



Year 4 Term 4 week 6  
Week beginning 29.03.2021

Hello Class 4! Below are all the activities planned for week 6. 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](mailto: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 |
|---|--|---|-----------|----------|--------|
| <b>Word of the day</b><br>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.<br><b>Ninja Word of the day starting with Shinobi words for year 4 can be found <a href="#">here</a>.</b>   |  |   |           |          |        |
| <b>Maths</b><br>Problem Solving   |  |   |           |          |        |
| <b>WALT:</b> Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit.<br>Go through the distributive law with the children and explain the method used to solve calculations using this.<br><br>Children to complete a range of questions using the distributive law.<br><br><b>Working from home:</b><br>Use this <a href="#">video</a> to understand what the distributive law is and complete the tasks within the video. | <b>WALT:</b> Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.<br>Recap how to solve problems involving fractions. Go through the methods for finding fractions of amounts/objects as well as how to approach solving problems with fractions when there is a whole number.<br><br>Children to complete a variety of questions where they need to find fractions of amounts/quantities and problems involving whole numbers.<br><br><b>Working from home:</b> | <b>WALT:</b> Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.<br>Recap hours/minutes/seconds and how they relate to each other as well as how days/weeks/months/years relate to each other.<br>Create an information bank on the board of how this relate, for example:<br>60 seconds = 1 minute<br>60 minutes = 1 hour<br>24 hours = 1 day<br><br><b>Working from home:</b><br>Use this <a href="#">video</a> to recap the relationship between different units of time. Complete the activities within the video. |           |          |        |




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|  | Use the following <a href="#">video</a> to recap on how to find fractions of amounts/quantities and complete the activities within the video.  |   |  |  |
| <b>Writing</b><br>Max and the Millions   |  |   |  |  |
| <p><b>WALT: Propose changes to grammar and vocabulary.</b><br/>Children to make substitutions to the story by changing the following:</p> <ul style="list-style-type: none"> <li>• Max</li> <li>• Mr Darrow</li> <li>• Mr Pitt</li> <li>• Sasha</li> <li>• Boarding School</li> <li>• Models</li> </ul> <p>Children to do this using a template to support their changes.</p> <p><b>Working from home:</b><br/>Use template below to make changes to our focus text.</p> | <p><b>WALT: Discuss and record my ideas.</b><br/>Using their substitutions made in yesterday's lesson, children to take these new ideas and create a plan.<br/>Children to choose from one of the following plan templates:</p> <ul style="list-style-type: none"> <li>• Plot diagram</li> <li>• Story mountain</li> </ul> <div data-bbox="501 767 840 1031" data-label="Diagram"> <p><b>Story Plot Map</b></p> <p><b>Rising Action</b><br/>This contains the events leading up to the main problem or conflict.</p> <p><b>Climax</b><br/>This is where the action reaches its peak point.</p> <p><b>Falling Action</b><br/>This is where the characters begin to solve the problem or conflict.</p> <p><b>Resolution</b><br/>This is where the story ends and the characters are happy.</p> <p><b>Background</b><br/>This contains the information about the characters and setting.</p> <p><b>Initial Situation</b><br/>This is where the story begins.</p> </div> <div data-bbox="501 1031 909 1267" data-label="Diagram"> <p><b>Story Mountain</b></p> <p><b>Beginning</b><br/>This is where the story starts.</p> <p><b>Rising Action</b><br/>This is where the story builds up to the climax.</p> <p><b>Climax</b><br/>This is the highest point of the story.</p> <p><b>Falling Action</b><br/>This is where the story comes down from the climax.</p> <p><b>Ending</b><br/>This is where the story finishes.</p> </div> <p><b>Working from home:</b><br/>Using one of the above to plan your new story using the changes you made yesterday.</p> | <p><b>WALT: Write for a range of purposes.</b><br/>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><b>Working from home:</b><br/>Use your plan to write your first draft of your new story.</p> |  |  |



