



Year 4 Term 3 week 2

Week beginning 11.01.2021

I hope you are all well and keeping safe. Below is 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.

Some of the lessons below have a link and code to a Twinkl lesson pack you can use for the lesson stated. The website link is www.twinkl.co.uk/go where the 6-digit code needs to be inputted and the lesson pack will come up ready to be downloaded to use. Please do not feel you have to print all the resources out, I am more than happy for you to have them on screen and use paper/pens/pencils at home to complete the tasks and send a photo of that through or even put it into a word document if it is easier.



For all work or activities they complete, I am 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.

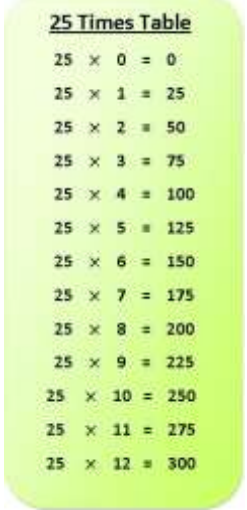
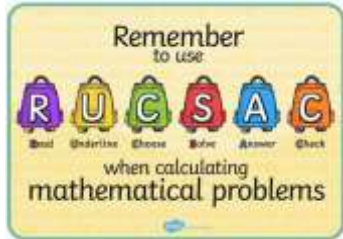
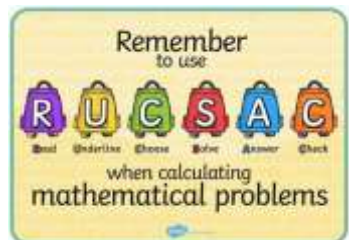
Thanks

Miss Conway

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STARTER:	STARTER:	STARTER:	STARTER:	STARTER:



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<p>100 more or less than a given number. Show 100 more and less than the following numbers:</p> <ol style="list-style-type: none"> 365 123 495 230 184 	<p>1000 more or less than a given number. Show 1000 more and less than the following numbers:</p> <ol style="list-style-type: none"> 3625 1648 2031 6478 1546 	<p>Count in multiples of 25.</p> 	<p>Count in multiples of 1000. EG: 1000, 2000, 3000.....</p> <p>As a challenge can you start from any 4 digit number ie 1234, 2234, 3234.</p>	<p>Count in 10s and 100s from any given numbers.</p> <p>Show the next 2 numbers when counting in 100's from:</p> <ol style="list-style-type: none"> 264 130 845 619 <p>Show the next 2 numbers when counting in 1000's from;</p> <ol style="list-style-type: none"> 1645 3294 7765 2301
<p>MATHS: WALT – Add numbers with up to 4 digits using a formal written method.</p> <p>https://classroom.thenational.academy/lessons/adding-using-the-column-method-cmw3cc</p> <p>Use the link above to recap using the column method within addition.</p> <p>Complete this task using paper/pen/pencils you have at home</p> <p>If adding 4-digit numbers is too tricky, use the below link looking at 3-digit numbers.</p>	<p>MATHS: WALT – Subtract numbers with up to 4 digits using a formal written method.</p> <p>https://classroom.thenational.academy/lessons/subtracting-using-the-column-method-6mr38r</p> <p>Use the link above to recap using the column method for subtraction.</p> <p>Complete this task using paper/pens/pencils you have at home</p> <p>If subtracting 4-digit numbers is too tricky, use the link below looking at 3-digit numbers.</p>	<p>MATHS: WALT – Estimate and use inverse operations to check answers to a calculation involving 4 digit numbers.</p> <p>https://vimeo.com/465337284</p> <p>Use the above link to recap estimating answer and how and why we do this.</p> <p>https://vimeo.com/465356812</p> <p>Use the link above to recap inverse operation before completing the task below</p>	<p>MATHS: WALT – Solve one-step and two-step questions.</p> <p>https://classroom.thenational.academy/lessons/solving-addition-and-subtraction-word-problems-6mw3ct</p> <p>Use the link above to recap and learn how to solve problems. Remember to use RUCSAC:</p> 	<p>MATHS: WALT – Solve one-step and two-step questions.</p> <p>https://classroom.thenational.academy/lessons/solving-word-problems-with-unknown-values-cgtpcd</p> <p>Use the link above to build on yesterday learning of problem solving. Remember to use RUCSAC:</p> 



