



Year 4 Term 4 week 4
Week beginning 15.03.2021

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. 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. Any questions or queries please email secretary@st-margarets-dover.kent.sch.uk. Mrs Eales will then forward your emails to me. Miss Conway and Mrs Griffiths.

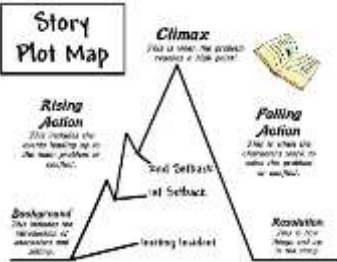
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Word of the day				
Write the word three times and its definition. Can you write a sentence using the word accurately? Be creative and colourful with this task it will help you to remember the word. Ninja Word of the day starting with Shinobi words for year 4 can be found here.				
Maths Position & Direction				
<p>STARTER:</p> <p>Please see larger version below.</p>	<p>STARTER:</p> <p>Please see larger version below</p>	<p>STARTER:</p> <p>Please see larger version below</p>	<p>STARTER:</p> <p>Please see larger version below</p>	<p>STARTER:</p> <p>Please see larger version below</p>
<p>WALT: Read, write and use pairs of co-ordinates in the first quadrant. Recap what co-ordinates are using BBC Bitesize video to support explanation.</p> <p>Children to complete a range of plotting co-ordinate activities.</p> <p>Working from home: Use the following video link to recap co-ordinates.</p>	<p>WALT: Read, write and use pairs of co-ordinates in the first quadrant Revisit moving co-ordinates on a grid and how to go between two points using the correct language.</p> <p>Children to complete a variety of activities where plotted plots are moving within the first quadrant.</p> <p>Working from home: Complete the following activity on moving on a grid.</p>	<p>WALT: To describe movements between positions as translations of a given unit to the left/right and up/down. Recap on movements between positions on a grid using this video.</p> <p>Using some examples on the board, go through them modelling the correct use of</p>	<p>WALT: To describe movements between positions as translations of a given unit to the left/right and up/down. Revisit previous learning to ensure concept of movements on a grid is secure using this video link.</p> <p>Children to complete a variety of translation activities and challenges.</p>	<p>WALT: To describe movements between positions as translations of a given unit to the left/right and up/down. Recap on previous learning for the last few days.</p> <p>Children to complete investigation/word problems based around co-ordinates.</p> <p>Working from home:</p>



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<p>Complete the following activity on co-ordinates</p>		<p>language to describe the movements being made.</p> <p>Children to compete a range of movement based activities.</p> <p>Working from home: Use the following video link to explore describing movements between positions. Complete the following activity.</p>	<p>Working from home: Use the following link to a video link</p> <p>Complete the following activity.</p>	<p>Use the following link to a video link and complete the activities within the video.</p>
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Writing

<p>WALT: Propose changes to grammar and vocabulary. Children to make substitutions to the story by changing the following:</p> <ol style="list-style-type: none"> To the Edge of the Unlucky Man Wolf Tree Girl Old Man Luck Man is eaten. <p>Children to do this using a template to support their changes.</p> <p>Working from home: Use template below to make changes to our focus text.</p>	<p>WALT: Discuss and record my ideas. Using their substitutions made in yesterday's lesson, children to take these new ideas and create a plan. Children to choose from one of the following plan templates:</p> <ul style="list-style-type: none"> Plot diagram Story mountain 	<p>WALT: Write for a range of purposes. Children to use their plans to write up their first draft of their story.</p> <p>Encourage children to use their word mats to up-level their vocabulary choices and to add in any features such as fronted adverbials.</p> <p>Working from home: Use your plan to write your first draft of your new story.</p>	<p>WALT: Proof read for spelling and punctuation errors. Working with a partner, children to go through each other's work and proof read for spelling and punctuation errors. These errors to be added in using green correction pens.</p> <p>Encourage children to also see if they can up-level their partners work through the use of:</p> <ul style="list-style-type: none"> Fronted adverbials Range of conjunctions Higher-level vocabulary for descriptions. <p>Working from home: With the help of an adult or sibling at home, go through your first draft of your story and correct any spelling or punctuation errors.</p>	<p>WALT: Write for a range of purposes. Children to write up their best version of their story using their proof read work from yesterday's lesson.</p> <p>Working from home: Use your proof read work from yesterday's lesson to write up your best version of your story.</p>
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Working from home:

Using one of the above to plan your new story using the changes you made yesterday.

Reading

Working at home: Complete DEAR TIME every day.

DEAR TIME
15/20 MINUTES
CT/TA TO HEAR READERS

WALT: Compare key themes across different books. (Fiction focus)

[How to compare fiction texts - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/z7gdscw)

Using above video, children to compare two different fiction books.

DEAR TIME
15/20 MINUTES
CT/TA TO HEAR READERS

WALT: Compare key themes across different books. (Non-fiction focus)

<https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/z7gdscw>

Use above information page to investigate how to compare non-fiction texts. Children to use this information to compare two different non-fiction texts.

DEAR TIME
15/20 MINUTES
CT/TA TO HEAR READERS

Foundation Subjects

GEOGRAPHY

WALT: Understand how maps are constructed.

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4>

Using above video, look at what a map is and how it is constructed.

Children to be given a map and use different colours along with a key to show how it is constructed together.

Colours to use:

- Roads – Red

SCIENCE:

WALT: Create a classification key.



FRENCH:

WALT: Use a English/French dictionary to translate from English to French.





