say it was a jar. Some say it was a box. Whatever it was, it was locked. It came with a note. The note said: "DO NOT OPEN." Attached to the note was a key. It was all very curious.

You can guess what happened next. It was Pandora whose curiosity got the better of her. One day, she used the key to open the box. As she raised the lid, out flew all the bad things in the world today - envy, sickness, hate, disease. Pandora slammed the lid closed, but it was too late.

Epimetheus heard her weeping. He came running. Pandora opened the lid to show him it was empty. Quickly, before she could slam the lid shut, one tiny bug flew out. He gave Pandora a big buggy smile in thanks for his freedom and flew away. That tiny bug was named Hope. And Hope made all the difference in the world.



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Thursday Guided Reading:

Pet Care of a Guinea Pig

Guinea pigs are small, compact mammals with short legs and no tail. They originate from the grasslands of the Andes Mountains in South America and are an important food source in that region.

Diet

Guinea pigs need a high fibre diet due to their unusual digestive system. They need good quality hay to enable their digestion to function properly and grass-based pellets high in Vitamin C. They lack a certain enzyme, which would help store Vitamin C, so need a daily intake of this vitamin.

Vitamin C is vital to ensure proper bone growth and to boost the immune system to enable defence against germs and illness.

Guinea pigs should have daily vegetables like broccoli and kale, and some fruits, but only in small amounts. They should not have citrus fruits or too many root vegetables like carrots. They can become very ill if they have large quantities of these foods.

Environment

Guinea pigs need a large, spacious area like a hutch, where they can explore and have room to stand on their back legs when necessary.

They require a safe, warm, dry area where they are away from other pets and safe from predators.

The temperature must be no warmer than 26°C as they can suffer with heat stroke, and anything colder than 15°C can give them a chill.

Guinea pigs must be in a quiet area as they can get stressed with noise.



Did You Know?

Guinea pigs' teeth continue to grow throughout their life so need to chew hay which wears their teeth down.



Did You Know?

When guinea pigs are born, they are already furry, have their eyes open and can eat solid food straightaway! They still have their mother's milk for 3 weeks though.



Pet Care of a Guinea Pig

Guinea Pig Behaviour

Guinea pigs require regular, interesting exercise. Tubes and pipes are great for exploration and although they are not equipped to dig, guinea pigs like to be able to hide in burrows and shelters.

They are prey animals so naturally nervous and easily scared. When this happens, they will freeze for seconds or sometimes minutes. They can see above and behind themselves so they can see a predator in good time to escape!

Guinea pigs are naturally sociable creatures and thrive in pairs or small groups. They can become very distressed if alone and often respond well to human company too. They need handling from an early age to become used to people and children.

Dangers to Guinea Pigs

- Lawnmower clippings can cause problems for their digestive system so never be tempted to give them these as a treat.
- Nesting material which can separate into strands like cotton wool. The animals can get tangled up in these strands, or if they eat they can become very poorly.
- Other animals are a threat to the security and safety of a guinea pig. As it is a prey animal, potential predators need to be kept away.



Did You Know?

Guinea pigs communicate through making different sounds. For example, when they are missing a companion, enjoying some attention or when they get excited.





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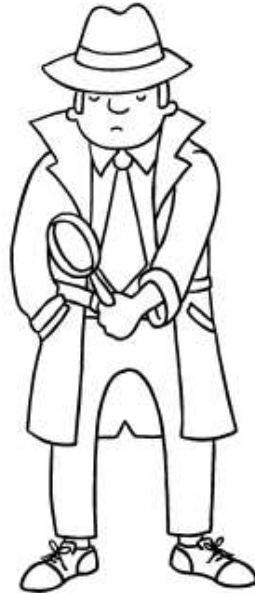


Determiner Detectives

I can identify and use determiners.

Determiners are words that come before the noun to give the reader information about it, for example, the number, or who they belong to. Identify the determiners in the following sentences.

- a) The bridge is very low.
- b) Quick! My tea is burning!
- c) Their beans on toast looked delicious.
- d) There are many museums in London.
- e) I need some socks.
- f) She lost her new scooter.
- g) Six dogs barked together.
- h) My house is a long way off.



Challenge

Can you spot more than one determiner?

- a) Several furious members of the gang held a meeting on their motorbikes.
- b) I put my bedroom light on because the daylight was fading.



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Thursday SPAG Time Conjunctions:



Missing Conjunctions

I can use time conjunctions.



1. Choose the best time conjunction to go in each of the spaces. Use the word bank to help you.

after	as long as	as soon as	before
by the time	now that	once	since
while	until	when	whenever

- a) _____ she had finished her sandwich, she opened her bag of crisps.
- b) The new baby was born _____ the nursery was decorated.
- c) She couldn't leave _____ the film had finished.
- d) _____ she arrived home with her new football, she had run out of energy.
- e) He had just sat down _____ the doorbell chimed.

2. Write three sentences of your own, using **before**, **after** or **when** as time conjunctions.

a)

b)

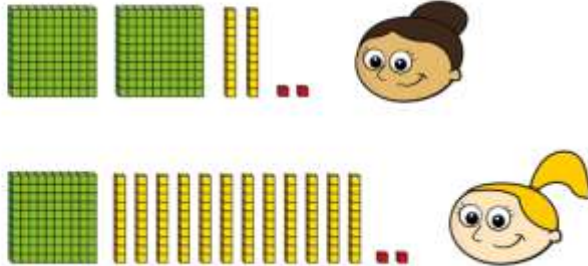
c)



Friday Maths:

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- 9 Dora and Eva have each made a number.



Dora and Eva have made the same number.

Is this true or false? _____

How do you know?

- 8 Complete the calculation.

$$XXIX + \boxed{} = LXI + \boxed{}$$

How many other calculations can you write that give the same total?

Compare your answers with a partner.



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- 10 Two different 2-digit numbers round to 70 to the nearest 10
The sum of the two numbers is 136
What could the two numbers be?



- 8 There are 400 children in a school, to the nearest 100

What is the least number of children in the school?

What is the greatest number of children in the school?

