



Year 4 Term 3 week 4  
Week beginning 25.01.2021

Hello Class 4! Below are all the activities planned for week 4. There are many different links within the different subjects, which you can use to support/aid the children's learning. Some lessons you can enter the code to Twinkl Go to access power point resources. [www.twinkl.co.uk/go](http://www.twinkl.co.uk/go)  
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](mailto: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.  
Mrs Wallis and Mrs Griffiths.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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**STARTER:**  
10 minutes of Times tables Rock Stars daily – aim to beat your score by the end of the week! If you do not know your password or log in details, please e-mail Mrs Griffiths, who will be able to supply them to you. [trockstars](http://trockstars)




**MATHS:**  
WALT – Understand how to convert between cm and m  
Watch the video lesson here: [Equivalence video lesson](#)



If vimeo doesn't load, try [here](#)




**MATHS:**  
WALT – Understand how to convert between mm and cm  
Watch the video lesson here: [Equivalence lesson 2](#)



**Complete the task here: [Tuesday Maths](#)**

Millimetres are very small!  
There are 10mm in every cm.  
That means that 10mm is equivalent (equal to) 1 cm.


**MATHS:**  
WALT – Understand how many metres are in a kilometre.  
Watch the video lesson here: [Kilometres](#)



Complete the task here: [Wednesday Maths](#)

Kilometres are big! There are 100 metres in every kilometre.  
Kilometres are used to measure long distances.


**MATHS:**  
**WALT – add length**  
Watch the video lesson here: [Adding length](#)



Complete the task here: [Thursday Maths](#)

Adding lengths is just like adding numbers. If you are adding two units of measurement that are the same, you can add the two numbers together.

**MATHS:**  
**WALT – subtract length**  
Watch the video lesson here: [Subtract length](#)




Complete the task here: [Friday Maths](#)

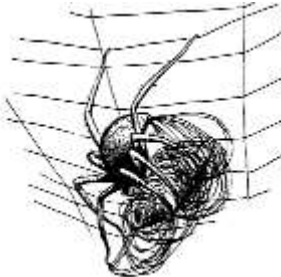
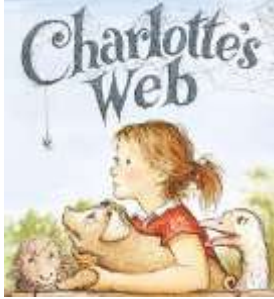
Like yesterday's lesson, today you will be subtracting different measurements from each other.



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<p>100 cm is equal to 1 metre. This means that there are 100cm in 1 metre. Use the number line to find how many cm there are in:</p> <p>2 metres? 4 metres? 9 metres?</p> <p>Complete the task here: <a href="#">Monday Maths</a></p> <p>You do not need to print the activities this week, you can use the task on screen and record your answers on paper.</p>	<p>A school ruler is 30cm long.</p> <p>To convert this to mm you need to multiply the 30cm x 10.</p> <p><math>30 \times 10 = 300</math></p> <p>There are 300mm on a school ruler!</p> 	<p>To convert 1 kilometre to how many metres you need to multiply the km x 1000.</p> <p><math>1\text{km} \times 1000 = 1000</math> metres</p> <p><math>3\text{km} \times 1000 = 3000</math> metres</p> <p>How many kilometres is your house from our school? Can you find out?</p>	<p><math>80 \text{ mm} + 30 \text{ mm}</math> <math>80 + 30 = 120</math> The answer is 120mm</p> <p>If you are adding two numbers with different units of measurement, you will need to convert one of them so they are the same.</p> <p><math>20 \text{ cm} + 300 \text{ mm} =</math> Convert the 20cm to mm by multiplying by 10. <math>20 \times 10 = 200\text{mm}</math></p> <p><math>200\text{mm} + 300\text{mm} = 500\text{mm}</math></p>	<p>Like yesterday, you may need to convert the measurements so that they are the same.</p>
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**English Tasks – based on our Whole School Text: Charlotte’s Web** Copy of Charlotte’s Web use this [link](#):

<p><b>READING:</b> <b>WALT- skim and scan a text</b></p> <p><a href="#">Read Chapter 5 here</a> (page 32)</p> <p>After reading, scan back though the text. Can you find out what Charlotte eats? Scanning means you are not reading every single word through again but looking for where it tells us about what Charlotte is eating. How quickly can you find what she ate?</p> <p>Write a list of what you find.</p>	<p><b>READING:</b> <b>WALT – skim and scan a text</b></p> <p><a href="#">Read Chapter 6 here</a> (page 42)</p> <p>In chapter 6 can you find the qualities that Templeton the rat did NOT have?</p> <p>Look back at yesterday to remember what skimming through the text means and write a list of the lacking personality traits.</p>	<p><b>DEAR TIME:</b> <b>Quiet reading for 15 minutes.</b></p> <p>Choose a book from home and read to an adult/sibling/yourself for 15 minutes.</p>	<p><b>READING:</b> <b>WALT – use text to support my answers</b></p> <p><a href="#">Read Chapter 7 here</a> (page 48)</p> <p>Using the text in this chapter only, can you explain what clues make you think that Charlotte was a kind character?</p> 	<p><b>DEAR TIME:</b> <b>Quiet reading for 15 minutes.</b></p> <p>Choose a book from home and read to an adult/sibling/yourself for 15 minutes.</p> 
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**WRITING:**  
**WALT – Create a plan**