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<p>https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-D13-Add-two-3-digit-numbers-not-crossing-10-or-100-2020.pdf</p> <p><u>Complete this task using paper/pens/pencils you have at home</u></p> <p>Challenge yourself:</p> <p>3-digit: https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-D14-Add-two-3-digit-numbers-crossing-10-or-100-2020.pdf</p> <p>4-digit: https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y4-Autumn-Block-2-D4-Add-two-4-digit-numbers-more-than-one-exchange-2020.pdf</p>	<p>https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-D15-Subtract-3-digit-numbers-from-3-digit-numbers-no-exchange-2020.pdf</p> <p><u>Complete this task using paper/pens/pencils you have at home</u></p> <p>Challenge yourself:</p> <p>3-digit: https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-D16-Subtract-a-3-digit-number-from-a-3-digit-number-exchange-2020.pdf</p> <p>4-digit: https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y4-Autumn-Block-2-D6-Subtract-two-4-digit-numbers-one-exchange-2020.pdf</p>	<p><u>Complete this task using paper/pens/pencils you have at home</u> - estimate</p> <p><u>Complete this task at home using paper/pen/pencils you have</u> - inverse</p>	<p>Task below to complete after video.</p>	<p>Task below to complete after video.</p>
<p>READING: WALT- Infer meaning, using evidence from the text and wider experiences.</p>	<p>READING: WALT – Talk about the effects of different words and phrases to create different images and atmosphere.</p>	<p>DEAR TIME: Quiet reading for 15 minutes. CT/TA to hear children read.</p>	<p>READING: WALT – Talk about the effects of different words and phrases to create different images and atmosphere.</p>	<p>DEAR TIME: Quiet reading for 15 minutes. CT/TA to hear children read.</p>




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<p>Use the link below to Charlotte's Web if you do not have a copy. Read through the first chapter and use this information to answer the following questions. Remember to include information from the text to support your answers.</p> <ol style="list-style-type: none"> 1. How does Charlotte feel when she sees her Dad leaving with an axe? 2. How did Avery feel when his father told him he couldn't have pig too? <p>Copy of Charlotte's Web use this link: https://cleveracademy.vn/wp-content/uploads/2016/10/Charlotte's Web .pdf</p>	<p>Using the link to Charlotte's Web below if you do not have a copy of the story, go through the first two chapters and create a word bank list of any adjectives you find.</p> <p>Remember an adjective is a describing word, for example:</p> <p>The fluffy, black cat sat on the dark blue mat.</p> <p>The highlighted words in the sentence above are all adjectives as they describe the nouns cat and mat.</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>Using the link to Charlotte's Web below if you do not have a copy of the story, go through the first two chapters and create a word bank list of any powerful verbs you find.</p> <p>A powerful verb is an action by a character which is strong. For ex</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>ENGLISH: WALT – Increasing their familiarity with a wide range of books. Hook lesson for Charlotte's Web. Children to have images of Wilbur, Fern and Charlotte the spider. Children to write the relationship between the characters within the story.</p>	<p>ENGLISH: WALT – Talk about a genre of writing identifying its structure, vocabulary and grammar. Use your copy of Charlotte's Web or the link above to identify the structure, vocabulary and grammar within the text. Using a table format, children to record how the information is structured together, what vocabulary they can identify</p>	<p>ENGLISH: WALT- Discuss and record my ideas. Children to create a text map based on the focus text of Charlotte's Web. Using a range of images and captions/key vocabulary children need to represent the story in their own way.</p>	<p>ENGLISH: SPAG WALT: Use a range of nouns and pronouns. https://www.bing.com/videos/search?q=noun+and+pronouns&&view=detail&mid=5AB85CCBA9A7B44758415AB85CCBA9A7B4475841&&FORM=VRDGAR Using nouns and pronouns, write some sentences based on Charlotte's Web.</p>	<p>ENGLISH: SPAG WALT: Explain what the present perfect form of verbs are. https://www.bing.com/videos/search?q=what+is+meant+by+the+present+perfect+form+of+verbs+for+kids&ru=%2fvideos%2fsearch%3fq%3dwhat%2bis%2bmeant%2bby%2bthe%2bpresent%2bperfect%2bform%2bof%2bverbs%2bfor%2bkids%26FOR</p>















