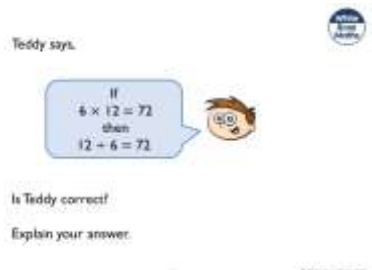
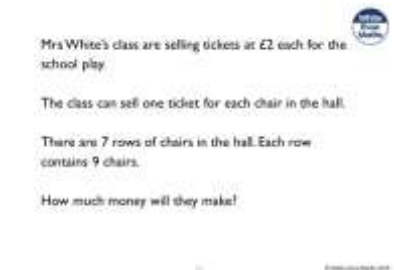

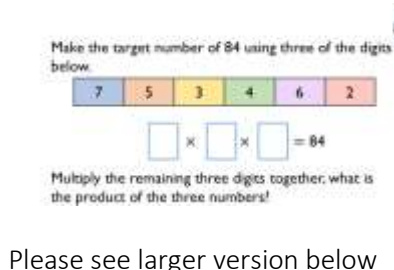





Year 4 Term 4 week 5
Week beginning 22.03.2021

Hello Class 4! Below are all the activities planned for week 5. 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
<p style="text-align: center;">Word of the day</p> <p>Write the word three times and it's 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.</p> <p style="text-align: center;">Ninja Word of the day starting with Shinobi words for year 4 can be found here.</p>				
<p style="text-align: center;">Maths Multiplication & Division</p>				
<p>STARTER:</p>  <p>Please see a larger version below</p>	<p>STARTER:</p>  <p>Please see a larger version below</p>	<p>STARTER:</p>  <p>Please see a larger version below</p>	<p>STARTER:</p>  <p>Please see larger version below</p>	<p>STARTER:</p>  <p>Please see a larger version below</p>
<p>WALT: Recall multiplication and division facts for the 6 times tables Recap on the 6 times tables. Go through the methods for multiplication & division that the children can use for their learning today. Column method multiplication/bus stop method division.</p> <p>Go through a selection of multiplication & division questions</p>	<p>WALT: Recall multiplication and division facts for the 7 times tables Recap on the 7 times tables. Go through the methods for multiplication & division that the children can use for their learning today. Column method multiplication/bus stop method division.</p> <p>Go through a selection of multiplication & division questions</p>	<p>WALT: Recall multiplication and division facts for the 9 times tables Recap on the 9 times tables. Go through the methods for multiplication & division that the children can use for their learning today. Column method multiplication/bus stop method division.</p> <p>Go through a selection of multiplication & division questions</p>	<p>WALT: Multiply three numbers together</p> <p>Recap on the methods used to multiply numbers. Explain how when we multiply three numbers we have to do this in stages to ensure we get the correct total.</p> <p>Go through some example together as a class to ensure</p>	<p>WALT: Recognise and use factors pairs</p> <p>Show children this video on factors pairs, to explain what they are and why we use them.</p> <p>Using two numbers as examples, go through with the children what factor pairs the numbers could have. Talk through why certain numbers would not be a</p>