Current characters/setting/connection	New characters/setting/connection
Farm 	
Wilbur 	
Charlotte 	
Barn 	
Friendship 	

On Friday, you were asked to use this template to make substitutions to the characters and setting in Charlotte’s Web. Have a look at your plan and review your choices. You should have a human character, and then two unlikely animals that become very good friends. You could alter the setting to a zoo and choose a tiger and a penguin for example. Today think about how/where they would meet and what would they tell each other about themselves?

**WRITING:**  
**WALT – Write in a variety of genres. (Story – Big Write Style)**

Over the next two days, take your time to write a complete short story using the characters and setting you have created. You could structure your story into the following paragraphs:

1. Your story could start by introducing your human character and the first animal.
2. Describe your new setting
3. Introduce and describe your second animal.
4. Introduce some dialogue between the two animal characters, what would they talk about? In Charlotte’s Web, Wilbur asked Charlotte lots of questions about her lifestyle and eating habits – for example.
5. Describe how the characters interact and become friends. You could think about how they would spend their days.

**WRITING:**  
**WALT – proofread and edit your work.**

Today you will take your finished short story and proof read it. Use a different coloured pen for this:

- Look and underline any possible spelling errors.
- Scan and check the beginning and end of every sentence for punctuation. Have you used speech marks when the characters are talking?
- Scan through again – this time look at the vocabulary you chose to use. Underline any words you think you could ‘upgrade’ to a more descriptive word.
- Use an online dictionary and thesaurus to correct

**WRITING:**  
**WALT- Publish your work**

All good writers edit and then publish their work – in their neatest writing.

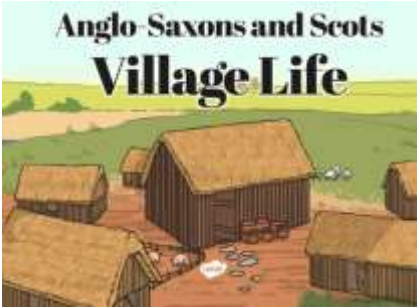

We know that you are all good writers!

Publish your work today – be sure to take some pictures and e-mail it to the class e-mail address so that we can give you our feedback!





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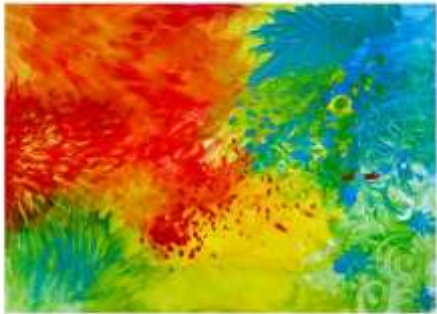
		spellings and look for alternative words.		
<p><b>SPELLING:</b></p> <p>Investigate and find words that start with the 'g' sound but are spelt with a 'gu' (see grid below)</p> <p>Use a dictionary to make a list of new words.</p>	<p><b>SPELLING:</b></p> <p>Practise spelling the words you collected yesterday – those that are spelt with a 'gu' and start with the 'g' sound. See the spelling grid attached below.</p> <p>Can you put them into any sentences?</p>	<p><b>SPELLING:</b></p> <p>Investigate words that end in 'ure'. See the grid attached below.</p> <p>Use your reading book to see if you can find any more.</p>	<p><b>SPELLING:</b></p> <p>Practise spelling the words you collected yesterday with the 'ure' sound.</p> <p>Can you use them in a sentence?</p>	<p style="text-align: center;"><b><u>Quickwrite Game</u></b></p> <p>Ask a grown up to choose any of the words you have been practising this week. How many times can you write that word in a minute? Repeat with 10 words.</p>
<p><b>HISTORY:</b></p> <p><b>WALT: Understand life in an Anglo-Saxon village.</b></p> <p>In this lesson, you will learn about what life would have been like in an Anglo-Saxon Village. Access the power point presentation here <a href="http://www.twinkl.co.uk/go">www.twinkl.co.uk/go</a> and enter the code: <b>LW5784</b></p> <p>You will only need the power point presentation from this lesson, not any of the other resources in this pack.</p> <div style="text-align: center;">  </div> <p>You will be completing the main activity in the lesson: to draw and label an Anglo-Saxon village (not the jobs poster)</p> <p>Use slide 8 to help you:</p> <ul style="list-style-type: none"> <li>You should try to include as many features as you can to make sure your village is busy and thriving!</li> <li>You will also need to write labels to annotate all the features of your village and show you understand what it was like to live there.</li> </ul>		<p><b>SCIENCE:</b></p> <p><b>WALT: Understand how electricity is passed through a circuit.</b></p> <p><a href="#">All about electrical circuits</a></p> <p>In this lesson, You will learn how to build an electrical circuit. We will look at all the different components of an electrical circuit and learn the rules for building them. You will need a piece of paper, a pencil and a ruler for this lesson.</p> <div style="text-align: center;">  </div> <p>If you are enjoying learning about electricity, take a look at this web link: <a href="#">switched on kids</a></p> <p>There are games you can play to test your knowledge of what you have learnt so far!</p>		<p><b>FRENCH: Going Shopping!</b></p> <p><b>WALT: be able to use describing words</b></p> <div style="text-align: center;">  </div> <p>In this lesson, you will learn how to use colours to describe clothes in a 'magasin de vêtements' (a clothes shop! You will need to lesson presentation – but no other resources. Access the power point here: <a href="#">Twinkl Go</a> code: <b>LW1759</b></p> <p>After viewing the power point, complete the activity attached below.</p> <p>There are 8 items of clothes in your clothes shop – for example: un cardigan rose (a pink cardigan)</p> <p>Answer the questions asked by customers to your shop:</p>