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<ul style="list-style-type: none">• Shops/Businesses – Blue• School/s – Green• Parks/Nature reserves/Large grass areas – Orange• Food outlets/restaurants – Purple• Beach – Yellow <p>Extension (Children in school only): Children to look at maps of Canterbury & Rome and apply key colours above.</p> <p>Working from home: Use BBC Bitesize video to understand more about maps and how they are constructed and what they tell you. Colour the map below to show the different parts of it, using the colours stated.</p>	<p>Children to work in small groups to use different classification questions/keys to answer questions on a selection of animals.</p> <p>Working from home: Use the Twinkl Go code: DC4512 to access the power point for this lesson. Complete the activity sheet below.</p>	<p>Children to work in pairs looking at which continents a country is from.</p> <p>Working from home: Use the Twinkl Go code: GC5862 to access the power point for this lesson. Complete the activity sheet below.</p>
<p>MUSIC: WALT: Develop an understanding of music during the Renaissance period. Watch this video about the Renaissance Music period. Discuss what you have learnt in this video as there is a lot of information in this clip.</p> <p>Use this clip to help you answer question 3.</p> <p>Using the information within the video, answer the following questions:</p> <ol style="list-style-type: none">1. When was the Renaissance Music period?2. What instruments did they use?3. What are your thoughts about the style of music during this period? <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. Answer the questions above.</p>	<p>ART: WALT: Create a range of observational paintings. Children to create an observational picture of the school and use paint through a range of techniques to bring it to life.</p> <p>Working from home: Use either your house/garden or a small selection of objects to draw an observational drawing. Once your base drawing is complete use a range of paints to add colour this. If you do not have paints, use pens/pencils.</p>	<p>PSHE WALT: Understand our school community and my role within it. Discuss as a class what our school community is and create a mind map of all responses. Build on this discussion by introducing what our roles are within our school community. Go through different roles within the school community and discuss what each role is and the responsibilities it has.</p> <p>Children to record mind map ideas of school community and then move onto writing down what their role within the school community is.</p> <p>Working from home: Complete the activities above. Carry out the discussions with people at home around you.</p>



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ICT:

WALT: Interpret and analysis information.

Children to use their questionnaires they created in the previous ICT to analysis the information they received from them.

Using their data, children to create a bar chart/pie chart/line graph to show their information using Excel.

Working from home:

Create a simple questionnaire for individuals at home to answer. Use your answers to create one of the following charts within Excel. Use the following [video](#) to help you understand how to do this.

RE

WALT: Understand why Diwali is important to Hindu's.

[What is Diwali? - BBC Bitesize](#)

Using the above video, learn what Diwali is and why it is important to Hindu's.

Children to design their own Rangoli pattern, inspired by those shown in the video.

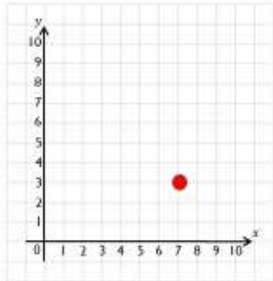
Rangoli pattern example:



Working from home:

Use the above video to learn about Diwali. Complete the activity stated above.

Maths starters Mon-Fri



Rosie

The point is plotted at $(3, 7)$



Teddy

The point is plotted at $(7, 3)$

Who is correct?

What mistake has one of the children made?

When you are plotting a point on a grid it does not matter whether you go up or across first as long as you do one number on each axis.



Amir

Do you agree with Amir?

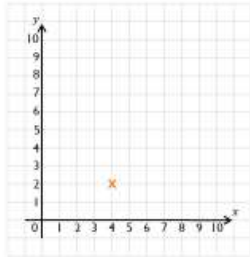
Convince me.



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What shapes could be made by plotting three more points?

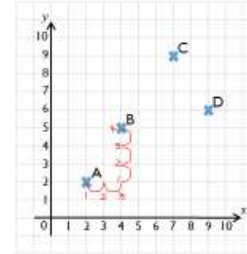


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Tommy has described the translation from A to B as 3 right and 4 up.



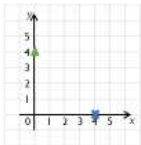
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Can you explain his mistake?



- ▲ to ✕ is 4 right and 4 down.
- ✕ to ▲ is 4 left and 4 up.



Can you plot other pairs of points where to move between them, you travel the same to left or right as you travel up or down?

What do you notice about the coordinates of these points?

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Science



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Record which living thing has each characteristic by putting a tick or a cross in the table. Write your own questions in the last four boxes of the table.

	blue whale	octopus	shark	seahorse	crab	dolphin	sea turtle	clownfish
Does it have legs?								
Does it have a shell?								
Does it breathe air?								







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Which Continent Are They In?

Use atlases, dictionaries, reference books and the internet to find:

1. The French name for the country.
2. The continent the country is in.
3. The flag of the country.

Write a sentence in French to say which continent the country is in. One is done for you.

Country (English)	Country (French)	Continent (French)	Flag
England	<i>L'Angleterre</i>	<i>en Europe</i>	
1. <i>L'Angleterre est en Europe.</i>	_____	_____	
Mexico	_____	_____	
2. _____	_____	_____	
Malaysia	_____	_____	
3. _____	_____	_____	
New Guinea	_____	_____	

en Afrique en Asie en Australasie en Europe en Amérique du Nord en Amérique du Sud



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To the Edge of the World	Unlucky Man	Wolf	Tree
To the Edge of the			
Girl	Old Man	Luck	Eaten by a Wolf



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