



Year 4 Term 4 week 3

Week beginning 08.03.2021

Hello Class 4! 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. 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 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.

Miss Conway and Mrs Griffiths.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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Word of the day

Write the word three times and its definition. Can you write a sentence using the word accurately? Be creative and colourful with this task it will help you to remember the word.

Ninja Word of the day starting with Shinobi words for year 4 can be found [here](#).

<p>Shinobi Word of the Day</p> <p>Word of the Day: announce (an-nounce) Word Class (verb)</p> <p>Definition: If you announce something, you tell people about it publicly or officially.</p> <p>Justine was announced as pupil of the week.</p> <p>Phrases: announced to everyone, was announced weekly</p> <p>Synonym: report, declare Antonym: conceal, suppress Prefix / Suffix: re-, -ment Rhyme: ounce, pounce Link Word: news, award</p>	<p>Shinobi Word of the Day</p> <p>Word of the Day: congruent (con-gru-ent) Word Class (adjective)</p> <p>Definition: If one thing is congruent with another thing, they are similar or fit together well.</p> <p>The triangles were congruent.</p> <p>Phrases: truly congruent, congruent results</p> <p>Synonym: in harmony Antonym: -ly Prefix / Suffix: -ment, in- Rhyme: shapes, matching</p>	<p>Shinobi Word of the Day</p> <p>Word of the Day: elaborate (e-lab-o-rate) Word Class (verb)</p> <p>Definition: If you elaborate on something that has been said, you say more about it, or give more details.</p> <p>Rahim elaborated every detail of his goal.</p> <p>Phrases: elaborated in detail, enjoyed elaborating</p> <p>Synonym: detail, explain Antonym: simple, plain Prefix / Suffix: -ed, -ly Rhyme: rabbit, cabinet Link Word: detail, story</p>	<p>Shinobi Word of the Day</p> <p>Word of the Day: genuine (gen-u-ine) Word Class (adjective)</p> <p>Definition: Genuine is used to describe people and things that are exactly what they appear to be, and are not false or an imitation.</p> <p>Ronnie's apology to Mr Jay was clearly genuine.</p> <p>Phrases: wanted to be genuine, a genuine person</p> <p>Synonym: authentic, actual Antonym: fake, bogus Prefix / Suffix: -ly, -ness Rhyme: real, false</p>	<p>Shinobi Word of the Day</p> <p>Word of the Day: ferocious (fe-ro-cious) Word Class (adjective)</p> <p>Definition: A ferocious animal, person, or action is very fierce and violent.</p> <p>Hamza had a ferocious thirst after PE.</p> <p>Phrases: a ferocious appetite, ferociously proud</p> <p>Synonym: fierce, savage Antonym: tame, gentle Prefix / Suffix: -ly, -ness Rhyme: atrocious, precocious Link Word: attitude, animal</p>
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Maths Shape

STARTER:

Complete each of the boxes in the table with a different quadrilateral.

	4 equal sides	2 pairs of equal sides	1 pair of parallel sides
4 right angles			
No right angles			

Which box cannot be completed?
Explain why.

See larger version below

STARTER:

Draw two more sides to create:

- An equilateral triangle
- A scalene triangle
- An isosceles triangle

Which is the hardest to draw?

See larger version below

STARTER:

Here are five angles. There are two pairs of identically sized angles and one odd one out.

Which angle is the odd one out?
Explain your reason.

See larger version below

STARTER:

Always, Sometimes, Never.

A four-sided shape has four lines of symmetry.

See larger version below

STARTER:

How many symmetrical shapes can you make by colouring in a maximum of 6 squares?