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<p>Images of characters below to use for the task, or you can draw your own before writing the relationship between them.</p> <p>Creative tasks: Children to make a spider, web and pig for displays and give more purpose and meaning to the characters. Use materials you have at home alongside the template images below.</p>	<p>also the different types of grammar within the story.</p> <p>The structure of the story are areas such as chapters, paragraphs. How is the story put together? This is what you need to record for structure.</p> <p>Draw the table like below to complete your task. Do this with paper/pen/pencils you have available at home. Copy of this below if you wish to print out.</p> <table><tr><td>Structure</td><td>Vocabulary</td><td>Grammar</td></tr><tr><td></td><td></td><td></td></tr></table> <p>Charlotte's Web Read Aloud: https://www.youtube.com/watch?v=9jWsZ3PV2v0&list=PLNWB9LCZQNVw-ATvXDiS4IGclU2mwfuSN</p>	Structure	Vocabulary	Grammar				<p>Example of a text map is:</p> 	<p>For example: Charlotte is a large grey spider. She creates a large, sticky web.</p> <p>Spider is a noun and She is the pronoun in sentence two.</p> <p>WALT – Listen to and discuss a wide range of fiction. Using their texts map and copy of Charlotte's Web the children need to use drama/role play and actions to act out the story to help them retell and internalise it.</p>	<p>M%3dHDRSC3&adlt=strict%2cs trict&view=detail&mid=7E93A0 05007549C7B0997E93A005007 549C7B099&&FORM=VDRVRV</p> <p>Children to use the following present perfect form of verbs in written sentences:</p> <ul style="list-style-type: none">• Have asked• Have cooked• Have read <p>WALT- Discuss and record my ideas.</p> <p>Using your drawn text map and previous role play/drama/acting out the story lesson, write out the story of Charlotte's Web from your story map and drama recall.</p>
Structure	Vocabulary	Grammar								
<p>SCIENCE: WALT- Explain ways in which electricity generated. Starter activity: children to mind map everything they know</p>	<p>FRENCH: WALT- Express an opinion in French.</p>	<p>HISTORY: WALT- Explain the reasons for the invasions of Britain. Using the video links below, learn about the Anglo Saxons and Scots in terms of</p>	<p>SPELLING: Monday: Dictate the following sentences to the children to write in their spelling books:</p> <ol style="list-style-type: none">1. The future adventure is a mixture of wonderment and torture.2. In nature, vultures often venture long distances for food.							