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If you cannot access the power point presentation you could use these websites to find out about Anglo-Saxon villages before drawing your own village.  
[A tour around an Anglo-Saxon village](#)  
[Anglo-Saxon villages](#)

ART:  
WALT - Use paint to show feelings and emotions within an image.  
Artists don't just paint scenery or people. Sometimes artists paint feelings. They are a way to show an emotion through colour.



What colours would you use to show how you are feeling?  
What feelings do you think would match these colours?

- Red    Yellow
- Blue   Green
- Black   Pink

If you have paints at home, have a go at painting a picture that shows different feelings and moods. You can choose one feeling, or choose to show a mix – like the artist above.

If you do not have paints at home, create an emotion painting on the set 2do on Purple Mash: [Purple Mash Log in](#)

PE:  
Gymnastics  
WALT: Develop balance when moving in different ways.

Can you make your own obstacle course in your living room or other part of your house to practise your balance? You could use cushions to jump across or land on or chairs to navigate. Remember to check with your adults before you build an obstacle course, so that it is safe to use!



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:  
[Cosmic Yoga](#)  
[Joe Wicks Spiderman Workout](#)  
[Five a day fitness](#)

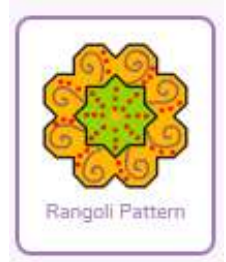
“Avez-vous un cardigan rose?” (Do you have a pink cardigan?)  
Look at what clothes you have and write a sentence in French to reply either yes, or no.  
“Oui, j’ai un cardigan rose” or “Non, je n’ai pas un cardigan rose”

RE:  
WALT- Why is Diwali significant to Hindus?  
You have been learning about celebrations this term. This week you are going to be learning about a festival celebrated by people in the Hindu religious community.

Follow this link to find out all about Diwali:  
[Hindu festival of Diwali](#)

Can you find 5 things that people do to celebrate Diwali?  
**Write your facts as a list or design a Diwali poster.**

Make your own Rangoli pattern by completing the 2do in Purple mash: [Purple Mash Log in](#)





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Spelling Monday

<b>guide</b>	<b>guitar</b>	<b>guard</b>	<b>guidebook</b>
<b>guest</b>	<b>guardian</b>	<b>guarantee</b>	<b>guess</b>

Spelling Wednesday

<b>mixture</b>	<b>adventure</b>	<b>capture</b>	<b>feature</b>
<b>moisture</b>	<b>nature</b>	<b>picture</b>	<b>vulture</b>

French: activity

## Avez-vous ?

These are the clothes for sale in a **magasin de vêtements**:



un **cardigan** rose



un **pull** gris



un **pantalon** rouge



un **manteau** marron



une **jupe** orange



une **chemise** bleue



Answer these questions in a complete sentence, using  
'Oui, j'ai un/une...' or 'Non, je n'ai pas de...'  
An example is given.

a. Avez-vous **une robe** noire ?

**Non, je n'ai pas de robe** noire.

1. Avez-vous **un cardigan** rose ?

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2. Avez-vous **un pantalon** vert ?

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3. Avez-vous **une chemise** jaune ?

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4. Avez-vous **un manteau** marron ?

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5. Avez-vous **une jupe** orange ?

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6. Avez-vous **une robe** blanche ?

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7. Avez-vous **un pull** gris ?



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