See larger version below



Year 4 Term 4 week 3
Week beginning 08.03.2021

<p>WALT: Compare and classify geometric shapes. Using a range of geometric shapes, children to classify them using either a Venn diagram or Carroll diagram.</p> <p>For the comparing element, children to choose 4 shapes from a selection and compare them against each other, identify the similarities and differences between them.</p> <p>Working from home: Use the following video link to look into comparing and classifying shapes. Link</p> <p>Complete the following activity on quadrilaterals.</p>	<p>WALT: Compare and classify triangles. Working in pairs, children to sort the given triangles into three groups using the headings: Equilateral, scalene and isosceles.</p> <p>Using their sorted triangles, children to write comparison sentences about the triangles.</p> <p>Extension: Complete a range of questions based around triangles.</p> <p>Working from home: Use the following link to a video about comparing and classifying triangles. Link</p> <p>Complete the following activity on triangles.</p>	<p>WALT: Identify acute, obtuse and right angles. Children to be given a range of angles which they need to sort into acute, right and obtuse angles.</p> <p>Once secure, move on to comparing and ordering angles.</p> <p>Working from home: Use the following link to a video about identifying angles. Link</p> <p>Complete the following activity on angles. Extension task.</p>	<p>WALT: Identify lines of symmetry in 2D shapes. Recap what lines of symmetry are and how we find them within a range of shapes.</p> <p>Using mirrors and selection of shapes, children to find how many lines of symmetry they can find in their selection of 2D shapes.</p> <p>Working from home: Use this video to recap lines of symmetry in 2D shapes.</p> <p>Complete this task after.</p>	<p>WALT: Draw symmetric patterns using a variety of media. Recap on previous learning of symmetry. Show a patterns on the board, can the children create the symmetrical version of this? How would you do it? What do you need to remember?</p> <p>Children to complete a range of symmetrical patterns. Extend children to reasoning questions when secure.</p> <p>Working from home: Use this video to learn about symmetrical figures/patterns.</p> <p>Complete this task after.</p>
Writing				
<p>WALT: Listen to and discuss a wide range of fiction. WALT: Talk about a genre of writing identifying the structure, vocabulary and grammar. Children to listen too/read through focus text for the next two weeks. After reading the text, use a range of different colours pens/pencils to identify the structure, vocabulary and grammar found in this piece of writing.</p>	<p>WALT: Discuss and record my ideas. Using the focus text, children to create a text map of this. Encourage children to use a range of drawn pictures and key pieces of vocabulary as well as arrows to demarcate their text map to show the story.</p> <p>Text map example:</p>	<p>WALT: Retell a story orally. Children to create a mini book of The Edge of the World text. Once mini book is create, children to be in small groups and use them to orally retell the story using drama and role play actions.</p> <p>How to make a mini book can be found here.</p> <p>Working from home:</p>	<p>WALT: Write for a range of purposes. Children to use either a letter to a character, wanted poster or a postcard/s for today's lesson to engage further into the text and characters.</p> <p>Encourage the children to use this activity to help them find out more about the story or the characters.</p>	<p>WALT: Write for a range of purposes. Children to use their text maps and knowledge of the story to have a go at writing it out themselves.</p> <p>Create a small bank of things to remember with the children before they start.</p> <p>Working from home:</p>



Year 4 Term 4 week 3
Week beginning 08.03.2021

Create a poster of all structural features found, types of vocabulary used and also the grammar included in the text.

Working from home:

Use the text below to read through and identify the different structure features, the different types of vocabulary and also the grammar used and put these into a poster.

Examples of structural features are:

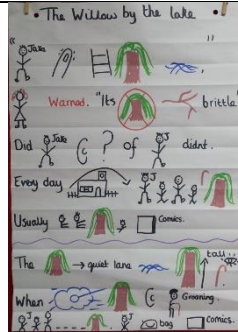
- Paragraphs
- Title
- Opening, problem, ending.

Examples of vocabulary are:

- Nouns
- Adjectives
- Adverbs
- Fronted adverbials
- Verbs

Examples of grammar are:

- Speech marks “ ”
- Commas ,
- Exclamation marks !
- Questions marks ?



Working from home:

Use the focus text and create a text map. There is an example above of a great text map.

Use the link above to create a mini book of our focus text and then use this to retell the story orally using drama and role play.

Working from home:

Either write a letter or postcard/s to the characters finding more out about the story and them or create a wanted poster about one of them based on what you know.

Using your text map, write the story. Remember to also use your knowledge/memory of the story to help you.