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<p>about electricity and things they want to know about it.</p> <p>https://www.bbc.co.uk/bitesize/articles/zb9dcmn</p> <p>Use the link above to watch the two video about electricity before taking the electricity quiz to test your knowledge from the videos.</p> <p>With your new and current knowledge of electricity, write some sentences about how electricity is generated. Do this using paper/pens/pencils you have at home or create a word document.</p> <p>Twinkl Go Code: www.twinkl.co.uk/go YJ1428</p>	<div><div><div>Fruit</div><div><div><div>la pomme</div></div><div><div>l'orange</div></div><div><div>la banane</div></div><div><div>la fraise</div></div></div><div><div><div>la pêche</div></div><div><div>la prune</div></div><div><div>la poire</div></div><div><div>les raisins</div></div></div><div><div><div>l'ananas</div></div><div><div>le citron</div></div><div><div>l'abricot</div></div><div><div>les cerises</div></div></div></div></div> <p>Larger copy of the vocab below.</p> <p>Use the vocabulary grid to help you express your opinion within written sentences. You need to tell me what your favourite fruits are. Use the sentence starters below to write your sentences:</p> <p>J'aime – I like Je n'aime pas – I do not like J'aime beaucoup – I really like J'aime un peu – I quite like</p> <p>Twinkl Go Code: www.twinkl.co.uk/go NA1054</p>	<p>who they were and when/how they came to Britain.</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm/article/s/zq2m6sg - Who are the Anglo Saxons and Scots</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm/article/s/z23br82 - When did the Anglo Saxons come to Britain.</p> <p>Use the information within the videos and on the website to complete the two activities below.</p> <p>Twinkl Go Code: www.twinkl.co.uk/go ER5429</p>	<p>3. The temperature of the cinema was very warm when I watched the feature film.</p> <p>Tuesday: Learn a small selection of YR 3/4 statutory spellings using a range of spelling strategies.</p> <ul style="list-style-type: none">• Business• Material• Favourite• Natural• Weight• Decide <p>Wednesday: possessive apostrophe with plurals. Go over the use of possession within plural nouns. Use Twinkl Go Code: JR2165</p> <p>Thursday: children to use the examples from the previous days spelling plus a few others to write sentences in their spelling books ensuring they are writing the possessive apostrophe correctly within the sentence using the images to help them.</p> <p>Friday: homophones – introduce the homophones scene/seen, mail/male, bawl/ball. Children to write sentences using these in their spelling books.</p>	
<p>DT/ART: ART WALT: Understand the relationship between primary, secondary and tertiary colours.</p>	<p>PSHE & PE: WALT- Talk about some of my hopes and dreams. Children to discuss with a partner and class about their hopes and</p>	<p>RE: WALT- Know what is worth celebrating? Discuss with people around you what things we</p>	<p>MUSIC: WALT- Play notes B, A and G within a simple tune. Children to learn to play Hot Cross Buns, which uses notes B,</p>	<p>COMPUTING: WALT- Write code to move a sprite. Children to use the Scratch program to change the look of a</p>



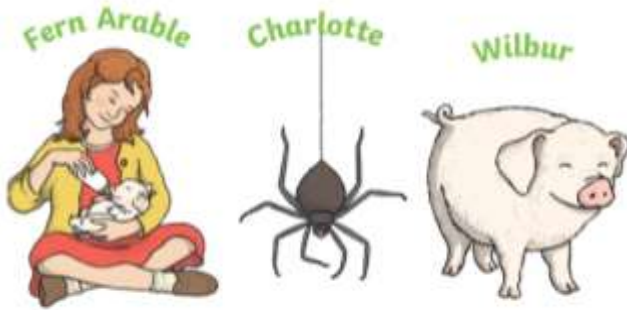
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<p>Discuss what primary, secondary and tertiary colours are.</p> <p>Learn primary colours, secondary colours and tertiary colours for kids Kids channel - Bing video</p> <p>Use the above link to go through the difference between the colours and their relationship with each other. Children to create a colour wheel and explain how the colours are linked together. Colour wheel example:</p> 	<p>dreams. Children to create a mind map or bullet point list of their hopes and dreams. Use a range of small drawn images within your mind maps/bullet points if you are finding your hopes/dreams hard to explain formally.</p> <p>PE: Gymnastics WALT: Develop flexibility, strength, technique, control and balance.</p> <p>Join in with this video, looking at different stretches and shapes you can make with your body. https://www.youtube.com/watch?app=desktop&v=d7DqvjhrcNs&feature=youtu.be</p> <p>Remember you can also take part in different forms of exercise if Gymnastics is not a strong skill/sport for you. Below are a few links to different exercise videos you can use: Comic Yoga Joe Wicks Spiderman Workout Five a day fitness</p>	<p>celebrate and create a list on a piece of paper or a document.</p> <p>Using the list you have created from your discussion, write down which ones you believe to be worth celebrating and why you think this.</p> <p>For example a celebration I know is a birthday. I believe that my birthday is worth celebrating because it celebrates the day I was born and the beginning of a new year at an older age.</p>	<p>A and G., practise these notes before learning the simple tune.</p> <p>https://www.youtube.com/watch?v=PVxmmNh_I</p> <p>If you do not have a recorder at home, you can use any instruments you have. If you have no instruments at home, you can use a range of resources around you home to play a simple tune on. For example, you could use two pots and a spoon to create a simple tune.</p>	<p>sprite and move it around using a simple code.</p> <p>Use video links below to learn how to move and change a sprite before heading to the link to scratch website to start using your new skills and knowledge.</p> <p>How to program a sprite on scratch: Scratch - Tutorial 03 - Moving your Sprite - Bing video How to change the look of a sprite: Scratch - Tutorial 02 - Changing Costumes of a Sprite - Bing video</p> <p>Link to scratch website: Scratch - Imagine, Program, Share (mit.edu)</p>
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Monday English:



