



Year 4 Term 3 week 3  
Week beginning 18.01.2021



I hope you are all well and keeping safe. Below are all the activities planned for week 3. There are many different links within the different subjects, which you can use to support/aid the children's learning. Do not forget for some lessons you can use the code to Twinkl Go. [www.twinkl.co.uk/go](http://www.twinkl.co.uk/go)  
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.  
Do not forget the class email for this is: [classc26@klz.org.uk](mailto: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
<p><b>STARTER:</b> Count in multiples of 8. Use the hit the button game link below to recap/test yourself on counting in multiples of 8. <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>	<p><b>STARTER:</b> Count in multiples of 9. Use the hit the button game link below to recap/test yourself on counting in multiples of 9. <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>	<p><b>STARTER:</b> Count in multiples of 10. Use the hit the button game link below to recap/test yourself on counting in multiples of 10. <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>	<p><b>STARTER:</b> Count in multiples of 11. Use the hit the button game link below to recap/test yourself on counting in multiples of 11. <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>	<p><b>STARTER:</b> Count in multiples of 12. Use the hit the button game link below to recap/test yourself on counting in multiples of 12. <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>
<p><b>MATHS:</b> <b>WALT – Calculate money in £ &amp; p.</b> Recap over how to covert pound and pence. For example: 100 pence = £1 £2 = 200 pence</p> <p>When converting from pence to pounds you divide by 100. When converting from pounds to pence to multiply by 100. Convert the following pence into pounds:</p> <ol style="list-style-type: none"> <li>152 pence</li> <li>341 pence</li> <li>193 pence</li> <li>736 pence</li> <li>1023 pence</li> </ol> <p>Convert the following pounds into pence:</p> <ol style="list-style-type: none"> <li>£2.43</li> <li>£6.37</li> <li>£1.25</li> </ol>	<p><b>MATHS:</b> <b>WALT – Add amounts of money.</b> Recap over column addition method as this method can help you with this lesson.</p> <p>Remember when adding money every new 100 pence make a new pound. For example: 156p + 231p = 387p Add the following amounts together:</p> <ol style="list-style-type: none"> <li>435p + 123p =</li> <li>711p + 321p =</li> <li>159p + 412p =</li> <li>524p + 223p =</li> <li>425p + 162p =</li> <li>£2.57 + £1.22</li> <li>£3.65 + £2.33</li> <li>£14.65 + £11.42</li> </ol> <p>Complete the task below once you have completed the task above. <a href="#">Task</a></p>	<p><b>MATHS:</b> <b>WALT – Subtract money to give change.</b> Using column subtraction, subtract the following amounts of money:</p> <ol style="list-style-type: none"> <li>578p – 221p =</li> <li>736 – 212p =</li> <li>897p – 543p =</li> <li>475p – 324p =</li> <li>189p – 163p =</li> <li>£6.98 - £3.35 =</li> <li>£2.85 - £1.24 =</li> <li>£26.45 - £22.34 =</li> </ol> <p>Complete the task below once you have down task one above. <a href="#">Task</a></p> <p>Finding change is when you have an amount such as £10 and you spend £5.50 this</p>	<p><b>MATHS:</b> <b>WALT – Estimate and compare money in £ &amp; p.</b> Recap on your knowledge of estimation and comparing. Remember when we compare we use the following symbols: &lt; &gt; =</p> <p>When you estimate an amount you are having a good educated guess based on information you have been given. For example: Sam has £3.57, Jim has £6.32 and Tom has £7.52. Estimate how much they have altogether.</p> <p>Using the information we have been given of £3.57, £6.32 and £7.52 I would estimate that altogether they have more than £15.00. Complete the task below on estimating money.</p>	<p><b>MATHS:</b> <b>WALT – Solve simple money problems.</b></p> <p>When solving problems, remember to use RUCSAC.</p> <div data-bbox="1736 906 2116 1165" data-label="Image"> </div> <p>Complete the problem task below, remember to use RUCSAC <a href="#">Problem Task</a></p>