Year 4 Term 4 week 3
Week beginning 08.03.2021

Reading				
DEAR TIME 15/20 MINUTES CT/TA TO HEAR READERS	WALT: Read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act. Using the focus text, look at the unlucky man. Children to read through the text to answer the following questions: <ol style="list-style-type: none"> Who is the unlucky man? Why is he unlucky? What is he thinking/feeling? 	DEAR TIME 15/20 MINUTES CT/TA TO HEAR READERS	WALT: Read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act. Using the focus text, look at the girl. Children to read through the text to answer the following questions: <ol style="list-style-type: none"> Who is the girl? Why is she so sad? What is she thinking/feeling? 	WALT: Read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act. Using the focus text, look at the wolf. Children to read through the text to answer the following questions: <ol style="list-style-type: none"> Who is the wolf? Why is he so thin? What is he thinking/feeling?
Foundation Subjects				
GEOGRAPHY WALT: Compare the size and land use of two cities. Using a range of images of Rome and Canterbury, look into the size of each city and how that land has been used over time. Children to write comparison sentences detailing the different uses of the land in relation to its size. Working from home: Research into the following areas: <ol style="list-style-type: none"> What is size of both Rome and Canterbury? How is the land used within each city Which city has the most historical features? 	SCIENCE: WALT: Use a key to identify invertebrates. Go through power point on Invertebrates and what they are. Using this knowledge, go on an invertebrate hunt around the school grounds. Children to record which invertebrates they can find and where they found them. Working from home: Use the worksheet below as well as the twinkl go code: KB0428 for the power point. To go on an invertebrate hunt.	FRENCH: WALT: Use an English/French dictionary to translate from English to French. Children to identify which countries are either north or south of the equator and complete the sentences with either yes or no written in French. Working from home: Use twinkl go code: YD7960 to access power point and worksheet (use the one below if you wish). Fill in the boxes showing if the statements are true or false.		
MUSIC: WALT: Develop an understanding of the Medieval Era. Watch this video about the Medieval Music period. Discuss what you have learnt in this video as there is a lot of information in this clip.	ART: WALT: Use different techniques to apply colour to an image. Art and Design KS1 / KS2 : Using different painting techniques for effect - BBC Teach	PSHE WALT: Understand how to make people feel valued and welcome. Using the greet bingo game, each child need to write an answer to the statement in each box. Moving around the		



Year 4 Term 4 week 3
Week beginning 08.03.2021

<p>Using the information within the video, create an information piece on what you now know about the Medieval music era.</p> <p>Working from home: Complete the above task using the video link to help you. Talk to your grown up about all the information and make sure you understand what is being discussed – can you create a poster about something you have learnt. .</p>	<p>Using a range of the different techniques shown in the above video, add a range of colour to an image.</p> <p>Working from home: Use the video above to add colour to the image below using a range of techniques. You can do this using any resources you have at home.</p>	<p>classroom children need to ask each other the statements to see what each other responses will be.</p> <p>The aim of this task is to allow the children to understand the similarities and differences we have as individuals to help us make people feel valued and welcomed.</p> <p>Working from home: Complete the bingo card and see if you have the same answers as others at home.</p>
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English focus text:

To the Edge of the World

Once there was a man who was so unlucky that he had lost his house, his job and even the shirt off his back! So he set out to find an answer to his problems.

He walked and he walked and he walked and soon he came to a rocky valley where there was a wolf, a lean wolf, a mean wolf with fierce red eyes and sharp white teeth.

“I’m trying to find an answer to why I am so unlucky and to see if there is anything that can be done about it,” said the man to the wolf.

“If you find someone who can help, will you ask a question for me?” growled the wolf.

“Of course,” replied the man.



Year 4 Term 4 week 3
Week beginning 08.03.2021

"Very well, ask why I am so thin and what can be done about that?" So the man set off again and he walked and he walked and he walked until he came to a place where a hug oak tree was growing.

"I'm trying to find the answer to why I am so unlucky and to see if there is anything that can be done about it," said the man to the tree.

"If you find someone who can help you will you ask a questions for me?" asked the tree in a voice made of rock.

"Of course," replied the man.

"Very well, ask why my branches are dying and what can be done about that?" So the man set of and he walked and he walked and he walked until he came to a place where a girl was crying bitterly.

"I'm trying to find an answer to why I am so unlucky and to see if there is anything that can be done about it," said the man to the girl.

"If you find someone who can help will you ask a question for me?" sobbed the girl.

"Of course," replied the man.

"Very well, ask why I am so sad and what can be done about that." So the man set off again and he walked and he walked and he walked until he came to the very end of the Earth. Clouds billowed, rain drifted and buzzards swooped across the valley.

Then he met an old man with a long white beard.

"Why am I so unlucky and what can be done about it?" he asked the old man, peering at him with curiosity.

"There is plenty of luck just waiting for you," chortled the old man, nodding his head.

So, sooner, rather than later, the unlucky man had answers to the other questions and he set off. Excited by the prospect of his good fortune, he ran and he ran and he ran. Soon he came to the palce where the girl was crying.

"I've been promised some luck and I'm on my way to find it," he shouted.

"I'm pleased for you," sniffed the girl, "but what about me? Why am I so sad?"

"That's easy – you are sad because you are lonely," replied the unlucky man.

"What can be done about it?" sniffed the girl.

"That's easy- you must marry the first handsome young man who passes by and the pair of you will live happily ever after."