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| Reading   |  |  |  |  |
|---|--|--|--|--|
| Working at home: Complete DEAR TIME every day.  |  |  |  |  |
| <p>DEAR TIME<br/>15/20 MINUTES<br/>CT/TA TO HEAR READERS</p>  | <p>WALT: Refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views).</p> <p>Using our focus text of Max and the Millions, children to use the text we have read so far to give their opinion and prediction about the text.</p> <p>Children to:</p> <ol style="list-style-type: none"> <li>1. Write down their opinion of the story so far and give reasons for their opinion.</li> <li>2. Write what they predict might happen next based on what they have read/heard so far.</li> </ol> | <p>DEAR TIME<br/>15/20 MINUTES<br/>CT/TA TO HEAR READERS</p>   |  |  |
| Foundation Subjects   |  |  |  |  |
| <p>PSHE<br/>WALT: Understand that my actions affect others and myself.</p> <p>Children to read the situation cards and discuss how this would affect their actions and others.</p> <p>Children to either use one of the situation cards or create their own to explain how their actions within that chosen situation would affect others and themselves.</p> <p>Working from home:</p> | <p>SCIENCE:<br/>WALT: Recognise positive and negative changes to the local environment.</p>    | <p>ART:<br/>WALT: Create a range of observational paintings.</p> <p>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:</p> <p>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> |  |  |



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| <p>Use the situation cards below to discuss with people at home how if this were you in the situation, how your actions would affect others and yourself.</p>   | <p>Children to look at the different changes that have/are happening within the local community that could be harmful to living things.</p> <p>Working with a partner/small group, children to identify changes in the environment around them, the dangers it poses to the wildlife/living things and a positive change to help this.</p> <p><b>Working from home:</b><br/>Use the <a href="#">Twinkl Go</a> code: <b>KA0714</b> to access the power point for this lesson. Complete the activity sheet below.</p>  |  |
| <p><b>ICT:</b><br/><b>WALT: Use computing to create pie charts, line graphs and bar charts.</b></p> <p>Children to be given a small selection of data, which they have to use to create a range of graphs with Excel. Encourage the children to create one of each graph within today's WALT as each of them will present the information in a different way and we need to be able to interpret it easily.</p> <p><b>Working from home:</b><br/>Using the selection of information/data below, use Excel and create the above graphs using the information. Use the below video if you are still struggling to understand how to create a graph in Excel. Use the following <a href="#">video</a> to help you understand how to do this.</p> | <p><b>RE</b><br/><b>WALT: Know what can be learnt from celebrations and festivals.</b></p> <p>Children to participate within a class discussion around what we can learn from different religious and non-religious festivals. Use the questions below as different talking points during the lesson:</p> <ol style="list-style-type: none"> <li>1. Should Eid/Easter/Diwali/Pesach be a day off work for Muslims/Christians/Hindus/Jewish people in London or the UK?</li> <li>2. Is Comic Relief day a bigger festival than Easter?</li> <li>3. Can people who are not Hindus/Christians/Muslims/Jewish people share the celebration? Would they like to?</li> <li>4. What are the main beliefs that Diwali/Easter/Eid/Pesach expresses?</li> <li>5. Does light win over darkness, good over evil? How? When? Why?</li> <li>6. Can the real meaning of a festival be preserved, or do the shops and shopping always take over?</li> </ol> <p><b>Working from home:</b></p> |  |



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|  | Using the questions above, have a discussion with people around you at home about what you can learn from religious and non-religious festivals. |  |
|--|--|--|



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Science

| Change to environment | Danger to living things | What can be done to help |
|-----------------------|-------------------------|--------------------------|
|                       |                         |                          |
|                       |                         |                          |
|                       |                         |                          |
|                       |                         |                          |
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English Template for changes

|       |  |                 |  |         |  |
|-------|--|-----------------|--|---------|--|
| Max   |  | Mr Darrow       |  | Mr Pitt |  |
|       |  |                 |  |         |  |
| Sasha |  | Boarding School |  | Models  |  |
|       |  |                 |  |         |  |










**Yellow** – Current characters/features of Max and the Millions







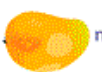

**Green** – New characters/features of Max and the Millions



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# ICT data

| Colour   | Number of Smarties  | Frequency |
|--|---|-----------|
| Green  |  | 7         |
| Orange   |  | 8         |
| Blue   |  | 5         |
| Pink   |  | 6         |
| Yellow   |  | 11        |
| Red  |  | 8         |
| Purple   |  | 7         |
| Brown  |  | 3         |
| Key  = 2 smarties |   |           |

|   |   |
|---|---|
|  apples  |  |
|  oranges |  |
|  pears   |  |
|  mangos  |  |