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<p>4. £9.63 5. £12.75</p> <p>Complete the following tasks once you have completed the above:</p> <p><a href="#">Task 1</a> <a href="#">Task 2</a></p>		<p>would leave you with £4.50 change. It is very similar to subtraction but you are finding but how much change you would have left when certain items are bought.</p> <p>Complete the task below on finding change. Remember to use your subtraction column method knowledge to help you.</p> <p><a href="#">Change Task</a></p>	<p><a href="#">Estimate Money</a></p> <p>Compare the following amounts of money:</p> <table style="margin-left: 20px;"> <tr><td>1.</td><td>456p</td><td>234p</td></tr> <tr><td>2.</td><td>£5.78</td><td>£5.67</td></tr> <tr><td>3.</td><td>198p</td><td>273p</td></tr> <tr><td>4.</td><td>£1.50</td><td>150p</td></tr> <tr><td>5.</td><td>857p</td><td>£8.56</td></tr> <tr><td>6.</td><td>£9.67</td><td>£2.43</td></tr> <tr><td>7.</td><td>756p</td><td>234p</td></tr> <tr><td>8.</td><td>246p</td><td>264p</td></tr> </table>	1.	456p	234p	2.	£5.78	£5.67	3.	198p	273p	4.	£1.50	150p	5.	857p	£8.56	6.	£9.67	£2.43	7.	756p	234p	8.	246p	264p	
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<p><b>READING:</b> <b>WALT- Talk about the effects of different words and phrases to create different images and atmosphere.</b></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 adverbs you find. Remember an adverb describe the way in which a verb is carried out. For example: The dog ran <b>quickly</b> when he heard a loud noise. Quickly is the adverb as it describe how the dog ran. Most adverb end in ly. <b>Copy of Charlotte’s Web use this <a href="#">link:</a></b></p>	<p><b>READING:</b> <b>WALT – Recognise prefixes and suffixes in words.</b></p> <p>Using the link to Charlotte’s Web below if you do not have a copy of the story, go through the chapter 3 and how many words you can find with different prefixes. Create a word bank of these.</p>	<p><b>DEAR TIME:</b> <b>Quiet reading for 15 minutes. CT/TA to hear children read.</b></p> <p><b>Choose a book from home and read to an adult/sibling/yourself for 15 minutes.</b></p>	<p><b>GUDIED READING:</b> <b>WALT – Recognise prefixes and suffixes in words.</b></p> <p>Using the link to Charlotte’s Web below if you do not have a copy of the story, go through the chapter 4 and how many words you can find with different suffixes. Create a word bank of these.</p> <p>If you are unsure on what a suffix is, use the poster below to help.</p>	<p><b>DEAR TIME:</b> <b>Quiet reading for 15 minutes. CT/TA to hear children read.</b></p> <p><b>Choose a book from home and read to an adult/sibling/yourself for 15 minutes.</b></p>																								

	<p>If you are unsure on what a prefix is, use the poster below.</p>  <p>A prefix is added to the beginning of a word to make a new word.</p> <p>Copy of Charlotte's Web use this <a href="#">link</a>:</p>		 <p>A suffix is added to the end of a word to make a new word.</p> <p>Copy of Charlotte's Web use this <a href="#">link</a>:</p>	
<p><b>ENGLISH:</b> <b>WALT – Organise my writing in paragraphs around a theme.</b></p> <p>For this lesson, we are going to focus on writing character descriptions on Fern and Wilbur. Within your descriptions, remember to use a range of adjectives, similes and challenge yourself to use vocabulary you would not normally use within your writing. Remember to set your work out in paragraphs. One paragraph for Fern and another for Wilbur.</p>	<p><b>ENGLISH:</b> <b>WALT – Organise my writing in paragraph around a theme.</b></p> <p>For this lesson, we are going to focus on writing a character description and a setting description on Charlotte the Spider and the setting where the animals are (Barn). Within your descriptions, remember to use a range of adjectives, similes and challenge yourself to use vocabulary you would not normally use within your writing. Remember to set your work out in paragraphs. One paragraph for Charlotte the Spider and another for the setting (Barn).</p>	<p><b>ENGLISH:</b> <b>SPAG WALT: Beginning to use fronted adverbials.</b></p> <p>Use the Twinkl power point using the Twinkl go code below to recap what a fronted adverbial is and how you use them.</p> <p>Twinkl go code: <b>UK0814</b> Complete the task below.</p> <p><b>WALT – Write in a variety of genres. (Fact file)</b> Chose one of the characters from the story</p>	<p><b>ENGLISH:</b> <b>WALT – Write in a variety of genres. (Diary)</b></p> <p>Choosing a character of your choice from the story, write a diary entry from that character perspective about things that have happened within the story as far. Remember to start your story with dear diary and sign it from the character you have chosen. Do not forget to include features such as adjective or similes to give your diary entry more detail and depth.</p>	<p><b>ENGLISH:</b> <b>WALT- Substitute features.</b></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. The areas which will need to be changed are:</p> <ul style="list-style-type: none"> <li>• Fern</li> <li>• Wilbur</li> <li>• Charlotte</li> <li>• Setting</li> <li>• Connection between the characters – in our focus story is the friendship</li> </ul>