French:

Fruit			
 la pomme	 l'orange	 la banane	 la fraise
 la pêche	 la prune	 la poire	 les raisins
J'aime...	Je n'aime pas	J'aime beaucoup...	J'aime un peu...



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History:

In around 410AD the _____ left Britain.

The _____ from Northern and Eastern Ireland invaded Scotland in the 4th and 5th centuries.

The Scots divided into four _____ called Dal Riata, Pictland, Strathclyde and Bernicia.

The British King who was called _____ asked Saxon brothers Hengest and Horsa to help him fight against the Scots and the _____.

Hengest and Horsa liked it in _____ and decided to stay so they sent for people from home.

We call these people who invaded and settled in Britain the Anglo-Saxons because the two biggest groups were called _____ and _____.

Saxons	Britain	Picts	Kingdoms
Scots	Romans	Angles	Vortigern



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Can you remember the names of the 7 kingdoms that the Anglo-Saxons divided Britain into?

Label your map with the place names. You can use maps or atlases to help you.





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Tuesday Guided Reading:

Structure	Vocabulary	Grammar



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Maths Thursday:

Addition and Subtraction

Name _____

1 Here is a number.

Thousands	Hundreds	Tens	Ones
   			         

- Subtract 3 ones
- Add 2 thousands
- Subtract 1 hundred

What is the new number?

☐

1 mark

2 Complete the missing digits.

		3		9
+	1	4	2	
	5		9	9

☐

2 marks

Thousands	Hundreds	Tens	Ones
   	   	    	     
 	   		 

4 Calculate $438 - 177$

☐

1 mark

5 Use the digit cards to complete the number sentence.

9 3 1 7

$2,345 + 102 > \square\square\square\square$

☐

1 mark



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Friday Maths:

- 6 There are 6,128 people in a village.
2,503 are women, 2,811 are men and the rest
are children.

Complete the bar model to represent this.



How many children are there?

☐

1 mark

☐

2 marks

- 7 Tom and Hannah have £1 between them.
Tom has 12p more than Hannah.
How much do they each have?

Tom _____

Hannah _____

8 $718 + 395 = 395 + \underline{\hspace{2cm}}$

$719 + 395 = 720 + \underline{\hspace{2cm}}$

$2,719 + 4,395 = 3,719 + \underline{\hspace{2cm}}$

☐

3 marks

- 9 Teddy is asked to estimate the answer to
 $1,923 + 3,246$

He says,



I think the answer will be close
to 4,000 because I have rounded
the numbers and added 1,000
and 3,000

What is wrong with Teddy's estimate?

☐

1 mark

What would be a better estimate?

☐

1 mark

Circle how confident you feel with addition & subtraction.

☐

1 mark

1

2

3

4

5

Not

Very