"Will you marry me?" asked the girl, staring at him intently.



Year 4 Term 4 week 3
Week beginning 08.03.2021

"Sorry, I'm on my way to find my luck!" shouted the unlucky man. He ran and he ran and he ran. So he came to the place where the oak tree was waiting as patient as time itself.

"I've been promised some luck and I'm on my way to find it," he shouted.

"I'm pleased for you," grumbled the tree, "but what about me? Why are my branches dying?"

"That's easy- you must stop the first strong man who passes by and ask him to dig up the treasure chest and take it away."

"You look strong-will you dig up the chest and take it away?" the tree asked, staring at him intently.

"Sorry, I'm on my way to find my luck!" shouted the unlucky man. He ran and he ran and he ran. Soon he came to the place where the wolf was waiting, looking leaner than ever, looking meaner than ever.

"I've been promised some luck and I'm on my way to find," he shouted.

"I'm pleased for you," growled the wolf, "but what about me? Why am I so thin? Eyeing the man, the wolf pawed the ground.

"That's easy you are thin because you are hungry," replied the unlucky man.

"What can be done about it," growled the wolf, staring at him intently.

"That's easy- you must stop the first fool that passes by and eat him up.

And so he did.
















Science worksheet



Year 4 Term 4 week 3
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Invertebrate Hunt

When you find an invertebrate, use the Invertebrate Classification Key to find out what it is. Tick it off and draw a quick sketch of it in the box below.

millipede <input type="checkbox"/>	centipede <input type="checkbox"/>	earwig <input type="checkbox"/>	beetle <input type="checkbox"/>	ant <input type="checkbox"/>
				
caterpillar <input type="checkbox"/>	spider <input type="checkbox"/>	harvestman <input type="checkbox"/>	slug <input type="checkbox"/>	snail <input type="checkbox"/>
				
worm <input type="checkbox"/>	larvae <input type="checkbox"/>	woodlouse <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				



Year 4 Term 4 week 3
Week beginning 08.03.2021

Use an atlas to find if the following statements are true or false.
Write Vrai if it's true and Faux if it's false.

Vrai/Faux

L'Écosse est au nord de l'Équateur.	
La Suisse est au sud de l'Équateur.	
La Tanzanie est sur l'Équateur.	
Le Pakistan est au sud de l'Équateur.	
Le Brésil est sur l'Équateur.	
La Nouvelle-Zélande est au nord de l'Équateur.	

Translation of Country names

L'Écosse	Scotland
La Suisse	Switzerland
La Tanzanie	Tanzania
Le Pakistan	Pakistan
Le Brésil	Brazil
La Nouvelle-Zélande	New Zealand



Year 4 Term 4 week 3
Week beginning 08.03.2021

Art image





PSHE task

Year 4 Term 4 week 3
Week beginning 08.03.2021



Being Me in My World

Meet and Greet Bingo - Ages 8-9 - Piece 1

My favourite animal is...	My birthday is in the month of...	My favourite food is...
The worst TV programme is...	My favourite hobby is...	Someone I admire is...
My favourite school subject is...	The worst colour for a school uniform would be...	If I won an Olympic Gold medal it would be in...



Year 4 Term 4 week 3
Week beginning 08.03.2021

Maths starters:

Monday – Friday



Complete each of the boxes in the table with a different quadrilateral.

	4 equal sides	2 pairs of equal sides	1 pair of parallel sides
4 right angles			
No right angles			

Which box cannot be completed?
Explain why.



Draw two more sides to create:

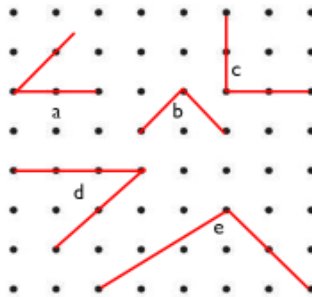
- An equilateral triangle
- A scalene triangle
- An isosceles triangle



Which is the hardest to draw?

Here are five angles. There are two pairs of identically sized angles and one odd one out.

Which angle is the odd one out?
Explain your reason.



6

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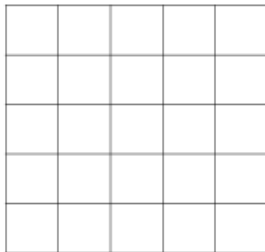
Always, Sometimes, Never.

A four-sided shape has four lines of symmetry.

14

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How many symmetrical shapes can you make by colouring in a maximum of 6 squares?



12

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