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<p>You can start the activity by mind mapping everything you know about the characters to help you when it comes to structuring your sentences together for your description.</p>	<p>You can start the activity by mind mapping everything you know about the characters to help you when it comes to structuring your sentences together for your description.</p> <p><b>Charlotte's Web Read Aloud:</b> <a href="#">link</a></p>	<p>(Fern/Wilbur/Charlotte/Templ eton the Rat) to create a fact file on them.</p> <p>Remember to include the following areas of information within your fact file:</p> <ul style="list-style-type: none"> <li>• Character name</li> <li>• Characters date of birth (You can create this yourself)</li> <li>• Where the live</li> <li>• What they look like</li> <li>• What are their hobbies</li> <li>• Who is in their family</li> </ul> <p>There is a fact file template below if you are unsure on how to set your work out. An example of a fact file can be found on <a href="http://www.twinkl.co.uk/go">www.twinkl.co.uk/go</a> using the following code: <b>SP2610</b></p>	<p style="text-align: center;">between Wilbur and Charlotte. See template below.</p>
<p><b>SCIENCE:</b> <b>WALT-</b> Identify electrical appliances and the type of electricity they use. Recap on your previous learning on how electricity is generated. Using this knowledge, create a mind map of all the different appliances around you at home or in school that use electricity.</p> <p>For today's activity, you are going to use the appliances that you have identified that use electricity or the appliance cards within the Twinkl pack using the code below</p>	<p><b>FRENCH:</b> <b>WALT-</b> Write sentences to answer questions. Using the Twinkl power point, go through how to answer questions based around vegetables and how to respond to these in written sentences.</p> <p>Complete the worksheet below</p> <p><b>Twinkl go code: AB7520</b></p>	<p><b>HISTORY:</b> <b>WALT-</b> understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.</p> <p>Using the Twinkl power point, go through the different place names that were given by the Anglo Saxons what they meant.</p> <p>Complete the worksheet below.</p>	<p><b>SPELLING:</b> <b>Monday:</b> Practise the following homophones (scene/seen, mail/male, ball, bawl) using the homophone cards below or homemade ones to hold up the correct homophone when the following sentences are read out:</p> <ol style="list-style-type: none"> <li>1. The ball went out of play.</li> <li>2. He bawled his eyes.</li> <li>3. Have you seen the mess in his room?</li> <li>4. It was a happy scene outside the window.</li> <li>5. The male toilets are on the left.</li> <li>6. Put the letter in the mailbox.</li> </ol> <p><b>Tuesday:</b> Fill in the correct homophones within the sentences below. <b>Wednesday:</b> Test the children on statutory spellings already learnt from week 1 &amp; 2:</p> <ol style="list-style-type: none"> <li>1. Disappear</li> <li>2. Knowledge</li> </ol>