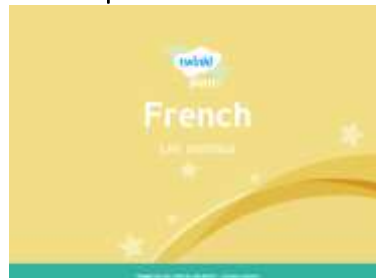


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<p>using the 6 times tables to model to the children the expectation of their activities.</p> <p>Children to complete a range of activities on the 6 times tables using multiplication and division.</p> <p>Working from home: Use this video to recap multiplying & dividing by 6.</p> <p>Complete this task.</p>	<p>using the 7 times tables to model to the children the expectation of their activities.</p> <p>Children to complete a range of activities on the 7 times tables using multiplication and division.</p> <p>Working from home: Use this video to recap multiplying & dividing by 7.</p> <p>Complete this task.</p>	<p>using the 9 times tables to model to the children the expectation of their activities.</p> <p>Children to complete a range of activities on the 9 times tables using multiplication and division.</p> <p>Working from home: Use this video to recap multiplying & dividing by 9.</p> <p>Complete this task.</p>	<p>that the children understand the concept of multiplying three numbers effectively.</p> <p>Children to complete a range of questions as well as reasoning/problem solving.</p> <p>Working from home: Use this video to learn how to multiply three numbers.</p> <p>Complete this task.</p>	<p>factor pair for that number to ensure the children understand that each number only has a certain amount of factor pairs.</p> <p>Children to have a range of numbers where they need to list the factor pairs of these numbers.</p> <p>Working from home: Use this video to learn about factor pairs.</p> <p>Complete this task.</p>
Writing Max and the Millions				
<p>WALT: Listen to and discuss a wide range of fiction. Children to read/listen to the focus text for this week. Using knowledge of what they have read/heard, they need to complete a speech bubble with their answers to the following questions:</p> <ol style="list-style-type: none"> 1. What is the story about? 2. Who are the main characters? 3. What has happened so far? 4. What is your opinion of the story so far? <p>Working from home:</p>	<p>WALT: Discuss words and phrases that capture the reader's interest and imagination. Children to go through the parts of the text we read/listened to in the previous lesson and identify any words of phrases that capture their interest and imagination.</p> <p>For example: The boy heard a deafening noise coming towards him. The highlighted word captures my interest, as I would like to know what the deafening noise is.</p> <p>Children to highlight words/phrases that capture their</p>	<p>WALT: Re-tell a story orally. Using their knowledge of the story plus the text, children to create a mini book or text map to help them re-tell the story orally using actions and drama.</p> <p>Working from home: Create either a mini book or text map to help you retell the story orally using actions and drama.</p> <p>Mini book video</p>	<p>WALT: Write for a range of purposes. Children to use one of the following options for their task:</p> <ul style="list-style-type: none"> • Wanted poster • Missing person poster • Police report • Letter • Diary entry <p>Task outlines Encourage the children to use this activity to help them:</p> <ul style="list-style-type: none"> • Find out more about the story. • Find out more about the characters. 	<p>WALT: Write for a range of purposes. Children to use their text maps/mini books 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: Using your text map/mini book, write the story. Remember to use your knowledge/memory of the story to help you.</p>



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Using the copy of Max and the Millions read the first 2-3 chapters and complete the above activity. You can draw a speech bubble on a piece of paper.	interest and create a word bank of these.		<ul style="list-style-type: none">Share what they know about the story/characters. <div>Working from home:</div> Use one of the options above to complete today’s task using the task outlines above.	
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 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: <ul style="list-style-type: none">Roads – RedShops/Businesses – BlueSchool/s – GreenParks/Nature reserves/Large grass areas – OrangeFood outlets/restaurants – Purple	SCIENCE: WALT: Create a classification key.  Children to work in small groups to use different classification questions/keys to answer questions on a selection of animals.	FRENCH: WALT: Speak in sentences about animals in a Zoo.  Children to use the information from the power point to write sentences about what animals you could see at a zoo.		



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<ul style="list-style-type: none"> 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>Working from home: Use the Twinkl Go code: UZ2064 to access the power point for this lesson. Complete the activity sheet below.</p>	<p>Working from home: Use the Twinkl Go code: ZX2456 to access the power point for this lesson. Complete the activity sheet below.</p>
<p>PSHE WALT: Be aware of how different people and groups impact on me and to recognise the people I most want to be friends with.</p> <p>Recap on friendship groups and the different styles of friendships we have with these people. Get the children to think about how these friendship groups and how they affects them and what they do/think/feel.</p> <p>Children to pick one of their friendship groups and write sentences about how they affect them.</p> <p>Working from home: Complete the activities above. Carry out the discussions with people at home around you.</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. Please watch video until 6.30.</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>ICT: WALT: Interpret and analysis information.</p>	<p>RE WALT: Understand why Diwali is important to Hindu's. What is Diwali? - BBC Bitesize</p>	



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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.

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.



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Maths starters Mon-Fri

Teddy says,

If
 $6 \times 12 = 72$
then
 $12 \div 6 = 72$



Is Teddy correct?

Explain your answer.



Mrs White's class are selling tickets at £2 each for the school play.

The class can sell one ticket for each chair in the hall.

There are 7 rows of chairs in the hall. Each row contains 9 chairs.

How much money will they make?

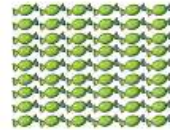


Amir and Whitney both receive some sweets.



Amir

I have more sweets because I have more rows.



Whitney

I have more sweets because I have more in each row.



Who has more sweets? Explain your reasoning.

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Tommy says,



The greater the number, the more factors it will have.

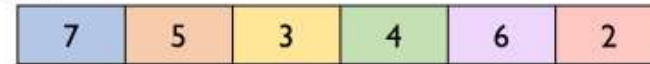
Is Tommy correct?

Use arrays to explain your answer.

6

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Make the target number of 84 using three of the digits below.



$$\square \times \square \times \square = 84$$

Multiply the remaining three digits together, what is the product of the three numbers?



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Science

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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French

un pingouin

un ours polaire

un capybara

une baleine

un lion

un zèbre

un jaguar

un panda

un cobra

Write a sentence for each animal. The first one has been done for you.



J'ai vu un jaguar.





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Geography Map