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<p>to sort them by which type of electricity do they use.</p> <p>Use the worksheet below to sort the different appliances between main electricity and battery power.</p> <p><b>Twinkl go code: CE1856</b></p>		<p><b>Twinkl go code: YL2453</b></p>	<ol style="list-style-type: none"> <li>3. Occasionally</li> <li>4. Peculiar</li> <li>5. Strength</li> <li>6. Business</li> <li>7. Material</li> <li>8. Favourite</li> <li>9. Natural</li> <li>10. Weight</li> <li>11. Decide</li> </ol> <p><b>Thursday:</b> Children to learn the following words from the Yr. 3/4 statutory spelling list using a range of spelling strategies:</p> <ol style="list-style-type: none"> <li>1. Enough</li> <li>2. Consider</li> <li>3. Promise</li> <li>4. Straight</li> <li>5. Accident</li> </ol> <p><b>Friday:</b> Put yesterday learnt spellings into written sentences.</p>
<p><b>ART:</b> <b>WALT - Design and name colours of my own creations.</b> Using your knowledge of primary, secondary and tertiary colours. Create 5 new colours of your own. You can do this using paint, pens, pencils etc.</p> <p>Try to create colour that you did not feature on your colour wheel. Don't forget to name them.</p>	<p><b>PSHE &amp; PE:</b> <b>WALT- Understand that sometimes hopes and dreams do not come true and this can hurt.</b></p> <p>Recap on your hopes and dreams activity from last week. If you did not complete this then write down some of your hopes and dreams.</p> <p>Using your hopes and dreams, write down some sentences for them explaining how you understand whether or not they could come true and how you understand that when they don't this can be hurtful and for what reasons.</p> <p><b>PE:</b> <b>Gymnastics</b></p>	<p><b>RE:</b> <b>WALT- What do Christians celebrate at Easter?</b> Use the power point below through the twinkl go code to look through the many different things that are celebrated at Easter.</p> <p>Introduce the four most common services that Christians might attend in Holy week; Palm Sunday, Maundy Thursday, Good Friday.</p> <ul style="list-style-type: none"> <li>- Can the children suggest what Christians might do within this service?</li> <li>- Which of the objects might they use?</li> <li>- Which of the following words would best describe each of</li> </ul>	<p><b>COMPUTING:</b> <b>WALT- Use script to control a sprite.</b></p> <p><b>Use this <a href="#">link</a> on the Scratch website to learn how to use script to control a sprite.</b></p>



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	<p><b>WALT: Develop balance when moving in different ways.</b></p> <p>Use the video below to practise different types of rocks and rolls. <a href="https://www.youtube.com/watch?v=DcGFteFryoA">https://www.youtube.com/watch?v=DcGFteFryoA</a></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: <a href="#">Comic Yoga</a> <a href="#">Joe Wicks Spiderman Workout</a> <a href="#">Five a day fitness</a></p>	<p>these services: serving, weeping, praising, rejoicing?</p> <p>Children to work in pairs to create an advert for one of the 4 services. Encourage them to consider the symbols they use and the colours they use in the poster.</p> <p>Twinkl go code: <b>VC7860</b></p>	
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English Thursday:  
SPAG TASK:



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After lunch	During the film	Last summer	After getting out of bed
At night	Before running the race	When she fell over	Whilst cooking dinner

1. \_\_\_\_\_ Sheila ate her breakfast.
2. \_\_\_\_\_ Jack cleaned his teeth and got ready for bed.
3. \_\_\_\_\_ we went to Spain for a holiday.
4. \_\_\_\_\_ we ate a delicious dessert.
5. \_\_\_\_\_ Ryan did some warm-up exercises.
6. \_\_\_\_\_ Ben and Holly ate popcorn.
7. \_\_\_\_\_ Phoebe started to cry.
8. \_\_\_\_\_ Dad burnt his hand.



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A vertical rectangular box containing ten horizontal lines for writing.	A vertical rectangular box that is empty.
A vertical rectangular box containing five horizontal lines for writing.	
A wide horizontal rectangular box containing ten horizontal lines for writing.	

SCIENCE TASK:



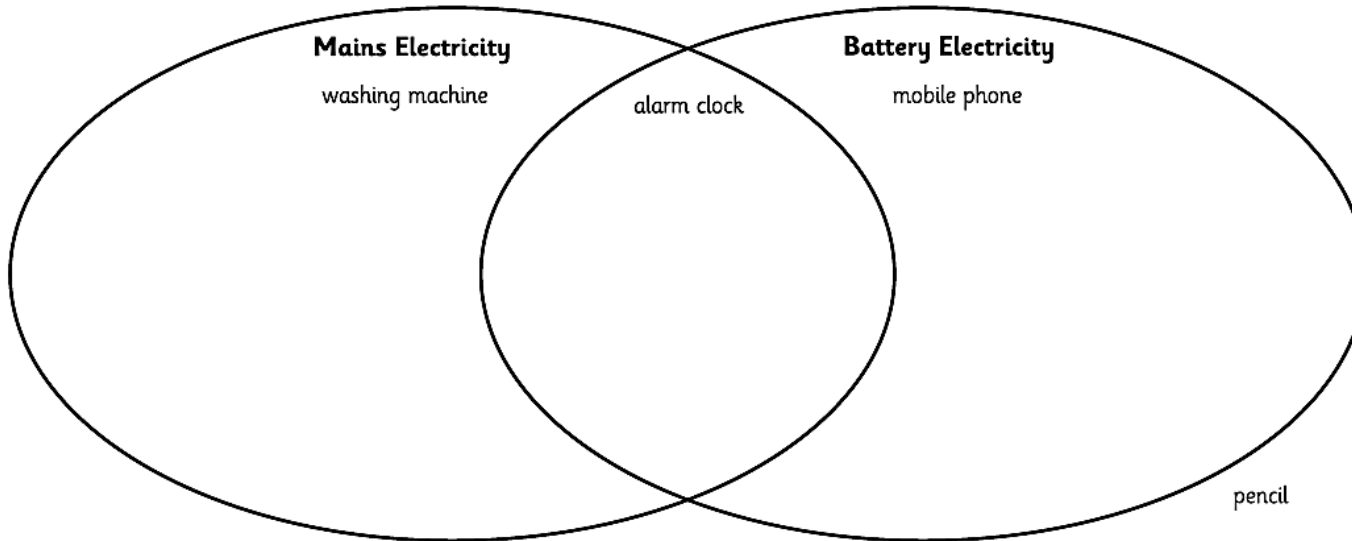


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# Mains or Battery?

Using the **Appliances Cards**, decide if each appliance uses mains electricity, battery or both or neither. One example each has been done for you.



**Extension:** Can you give your own examples of appliances that fit into these categories?



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## ★ Anglo-Saxon Place Names

Can you use the vocabulary list to help you work out the meanings of the place names?

Place Name	Meaning
Woking	Farm near a marsh
Oxford	Place in a clearing of oak trees
Marston	Woc's people
Oakley	Ford for the oxen to cross through
Woolwich	Sheep farm

Now label your map of Britain to show these places. Use maps or atlases to help you.





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I can write phrases/sentences starting with Je voudrais and choose the correct form of 'some'.

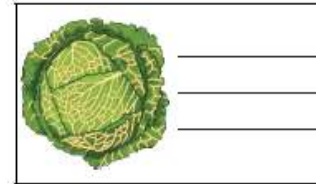
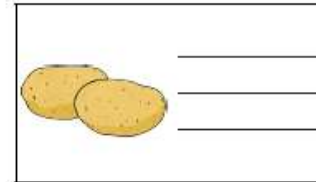
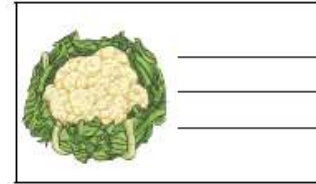
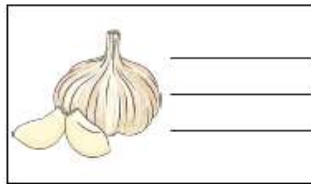
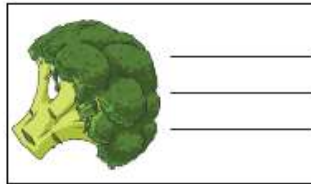
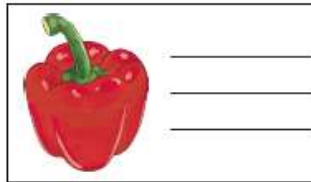
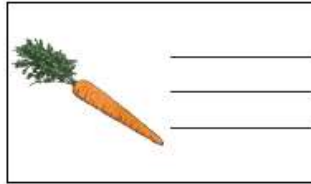
Cut out the pictures of the vegetables and stick them in the correct box and write the sentence underneath, the first one is done for you.

Je voudrais du/de la/de l'

Je voudrais des







Je voudrais  
des oignons.



- |                     |               |
|---------------------|---------------|
| du brocoli          | du chou       |
| des pommes de terre | des carottes  |
| de l'ail            | du chou-fleur |
| des poivrons        |               |



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<b>Current characters/setting/connection</b>	<b>New characters/setting/connection</b>
<p data-bbox="331 338 427 376"><b>Fern</b></p> 	
<p data-bbox="309 655 450 694"><b>Wilbur</b></p> 	
<p data-bbox="286 936 472 975"><b>Charlotte</b></p> 	
<p data-bbox="331 1204 427 1243"><b>Barn</b></p> 	



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## Friendship

FRIENDS  
FOREVER

